



EDUCATIONAL QUALITY AND  
ASSESSMENT PROGRAMME

No. 105/2

*Assessment  
Scheme  
2017*

**South Pacific  
Form  
Seven  
Certificate**



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## SECTION A : ANALYSIS OF TEXT

### Questions 1.1 - 1.9

- 1.1 According to the passage, what activity is the persona or 'I' in the story involved in on Sunday mornings? Use your own words to answer this question.

| Item # | SLO Skill Level | Evidence  | Student Response Level                                    |                             |  |
|--------|-----------------|---|---|-----------------------------|--|
|        |                 |   | 1   | 0                           | NR   |
| 1.1    | 1               | Correct answer includes;<br><b>'I's activity on Sunday mornings includes taking a jog, or train, or a light run around the park near his place of residence.'</b> | Correct answer given as indicated in the Evidence column. | Incorrect explanation given | No Response<br><b>OR</b><br>Words from the article are plagiarized from the text. The question makes it clear that candidates use their own words. |

- 1.2. State an important event in the story that leads to the theme.

| Item # | SLO Skill Level | Evidence   | Student Response Level                                    |                              |                      |
|--------|-----------------|--|---|------------------------------|----------------------|
|        |                 |  | 1   | 0                            | NR                   |
| 1.2    | 1               | Correct answer includes;<br><b>The old woman cleans the shell of the turtles every day as from her activity, the theme of 'making a difference by doing little things', emerges clearly.</b> | Correct answer given as indicated in the Evidence column. | Incorrect explanation given. | No Response Evident. |

- 1.3. Describe the belief of the elderly woman towards the activity she does every Sunday morning.

| Item # | SLO Skill Level | Evidence   | Student Response Level                                    |  |                             |                      |
|--------|-----------------|--|---|--|-----------------------------|----------------------|
|        |                 |  | 2   | 1  | 0                           | NR                   |
| 1.3    | 2               | Correct answer includes;<br><b>The elderly woman loves and adores her activity as it includes taking care of the turtles. She wants the turtles to enjoy their lives like she has all her life.</b><br><br>Other explanations are permissible. | Correct answer given as indicated in the Evidence column. | Limited explanation given; not including all parts as in the Evidence Column | Incorrect explanation given | No Response Visible. |

**1.4a.** Identify a figurative language used in line 13, **“You truly are their saviour.”**

| Item # | SLO Skill Level | Evidence  | Student Response Level                                    |   |                      |
|--------|-----------------|---|---|---|----------------------|
|        |                 |   | 1   | 0   | NR                   |
| 1.4a   | 1               | Correct answer includes;<br><b>Figurative Language used in the quotation is a METAPHOR.</b> | Correct answer given as indicated in the Evidence column. | Incorrect information given Eg; Simile or Personification | No Response Written. |

**1.4b.** State a belief expressed by the persona or ‘I’ in line 13, **“You truly are their saviour.”**

?

| Item # | SLO Skill Level | Evidence  | Student Response Level                                    |                              |                    |
|--------|-----------------|---|---|------------------------------|--------------------|
|        |                 |   | 1   | 0                            | NR                 |
| 1.4b   | 1               | Correct answer includes;<br><b>The persona’s belief stated in line 13, is one of appreciation for the work carried out by the old woman or any other person in the society.</b><br><br>The old woman, according to the persona, is the rescuer or redeemer of the turtles and is likened to a saviour.<br><br>Other explanations are permissible. | Correct answer given as indicated in the Evidence column. | Incorrect explanation given. | No Response given. |

**1.5** What is the author’s point of view about life?

| Item # | SLO Skill Level | Evidence  | Student Response Level                                     |                        |                      |
|--------|-----------------|---|--|------------------------|----------------------|
|        |                 |   | 1  | 0                      | NR                   |
| 1.5    | 1               | Correct answer includes;<br><b>The author is skeptical [doubtful] about people doing little things that will save the world when he sees the elderly woman spending her time looking after the turtles. He feels that people are to solve their own problems and not rely entirely on individuals like the elderly woman to solve the problems for them.</b><br>Other explanations are permissible. | Correct answers given as indicated in the Evidence column. | Incorrect answer given | No Response written. |

1.6. Describe the symbolism of the turtle as used in the passage to your own society.

| Item # | SLO Skill Level | Evidence  | Student Response Level                                    |  |                              |                      |
|--------|-----------------|---|---|--|------------------------------|----------------------|
|        |                 |   | 2   | 1  | 0                            | NR                   |
| 1.6    | 2               | <p>Correct answer includes;<br/> <b>The ‘turtle’ symbolizes a slow change that might happen in our lives. The turtle represents how humans or people can make a difference in the world by helping and assisting one another to take life seriously and slowly so that people appreciate nature and the environment they are in.</b></p> <p>Other explanations are permissible.</p> | Correct answer given as indicated in the Evidence column. | Limited explanation given; not including all parts as in the Evidence Column | Incorrect explanation given. | No Response written. |

1.7. State the moral or message the author is trying to convey to you. Use your own words to answer this question.

| Item # | SLO Skill Level | Evidence  | Student Response Level                                    |   |  |                             |                   |
|--------|-----------------|---|---|---|--|-----------------------------|-------------------|
|        |                 |   | 3   | 2   | 1  | 0                           | NR                |
| 1.7    | 3               | <p>Correct answer includes;<br/> <b>The moral of the story is ‘you can change the world or make a difference in the world’; maybe not all at once but one person, one animal and one good deed at a time. Our actions, no matter how little or maybe insignificant we think they are, they might be seen as great deeds by those who understand their implications. People need to appreciate the God-given talents they have and try and be like the elderly woman in the passage. She is likened to a ‘saviour’ of the turtles. She has</b></p> | Correct answer given as indicated in the Evidence column. | Not all the information in the Evidence column is included.<br>Eg: Absence of direct or indirect quotation/quotations | Limited explanation given; not including all parts as in the Evidence Column | Incorrect explanation given | No Response given |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  | <b>certainly make a difference in the life of those turtles.</b> |  |  |  |  |  |
|  |  | Other explanations are permissible.                              |  |  |  |  |  |

**1.8.** Give an example of the vocabulary used that contributes to the tone and structure typical of the text.

| Item # | SLO Skill Level | Evidence  | Student Response Level                                    |                                |                      |
|--------|-----------------|---|---|--------------------------------|----------------------|
|        |                 |   | 1   | 0                              | NR                   |
| 1.8    | 1               | <p>Correct answer includes;</p> <p><b>Example;</b></p> <p>The use of <b>jog, I, you</b> and Slangs like <b>Wow, Sweetie and Yep</b> give the tone a personal and polite tone.</p> <p>The use of dialogue means that the structure of the passage is an informal one as conversation is used.</p> <p>Other explanations are permissible.</p> | Correct answer given as indicated in the Evidence column. | Incorrect explanation written. | No Response Written. |

**1.9.** Identify the narrative style used by the writer.

| Item # | SLO Skill Level | Evidence  | Student Response Level                                    |   |                      |
|--------|-----------------|---|---|---|----------------------|
|        |                 |   | 1   | 0   | NR                   |
| 1.9    | 1               | <p>Correct answer includes;</p> <p><b>The writer uses the 1<sup>st</sup> PERSON narration method in which the author or persona recounts a personal narrative using 'I'. In this story, he becomes more like an observer but asking the main character [the elderly] woman] questions for his curiosity.</b></p> <p>Other explanations are permissible.</p> | Correct answer given as indicated in the Evidence column. | Incorrect information.<br>OR when answer contains 2 <sup>nd</sup> PERSON NARRATION, EYE OF GOD etc. | No Response Written. |

**Questions 1.10 – 1.21**

**1.10.** Describe the poet’s attitude or belief about her island in the first stanza. [Lines 1-7]  
Use your own words to answer this question.

| Item # | SLO Skill Level | Evidence  | Student Response Level                                    |  |                             |                   |
|--------|-----------------|---|---|--|-----------------------------|-------------------|
|        |                 |   | 2   | 1  | 0                           | NR                |
| 1.10   | 2               | <p>Correct answer includes;</p> <p><b>There is a feeling of longing or that desire to go back to her island as it is unspoiled and peaceful [<i>pristine and tranquil</i>] and free of stress. The poet misses her island so much that her <i>‘heart yearns for the soft sandy beach’.</i></b></p> <p>Other explanations are permissible.</p> | Correct answer given as indicated in the Evidence column. | Limited explanation given; not including all parts as in the Evidence Column | Incorrect explanation given | No Response given |

**1.11.** Study the first stanza [lines 1-7] and then write down **two** words that suggest that it is great to live in the islands.

| Item # | SLO Skill Level | Evidence  | Student Response Level                                    |               |                        |
|--------|-----------------|---|---|---------------|------------------------|
|        |                 |   | 1   | 0             | NR                     |
| 1.9    | 1               | <p>Correct answer includes;</p> <p>Words such as; <b>pristine, tranquil, yearns, sandy beach, ease, pulsating leap, beauty.</b></p> | <b>Any two</b> of the words given in the Evidence column. | One word only | Incorrect answer given |

**1.12.** What does Grandpa mean in lines 6 and 7? ‘What a **beauty!** Says Grandpa **Of the past that is!**’

Use your own words to answer this question.

| Item # | SLO Skill Level | Evidence | Student Response Level |   |    |
|--------|-----------------|----------|------------------------|---|----|
|        |                 |          | 1                      | 0 | NR |

|      |   |   |   |                              |                      |
|------|---|---|---|------------------------------|----------------------|
| 1.12 | 1 | Correct answer includes;<br><b>Grandpa is reminiscing or recalling the olden days where there was peace and beauty. Everyone seemed to appreciate nature and what it brings.</b><br><br>Other explanations are permissible. | Correct answer given as indicated in the Evidence column. | Incorrect explanation given. | No Response written. |
|------|---|---|---|------------------------------|----------------------|

**1.13.** What does the **laidback attitude** in line 8 suggest about the islanders? Use your own words to answer this question.

| Item # | SLO Skill Level | Evidence  | Student Response Level                                    |                             |                      |
|--------|-----------------|---|---|-----------------------------|----------------------|
|        |                 |   | 1   | 0                           | NR                   |
| 1.13   | 1               | Correct answer includes;<br><b>Time is not the essence back in the poet's island. People are given the freedom to do whatever they want to do and be their own boss. People seemed to be relaxed and easy-going.</b><br><br>Other explanations are permissible. | Correct answer given as indicated in the Evidence column. | Incorrect explanation given | No response written. |

**1.14.** Identify a language technique or poetic device used in line 14. **'Like a thief in the night'**

| Item # | SLO Skill Level | Evidence   | Student Response Level                              |  |                      |
|--------|-----------------|--|---|--|----------------------|
|        |                 |  | 1   | 0  | NR                   |
| 1.14   | 1               | Correct answer includes;<br><b>Language Technique used is <u>SIMILE</u>.</b><br>[Westernization is likened to a thief] | Correct answer as indicated in the Evidence Column. | Answers like Personification, Metaphor or other Sound Devices like Alliteration etc. | No response written. |

**1.15** State the poet's point of view concerning westernization.

| Item | Evidence | Student Response Level |
|------|----------|------------------------|
|------|----------|------------------------|

| #    | SLO Skill Level |  | 1  | 0                            | NR                   |
|------|-----------------|--|--|------------------------------|----------------------|
| 1.15 | 1               | <p>Correct answer includes;</p> <p><b><u>Urbanization/ new ways have permeated the islands and left islanders in disarray.</u></b></p> <p><b>The poet is blaming westernization for the problems faced by people today. Westernization is likened or compared to a ‘thief’ who robs people in the ‘night’. Night symbolizes evil or the wickedness of the world. Westernization has taken away the rights of people to express their own opinions or feelings in what matters to them most.</b></p> <p><b>There is no more freedom today to say what you want to say publicly without being reprimanded if it is against authority’s plans or wishes.</b></p> <p>Other explanations are permissible.</p> | <p>Correct answer as indicated in the Evidence Column.</p> <p>As long as the main idea is written.</p> | Incorrect explanation given. | No Response written. |

**1.16.** Describe the feelings of the persona in stanza 4 [lines19-25]. Use your own words to answer this question. Support your response with at least ONE example from the above lines.

| Item # | SLO Skill Level | Evidence  | Student Response Level                                    |  |                             |                   |
|--------|-----------------|---|---|--|-----------------------------|-------------------|
|        |                 |   | 2   | 1  | 0                           | NR                |
| 1.16   | 2               | <p>Correct answer includes;</p> <p><b>The persona is saddened and angered by what is happening in her island.</b></p> <p>For example, <b>‘climate change’</b> has ruined her island</p> | Correct answer given as indicated in the Evidence column. | Limited explanation given; not including all parts as in the Evidence Column | Incorrect explanation given | No Response given |

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|  | <p>as <b>'sea level'</b> has risen high.</p> <p>However, she hopes that with <b>'sustainable living'</b>, her countrymen can save their island from this issue.</p> <p>Other explanations are permissible.</p> |  |  |  |  |
|--|--|--|--|--|--|

**1.17.** State the poet's hope for the future of the islands.

| Item # | SLO Skill Level | Evidence   | Student Response Level                                    |  |                             |
|--------|-----------------|--|---|--|-----------------------------|
|        |                 |  | 1   | 0  | NR                          |
| 1.17   | 1               | <p>Correct answer includes;<br/> <b>The poet is imparting to readers that there is hope to protect our islands from being decimated by the effects of Climate Change. She is suggesting that in order for our island generation to survive, we need to practise sustainable living. We need to look after our environment well and nature will look after us in the future.</b><br/>           Other explanations are permissible.</p> | Correct answer given as indicated in the Evidence column. | Limited explanation given; not including all parts as in the Evidence Column | Incorrect explanation given |

**1.18.** State a theme revealed in this poem.

| Item # | SLO Skill Level | Evidence   | Student Response Level                              |  |                        |
|--------|-----------------|--|---|--|------------------------|
|        |                 |  | 1   | 0  | NR                     |
| 1.18   | 1               | <p>Correct answer includes;<br/> <b>People can make a difference by taking care of the environment so that they can survive the devastating effects of Climate Change and other problems plaguing our islands today. Nature will</b></p> | Correct answer as indicated in the Evidence Column. | Limited explanation given; not including all parts as in the Evidence Column | Incorrect answer given |

|  |  |   |  |  |  |
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|  |  | <p><b>take care of us if we take care of it.</b></p> <p>Other explanations are permissible.</p> |  |  |  |
|--|--|---|--|--|--|

**1.19.** State a narrative style used in this poem.

| Item # | SLO Skill Level | Evidence   | Student Response Level                              |  |             |
|--------|-----------------|--|---|--|-------------|
|        |                 |  | 1   | 0  | NR          |
| 1.19   | 1               | <p>Correct answer includes;</p> <p><b>1<sup>st</sup> PERSON NARRATION is used as the persona is the main person talking in the poem.</b></p> | Correct answer as indicated in the Evidence Column. | Incorrect answer given such as 2 <sup>nd</sup> Person narration, Eye of God..etc | No response |

**1.20.** Choose a poetic device and describe how it makes the poem appeal to you as a reader. Support your response with at least **ONE** example from the text.

| Item # | SLO Skill Level | Evidence   | Student Response Level                                    |  |                              |                      |
|--------|-----------------|--|---|--|------------------------------|----------------------|
|        |                 |  | 2   | 1  | 0                            | NR                   |
| 1.20   | 2               | <p>Correct answer includes;</p> <ul style="list-style-type: none"> <li>• <b>The use of <u>Rhetorical Question</u>. Or Questions that do not require immediate response from the readers.</b></li> </ul> <p>Eg; <b>‘Climate Change?’<br/>Sea level rise, angry winds...?’</b></p> <p><b>It appeals to me as a reader because it keeps me wondering what the outcome will be. The answer is in the readers to stand up and do something about it. Hence, gives me that appeal.</b></p> | Correct answer given as indicated in the Evidence column. | Limited explanation given; not including all parts as in the Evidence Column | Incorrect explanation given. | No Response written. |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  | <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• <b><u>Personification Eg; my soul weeps</u></b></li> </ul> <p><b>Here the poet is personifying the ‘soul’ like it is actually weeping, doing what an actual human does. It gives me the emotional appeal to think about the issue that is at hand and do something about.</b></p> <p>Other explanations are permissible.</p> |  |  |  |  |
|--|--|--|--|--|--|--|

**1.21.** Discuss a **common message** that the writer in Passage A and the poet in passage B is trying to convey.

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

| Item # | SLO Skill Level | Evidence  | Student Response Level                                    |  |  |   |   |                             |
|--------|-----------------|---|---|--|--|---|---|-----------------------------|
|        |                 |   | 4   | 3  | 2  | 1   | 0   | NR                          |
| 1.21   | 4               | <p>Correct answer includes;</p> <p><b><u>A common message that the writer in Passage A is trying to convey with the poet in Passage B is anyone can make a difference in the world by committing to little tasks and doing good deeds to others.</u></b></p> <p><b>The elderly woman in Passage A loves cleaning and scrubbing the turtles’ shells. For her, she is making a difference in the lives of the turtle by doing good deeds to them.</b></p> <p><b>The poet in Passage B is also trying to convey that we can make a difference by taking care of our environment so that we can survive the devastating onslaughts or effects of <i>Climate Change</i>.</b></p> | Correct answer given as indicated in the Evidence column. | Not all the information in the Evidence column is included. Eg: Absence of direct or indirect quotation/quotations | Limited explanation given; not including all parts as in the Evidence Column | No examples given from the passage. Lacks information | Response far from the answer in the Evidence column | Incorrect explanation given |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  | <p><b>She is expressing her feelings about her island and how she longed to return as it is peaceful and free. The poet is trying to inform readers that one can make a difference by doing things that will benefit the people and island and make everyone happy.</b></p> <p>Other explanations are permissible.</p> |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

**SECTION B : ANALYSIS OF TEXT****STRAND 2 : RESPONSE TO TEXT****SCORING RUBRIC – LITERATURE ESSAYS**

**Students are to choose 2 Questions Only. [From Questions 2.1 – 2.7] They are not to do 2 Questions from the same Genre.**

**Provided below is a Scoring Rubric for scoring Essays.**

| <b>Dimensions/KLO</b>                          | <b>Skill Level 1<br/>Unistructural</b>  | <b>Skill Level 2<br/>Multistructural</b>   | <b>Skill Level 3<br/>Relational</b>   | <b>Skill Level 4<br/>Extended<br/>Abstract</b> |
|--|---|--|---|--|
| Title[s]                                       | Correct title[s] given  |  |   |  |
| Describe Relevant Ideas                        | Essay only provides basic idea. Weak support. No example to substantiate idea.  | Essay provides two-three ideas. Well supported by examples. Very good use of quotations or scenes/incidents to support the ideas. Quality of ideas is present.   |   |  |
| Language Convention                            | Essay is difficult to understand. Several types of grammatical errors found and repeated throughout the essay.          | Student is able to communicate effectively using writing. Use of LC is mostly free of errors.  |   |  |
| Format of the Essay (Intro., Body, Conclusion) | The essay does not have introduction and conclusion clearly stated. Sentence structure lacks variety and is monotonous. | Use conventions of essay writing that is, introduction, body and conclusion and use a variety of sentence structure to effectively convey meanings such as simple, compound, complex, and compound complex sentence structures, in writing an essay. |   |  |
| Explain/ Develop Convincing Argument           | Essay provides only basic knowledge of the topic. Essay is merely notes rewritten without own                           | Essay provides sufficient knowledge of the topic. Shows own interpretation of the question. Fails to provide examples or   | Essay provides detailed knowledge of the topic. Provides examples and quotations from the texts to support arguments. |  |

|                                  |  |   |  |  |
|----------------------------------|--|---|--|--|
|                                  | interpretation of it.<br>Fails to provide examples or quotation from the text to support arguments.  | quotation from the text to support arguments.   |  |  |
| Expression and Style             | Essay has a mixture of formal and informal tone and style. Very little use of formal vocabulary and expression.                                | Essay has a formal tone and style with minor errors. Some minor evidence of formal vocabulary and expression.   | Essay maintains a formal tone and style throughout the essay by making appropriate use of formal vocabulary and style.   |  |
| Conventions of paragraph writing | Essay has few paragraphs. More than one idea is congested in a paragraph. Linking devices used occasionally. No variety in sentence structure. | Essay has several paragraphs. Use paragraphs that follow the conventions of paragraph writing such as one idea one paragraph, topic sentence, argument, example to support argument and rounding off ideas, and use linking devices for coherence and flow. Some variety in sentence structure. | Essay has several paragraphs, is well organized, coherent, and has a smooth flow of ideas. Follows the conventions of paragraph writing i.e. one idea one paragraph, topic sentence, argument, example to support argument and rounding off ideas. Apt use of linking device. Variety of sentence structure is used to effectively convey the message. |  |
| Critical thinking & Reasoning    | Essay does not include any evidence of critical thinking or reasoning or problem solving skills.   | Essay includes one of the following; evidence of critical thinking, or reasoning or problem solving skills.   | Essay includes two of the following; Evidence of Critical Thinking, or reasoning or problem solving skills   | Essay shows evidence of critical thinking, reasoning and problem solving skills. |