

MARKER CODE



Student Personal Identification Number

# South Pacific Form Seven Certificate

## ENGLISH

### 2016

### 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
<b>Section A:</b>	<b>Analysis of Text</b> You must answer <b>ALL</b> 15 questions in this section.
<b>Section B:</b>	<b>Response to Text</b> You must answer <b>TWO</b> 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 Band			Weight /Time
	1 <i>Basic</i>	2 <i>Proficient</i>	3 <i>Advanced</i>	
<b>EngA:</b> Respond critically to unfamiliar written texts through close reading, using supporting evidence.	11 items	3 items	1 item	20% 50 min
<b>EngB:</b> Develop a critical response to specified aspect(s) of a text using supporting evidence.	16 items	6 items	4 items	40% 100 min
<b>TOTAL</b>	<b>27</b> items	<b>9</b> items	<b>5</b> items	<b>60%</b> <b>150 min</b>

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 50 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**

Note that *italics* have been used deliberately by the writer in some sections of this passage.

#### **Ua Vilivili Fa’amanuo Mataqi**

*[“Persevere like a bird against the wind”]*

**by Sisilia Eteuati**

**He fought against the wall of rain, oblivious to the pellets stinging his body, blinding him.**

Darkness enveloped him, broken only by light violently slashing the sky open. Lightning flashed.

*“Tausi lelei lou tuafafine.”*

*“Look after your sister.”*

5 He battled against the mud sucking thirstily at his feet, trying to taste more of him. He was overwhelmed by exhaustion. **His body was numb, but his mind was aware.**

*“Puipui lou tuafafine”*

*“Protect your sister.”*

10 He looked up and saw the trees swaying angrily as if to protest against the violent battering of the wind and the rain. He felt his body swaying, but he pushed on. He had no time for prayer as he fought on and on. Desperately he hoped God could see her, look after her, watch her – as he had failed to. He knew God watched over his own, and wasn’t she God’s own?

*“O le tuite o le tuagane o le va’aia ma le puipuia o lona tuafafine.”*

*“It is the brother’s duty to look after and protect his sister.”*

15 **He knew** his duty. **He knew**. He could not hide behind his own excuses. And **he knew** fear, not because of the elements battling his spirit, his being. The storm sought the truth as **the wind whispered taunts**. Yes, **he knew** his duty. **He knew** if he lost her, he lost himself.

*“O le tuafafine o le ioimata o le tuagane.”*

*“The sister is a central part of the brother’s being.”*

20 He reached the beach. The sea roared angrily as it licked hungrily at the land, almost reaching the cliff. Suddenly he saw her, crouched in a small hollow in the cliff. He pulled her up, held her close. He remembered.

*“Puipui lou tuafafine moa aso uma.”*

*“Protect her always, protect your sister.”*

25 She whispered faintly,

*“Thank you ... for persevering like a bird against the wind.”*

*[“Ua Vilivili Fa’amanuo Mataqi” is a Samoan proverb meaning “persevere like a bird against the wind.”]*

(312 words)

[Adapted from: Eteuati, S., 1994, ‘Ua Vilivili Fa’amanuo Mataqi’. In *Peaches*. Wellington: Learning Media

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

*Assessor's use only*

A1	<p>Explain the main character's experience of the storm described in line 1: "<b>He fought against the wall of rain, oblivious to the pellets stinging his body, blinding him.</b>"</p> <p>Use your own words to answer this question.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Skill Level 1</th> </tr> </thead> <tbody> <tr> <td>Basic</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Skill Level 1		Basic		Weak		NR	
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A2	<p>Identify a language technique used in this expression, "<b>His body felt numb, but his mind was aware</b>" in line 6.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Skill Level 1</th> </tr> </thead> <tbody> <tr> <td>Basic</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Skill Level 1		Basic		Weak		NR	
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A3	<p>Identify a language technique used in this expression, "<b>he knew</b>", which is used several times in lines 15-17.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Skill Level 1</th> </tr> </thead> <tbody> <tr> <td>Basic</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Skill Level 1		Basic		Weak		NR	
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A4	<p>Identify a language technique used in this expression, "<b>the wind whispered taunts</b>" in lines 16-17.</p> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Skill Level 1</th> </tr> </thead> <tbody> <tr> <td>Basic</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Skill Level 1		Basic		Weak		NR	
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A5	<p>Explain why the boy has gone to the beach.</p> <p>Use your own words to answer this question.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Skill Level 1</th> </tr> </thead> <tbody> <tr> <td>Basic</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Skill Level 1		Basic		Weak		NR	
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A6	<p>Explain one link between the title “<i>Ua Vilivili Fa’amanuo Matagi</i> [<i>Persevere like a bird against the wind</i>]” and what the boy is doing.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Skill Level 1</th> </tr> </thead> <tbody> <tr> <td>Basic</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Skill Level 1		Basic		Weak		NR			
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A7	<p>Explain the attitude the brother has towards his sister that is revealed throughout the passage.</p> <p>Use your own words to answer this question. Support your ideas with one or more examples from any part of Passage A.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Skill Level 2</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td></td> </tr> <tr> <td>Basic</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Skill Level 2		Proficient		Basic		Weak		NR	
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A8	<p>Explain why the writer uses Samoan proverbs [shown in italics] throughout the passage.</p> <p>Use your own words to answer this question. Support your ideas with one or more examples from any part of Passage A.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Skill Level 2</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td></td> </tr> <tr> <td>Basic</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Skill Level 2		Proficient		Basic		Weak		NR	
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**Question 1 Passage B : Poetry****Catharsis**

The wind is full of anger and spit,  
too wild to let go and release  
a decent wetness.

It shoulders my vehicle aside as it storms  
the highway. It'll slap me around  
if I dare to get out of the car – enough  
of an excuse to keep heading north  
driving the car **as if it's a lifeboat**  
**surfing a breaking wave.**

I know of a café  
near the sea wall. Spray will be throwing  
itself up onto the rattling windows.  
I can sit in that noisy place  
alternately watching the fury and reading a book.

**Such winds are like a three year old's**  
**tantrum** – short-lived; then tired out  
they curl up and sleep. As evening comes  
and the day softens and stills, I'll return  
to where I came from, the car headlights  
peering through the quiet rain.

*Catharsis: a process of major change and renewal.*

**Lois Hunter**

[Hunter, L., 2011, 'Catharsis,' In *Ice Diver*. Wellington: NZ Poetry Society]

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

*Assessor's use only*

A9	<p>Look at lines 1-5 [from <b><i>"The wind..."</i></b> to <b><i>"...the highway."</i></b>]. Write down the words from the poem that suggests that the storm is so strong that it is pushing around the car.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Skill Level 1</th> </tr> </thead> <tbody> <tr> <td>Basic</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Skill Level 1		Basic		Weak		NR	
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A10	<p>Explain what the experience of driving the car in the storm is like, as revealed in lines 8-9:</p> <p style="text-align: center;"><b><i>"...driving the car as if it's a lifeboat surfing a breaking wave."</i></b></p> <p>Use your own words to answer this question.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Skill Level 1</th> </tr> </thead> <tbody> <tr> <td>Basic</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Skill Level 1		Basic		Weak		NR	
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A11	<p>What does the poet decide to do to escape the storm, as revealed in lines 10-14?</p> <p style="text-align: center;"><b><i>"I know of a café near the sea wall. Spray will be throwing itself up onto the rattling windows. I can sit in that noisy place alternately watching the fury and reading a book."</i></b></p> <p>Use your own words to answer this question.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Skill Level 1</th> </tr> </thead> <tbody> <tr> <td>Basic</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Skill Level 1		Basic		Weak		NR	
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A12	<p>Identify a language technique used in lines 15-16:</p> <p style="text-align: center;"><b><i>"Such winds are like a three year old's tantrum."</i></b></p> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Skill Level 1</th> </tr> </thead> <tbody> <tr> <td>Basic</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Skill Level 1		Basic		Weak		NR	
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A13	<p>Explain the main character's attitude to the storm. Use your own words to answer this question.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1278 280 1509 327">Skill Level 1</th> </tr> </thead> <tbody> <tr> <td data-bbox="1278 327 1417 376">Basic</td> <td data-bbox="1417 327 1509 376"></td> </tr> <tr> <td data-bbox="1278 376 1417 425">Weak</td> <td data-bbox="1417 376 1509 425"></td> </tr> <tr> <td data-bbox="1278 425 1417 474">NR</td> <td data-bbox="1417 425 1509 474"></td> </tr> </tbody> </table>	Skill Level 1		Basic		Weak		NR			
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A14	<p>Explain a major change in the storm between how it is described in stanza 1 [lines 1-9] and in stanza 3 [lines 15-20]. Use your own words to answer this question. Support your ideas with one or more examples from any part of Passage B.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1278 853 1509 900">Skill Level 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="1278 900 1417 949">Proficient</td> <td data-bbox="1417 900 1509 949"></td> </tr> <tr> <td data-bbox="1278 949 1417 999">Basic</td> <td data-bbox="1417 949 1509 999"></td> </tr> <tr> <td data-bbox="1278 999 1417 1048">Weak</td> <td data-bbox="1417 999 1509 1048"></td> </tr> <tr> <td data-bbox="1278 1048 1417 1097">NR</td> <td data-bbox="1417 1048 1509 1097"></td> </tr> </tbody> </table>	Skill Level 2		Proficient		Basic		Weak		NR	
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**Question A15 refers to both Passages A and B.***Assessor's use only*

A15 Compare how the writer in Passage A and the poet in Passage B describe the weather in both passages.

Use your own words to answer this question. Support your ideas with one or more examples from any part of Passages A and B.

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**Skill Level 3**

Advanced

Proficient

Basic

Weak

NR



## **SECTION B : RESPONSE TO TEXTS**

[Spend about 100 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 a significant **idea** or **theme** in a Shakespearean drama you have studied and explain why the idea or theme is important in the play.

#### **OR Option B**

Choose a minor character that is influential in a Shakespearean drama you have studied and describe him or her. Discuss how influential s/he is to the main character and the overall development of the play.

### **Question 3 : NON-SHAKESPEAREAN DRAMA**

#### **Either Option A**

Describe a **relationship** in a non-Shakespearean drama you have studied and explain why the relationship is important in the play.

#### **OR Option B**

Describe a **decision** a character makes in a non-Shakespearean drama you have studied and explain why the decision is important in the play.

### **Question 4 : POETRY**

#### **Either Option A**

With reference to two poems you have studied, describe two language techniques or styles of writing used by the poet and explain how those techniques bring out the theme of each poem.

#### **OR Option B**

With reference to two poems you have studied, describe an important issue and explain how the issue is presented.

**Question 5 : NOVEL****Either Option A**

Describe how a **character changes** in the novel you have studied and explain why the change is important.

**OR Option B**

Describe a key **incident** in a novel you have studied and explain why the incident is significant.

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

Describe an important **idea** in two short stories you have studied and explain how the idea is presented.

**OR Option B**

With reference to two short stories you have studied, describe the setting, explaining both its physical and social aspects and discuss whether the setting is similar to your society.

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

If you are to change the ending of a non-fiction text you have studied, describe your ending and justify your reasons for doing so.

**OR Option B**

Describe how a **character** develops in a non-fiction text you have studied and explain the significance of that development to the text as a whole.

**Question 8 : FILM****Either Option A**

Describe a **relationship** in a film you have studied and explain how the relationship develops throughout the film.

**OR Option B**

Describe an important **scene** in a film you have studied and explain why the scene is significant to the film as a whole.



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A large rectangular area containing 24 horizontal lines, spaced evenly, intended for writing or drawing. The lines are solid black and span the width of the page, leaving a small margin at the top and bottom. The entire area is enclosed within a thin black border.

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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	
Skill Level 1		Skill Level 1		Skill Level 1		Skill Level 1		Skill Level 1		Skill Level 1		Skill Level 1		Skill Level 1	
Basic		Basic		Basic		Basic		Basic		Basic		Basic		Basic	
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	
Skill Level 2		Skill Level 2		Skill Level 2	
Proficient		Proficient		Proficient	
Basic		Basic		Basic	
Weak		Weak		Weak	
NR		NR		NR	

3.1 Develop convincing argument		3.2 Write fluently	
Skill Level 3		Skill Level 3	
Advanced		Advanced	
Proficient		Proficient	
Basic		Basic	
Weak		Weak	
NR		NR	