

MARKER CODE



Student Personal Identification Number

South Pacific Form Seven Certificate

ENGLISH

2014

QUESTION and ANSWER BOOKLET

Time allowed: Two and a half hours

INSTRUCTIONS

Write your **Student Personal Identification Number (SPIN)** in the space provided on the top right hand corner of this page.

This Examination paper contains TWO sections:

Section	Guideline
Section A:	Analysis of Text You must answer ALL 15 questions in this section.
Section B:	Response to Text You must answer TWO essay questions in this section. Do not select two options from the same question number.

Write your answers in the spaces provided in this booklet. If you need more space for answers, ask the Supervisor for extra paper. Write your SPIN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.

Major Learning Outcomes (Achievement Standards)	Skill Level			Weight /Time
	Band 1 <i>Basic</i>	Band 2 <i>Proficient</i>	Band 3 <i>Advanced</i>	
EngA: Respond critically to unfamiliar written texts through close reading, using supporting evidence.	11 questions	3 questions	1 question	20% 50 min
EngB: Develop a critical response to specified aspect(s) of a text using supporting evidence.	16 questions	6 questions	4 questions	40% 100 min
TOTAL	27 Learning outcomes	9 Learning outcomes	5 Learning outcomes	60% 150 min

Check that this booklet contains pages 2 – 16 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

SECTION A : ANALYSIS OF TEXT

[Spend about 60 minutes on this Section.]

EngA: Students will be able to respond critically to unfamiliar written texts through close reading, using supporting evidence.

Question 1 Passage A : Prose

Karl Samuel writes a blog for an online magazine about his experiences of returning to his island homeland.

Coconut Roots

by Karl Samuel

We all talk about being proud of our Pacific heritage, whether we're from Tonga, Samoa, Fiji, Tuvalu or Aotearoa. But in January, I went on a trip to where it all began for my family and amid the **hard, rough, isolated and remote lifestyle**, I got to thinking about how a lot of city dwelling Polynesians must react when they go back to their roots.

5 You might be proud of where you come from, but how much of an “islander” would you be if you went back to the villages where your parents and grandparents grew up and learned how to cook over an open fire, bathe in a river, work in a taro swamp, or catch and prepare your own dinner?

10 My first trip was one of the biggest culture shocks I've experienced to date, which – thinking back on it – was weird because I had always declared my “Islandness” to my friends at school. I thought myself a “cultural person” and yet was being “**culture shocked**” by the very “culture” I assumed was mine!

15 **I remember** the feeling of being left out of conversations full of laughter because I couldn't speak the local language; **I remember** being mocked for not knowing how to get my hands dirty in the plantations; **I remember** having to pull buckets of water from the family well to have cold baths; and **I remember** being excited about having pet chickens around the home and then discovering their number was declining because of the contribution they were making to people's dinner tables each night.

20 We call ourselves islanders, but what does that mean exactly? **Do we have to go on a journey to unearth our island roots before we can call ourselves Samoan, Tongan, Tokelauan, or Fijian?** If we haven't made a physical connection to our island homelands, aren't we just city dwellers from whatever country we've adopted?

25 I suspect the back-to-basics lifestyle would put off many Polynesians from travelling back to where they came from, but I believe it's vitally important because it gives a better sense of who we are. **Just like a coconut tree is anchored to the ground by its roots, we should remain anchored to the lands that defined us in the first place.**

30 Don't let the thought of living in a shack or using a long-drop toilet hinder you from rediscovering your roots. The creature comforts you're used to at home get left at the door of the airplane when you touch down on island territory, but that's okay. It all adds to the experience and you come away better for it.

I've experienced petrol shortages, water shortages, electricity shortages, even ice cream shortages, but it just gives you an appreciation for how far we've come. It also inspires

[continues over page]

you to act in a way that makes you want to give back, which is how it should be.

35 **Thankfully, with a few lengthy trips home under my belt, I'm confident to say I'm now an "island boy"**. Well, I might not be able to tough it out with the best of the plantation-digging, tuna-catching, reo-speaking locals, but I'm pretty sure there are a lot of you out there worse than me.

Reo-speaking: speaking the local language of the island

(532 words)

[Adapted from: Samuel, K., 2014, 'Coconut Roots', available: Spasifik Magazine [online], <http://www.spasifikmag.com/publicblogpage/26febcoconutroots/>]

After carefully reading the whole of Passage A, answer the following questions in the spaces provided.

Assessor's use only

A1	<p>Write down ONE piece of evidence given by the writer in Passage A that explains the "hard, rough, isolated and remote lifestyle" [line 3] in the home islands.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR	
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A2	<p>Explain what the writer means by the expression "culture shocked" in line 11.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR	
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A3	<p>To whom do the pronouns "we" and "you" refer to in the passage?</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR	
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A4	<p>Give a reason for the writer's use of such pronouns in A3 above throughout the passage.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR									
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A5	<p>Answer BOTH Parts 1 and 2 in this question.</p> <p>Part 1: Name ONE language technique used in lines 19 - 21: <i>“Do we have to go on a journey to unearth our island roots before we can call ourselves Samoan, Tongan, Tokelauan, or Fijian?”</i></p> <p>Part 2: Identify the specific words from lines 19 - 21 where the language technique is located.</p> <table border="1"> <thead> <tr> <th>Part 1: Language technique:</th> <th>Part 2: Specific words from lines 19 - 21 where the language technique is located:</th> </tr> </thead> <tbody> <tr> <td><hr/></td> <td><hr/></td> </tr> <tr> <td><hr/></td> <td><hr/></td> </tr> <tr> <td><hr/></td> <td><hr/></td> </tr> </tbody> </table>	Part 1: Language technique:	Part 2: Specific words from lines 19 - 21 where the language technique is located:	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR	
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A6	<p>Explain what the writer means by this statement in lines 34 - 35: <i>“Thankfully, with a few lengthy trips home under my belt, I’m confident to say I’m now an “island boy”.</i> [lines 34 – 35]</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR									
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A7	<p>Explain the effect the writer creates by repeating “I remember” several times in the passage:</p> <p><i>“I remember being left out of conversations full of laughter because I couldn’t speak the local language; I remember being mocked for not knowing how to get my hands dirty in the plantations; I remember having to pull buckets of water from the family well to have cold baths; and I remember being excited about having pet chickens around the home and then discovering their number was declining because of the contribution they were making to people’s dinner tables each night.”</i> [lines 13 – 18]</p> <p>Use your own words to answer this question.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Proficient</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Moderate</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Proficient	Level	Excellent		Moderate		Weak		NR	
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A8	<p>Look at lines 25 - 26: “Just like a coconut tree is anchored to the ground by its roots, we should remain anchored to the lands that defined us in the first place.” Explain how the writer makes his point that Pacific Islanders living overseas should make a connection with their island homelands.</p> <p>Use your own words to answer this question.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Proficient</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Moderate</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Proficient	Level	Excellent		Moderate		Weak		NR	
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Question 1 Passage B : Poetry

A daughter observes her mother's return to her home island.

A Quiet Moment

5 As she walks down
 sand rubbing amongst her toes,
 the sun warming her back
 I watch as she steps into the water
 and allows its warmth to kiss her skin
 many years has she been deprived of this.
 Homecoming for her has mixed emotions
 loss of a mother, yet sweet memories of life
 love for her only sister, yet anger of past words.

10 Yet, I watch her now
 as she reunites with the waters of her motherland
 Dipping her fingers in the water.
 It's almost like watching a child play in water
 the way in which only a young one can
 15 you know that fascination and joy
 that you only wish you could taste again
 And now here she is all of 55 years old
 the woman that gave me life
 I've never seen her so peaceful and alive
 20 It seems her spirit has awakened
 just by a touch, a smell of home.

It is one of the most beautiful sights I have ever witnessed
 so much peace on her beautiful face.
 But wait – not just that
 25 it's the way she moves
 unashamed of her blessed curves
 showing off her malu
 proud of who she is
 and I've never been so proud of her.

30 I wish I could capture this moment
 retell the glory of it
 people on this beach
 unaware of this glorious moment
 35 of a woman disrobing all care, all worry, all pain
 and just simply swimming
 I know it seems so simple, so easy, so known
 but that is just the beauty of it.

40 What a sight
 and I am blessed to be a witness
 and to share this quiet moment with her.

*Malu: a tattoo for females covering the legs from below the knee to the upper thigh
 Disrobing: undressing*

Grace Taylor

[Taylor, G., 2011, 'A Quiet Moment', available: Blackmail Press Poetry e-zine, <http://nzpoetsonline.homestead.com/GT22.html>]

After carefully reading the whole of Passage B, answer the following questions in the spaces provided.

Assessor's use only

A9	<p>What physical activity is the mother involved in that her daughter observes and describes throughout the poem?</p> <p>_____</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR	
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A10	<p>Refer to lines 1 - 9: [from "As she walks down" to "anger at past words."] Identify one example of contrasting emotions found in these lines.</p> <p>_____</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR	
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A11	<p>Explain what the poet means in lines 15 - 16:</p> <p style="text-align: center;"><i>"...that fascination and joy that you only wish you could taste again"</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR	
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A12	<p>Explain what the poet is suggesting by the use of metaphor in lines 20 - 21:</p> <p style="text-align: center;"><i>"It seems her spirit has awakened just by a touch, a smell of home."</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR	
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A13	<p>Refer to lines 22 - 29: [from <i>"It is one"</i> to <i>"of her."</i>]. Quote <u>ONE word</u> used in these lines that shows the main emotion experienced by both the mother and her daughter.</p> <p>Do not give more than one word from the poem in your answer.</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR							
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A14	<p>Referring to lines 30 – 37: [from <i>"I wish I could capture"</i> to <i>"just the beauty of it."</i>], explain how the daughter's thoughts about her mother are revealed.</p> <p>Use your own words to answer this question. Support your ideas with one or more examples from lines 30 - 37.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Proficient</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Moderate</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Proficient	Level	Excellent		Moderate		Weak		NR					
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A15	<p>Compare how Karl Samuel [Passage A] and the mother and her daughter [Passage B] feel about their home islands.</p> <p>Use your own words to answer this question. Support your ideas with one or more examples from any part of Passages A and B.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Advanced</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Moderate</td> <td></td> </tr> <tr> <td>Low</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> <tr> <td>Exceed</td> <td></td> </tr> </tbody> </table>	Advanced	Level	Excellent		Moderate		Low		Weak		NR		Exceed	
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SECTION B : RESPONSE TO TEXTS

[Spend about 120 minutes on this Section.]

EngB: Develop a critical response to specified aspect(s) of a text using supporting evidence

Choose **TWO** questions from this Section (Questions 2 - 8).

Answer only **ONE** option from each of the questions you have selected.

For each question answered, indicate clearly the number of the question and the letter of the option you have selected.

Do not use material you have used or planned to use elsewhere in the paper.

Question 2 : SHAKESPEAREAN DRAMA

Either Option A

Describe the **characteristics** of the hero / heroine in a Shakespearean drama you have studied and explain the impact of their personality on the overall development of the play.

OR Option B

Describe one or more **revelations or discoveries** in a Shakespearean drama you have studied and explain their significance in the play.

Question 3 : NON-SHAKESPEAREAN DRAMA

Either Option A

Discuss an important **lesson** learnt by a major character in a non-Shakespearean drama you have studied and explain how the dramatist has effectively conveyed this critical message to the readers.

OR Option B

Describe a scene from a non-Shakespearean drama you have studied and discuss its relevance in bringing out a **theme** clearly to the readers.

Question 4 : POETRY

Either Option A

Describe the **views about life** in two poems you have studied and discuss how relevant these views are to you personally.

OR Option B

Describe one or more key **symbol[s] or image[s]** used in two poems you have studied and explain the significance of these symbol[s] or image[s].

Question 5 : NOVEL**Either Option A**

Describe a main character's **attitudes or views** and explain the impact of those attitudes or views in the novel you have studied.

OR Option B

Describe the **beginning and/or ending** of a novel you have studied and explain its significance in the novel.

Question 6 : SHORT STORY**Either Option A**

Describe one or more key **conflict[s] or tension[s]** developed in two short stories you have studied and explain their significance in each short story.

OR Option B

Describe the **settings** of two short stories you have studied and relate these settings to your own society.

Question 7 : NON-FICTION**Either Option A**

Describe one or **more triumph[s] or achievement[s]** in a non-fiction text you have studied and explain a lesson that the author is conveying through those triumphs or achievements.

OR Option B

Describe the major **theme** of a non-fiction text you have studied and the techniques used by the author in order to convey that theme.

Question 8 : FILM**Either Option A**

Describe an **issue** raised in a film and explain how the film gave you a fresh perspective on life.

OR Option B

Describe the **climax** or **highpoint** of a film you have studied and explain its importance in the film.

QUESTION ____ OPTION ____

Lined area for writing the answer.

1.1 Select appropriate text[s]		1.2 Link text[s] to question		1.3 Make relevant points		1.4 Give relevant examples		1.5 Incorporate question wording		1.6 Structure essay		1.7 Express points		1.8 Use appropriate vocabulary	
Basic	Level	Basic	Level	Basic	Level	Basic	Level	Basic	Level	Basic	Level	Basic	Level	Basic	Level
Excellent		Excellent		Excellent		Excellent		Excellent		Excellent		Excellent		Excellent	
Weak		Weak		Weak		Weak		Weak		Weak		Weak		Weak	
NR		NR		NR		NR		NR		NR		NR		NR	

2.1 Adapt material to address question		2.2 Make connections between points		2.3 Use writing conventions accurately	
Proficient	Level	Proficient	Level	Proficient	Level
Excellent		Excellent		Excellent	
Moderate		Moderate		Moderate	
Weak		Weak		Weak	
NR		NR		NR	

3.1 Develop convincing argument		3.2 Write fluently	
Advanced	Level	Advanced	Level
Excellent		Excellent	
Moderate		Moderate	
Low		Low	
Weak		Weak	
NR		NR	
Exceed		Exceed	

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