



Pacific
Community
Communauté
du Pacifique



**EDUCATIONAL QUALITY AND
ASSESSMENT PROGRAMME**

***Assessment
Scheme
2018***

**South Pacific
Form
Seven
Certificate**

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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

THE PURSUIT OF LOVE

	<p>I have loved her for thirteen months and 5 days; it's just that she doesn't know about it.</p>
5	<p>She works at the corner bakery where they sell those awesome cupcakes or so I am told, but I can't be sure of that even though I have purchased hundreds of them. The mere sight of her sends all my senses on a strike leaving me with a thunderous pounding of the heart that resonates loudly in my eardrums. I am sure we have a past connection but the thought that she will never know gnaws at my heart making me ill at ease.</p>
10	<p>But today, I feel that something important is going to happen and all these thoughts buzzing around in my head is making me dizzy.</p>
15	<p>But that could also be because I hadn't had anything to eat or drink – Or maybe because I haven't slept in the last forty eight hours. It has been raining heavily since then and the torment of the falling drops on the window pane is like a whip lashing for me as I sit by the window, delirious, hoping to catch a glimpse of her. It has been forty eight hours since the rain started, it's the heaviest in ten years I heard the chap say on the weather channel and it's likely to continue.</p>
	<p>And these hours have been the toughest – not being able to see my love –</p>

20	<p>But wait – what is this that I see? A light – a faint one inside the bakery – It must be her; it has to be her...</p>
	<p>I stumble down the staircase, run through the alley, crossing the road; all wet by the rain but kept warm by the love burning inside me. I know what you are thinking – that it’s such a cliché. But for some clichés are the closest to truth.</p>
25	<p>I reach the door of the bakery; I can hardly see anything inside through the glass. I hesitate not sure what is it that I can do, the rain is soaking me through though I know my love cannot be washed away and she will know, yes she will know.</p>
	<p>And then the doors open and there she is – my love – she looks at me– then smiles and says in that melodious voice of hers, “sorry, we are closed”.</p>
30	<p>I wait for the words to come from her mouth, even mine, but there’s none – I smile in return, hiding my anguish, and I walk away slowly back in the rain.</p>
35	<p>At the steps of the building, I pause – self ridicule makes me halt for a mere second, and I turn to look back in the direction of my love and watch her walk away, the umbrella barely doing a good job, her white dress now sticking to her legs and her hair clings around her waist instead of my hands, and she half walks and half skips to a waiting car. The door opens as she approaches it and a man gets out, runs towards her, hugs her and then kisses her. I hear her laugh, a playful laugh and that laugh urges me to run towards her and scream out loud,</p>
40	<p><i>“Not him, me. I who have loved you secretly for months... not him, it’s me”</i></p> <p>But I remain rooted to the spot and with an ever burdening heart watch her drive away and I return to my room to bide my time till another day.</p>

SECTION A : ANALYSIS OF TEXT**STRAND 1 : EXPLORING LANGUAGE : CLOSE READING OF TEXT****Major Learning Outcome 1**

Respond critically to **significant aspects** of **unfamiliar written texts** through close reading supported by evidence.

SUB-STRAND 1.1 PROSE

KEY LEARNING OUTCOME : Respond critically and perceptively to significant aspect(s) of Prose.

PASSAGE A**Questions 1.1-1.10**

1.1 What is the main idea expressed in the passage above?

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.1	1	<p>Correct answer includes;</p> <p>The main idea is in order to pursue love, one must be clear in his/her objectives.</p> <p><u>OR</u></p> <p>It is better for the other party to know your feelings so that a relationship can be forged or built.</p> <p><u>OR</u></p> <p>Love / one sided love</p>	Any one of the Correct answers given as indicated in the Evidence column.	Response is incorrect or far from the answer in the Evidence column	No response

1.2. What is happening to the narrator or 'I' in the story when he says that his 'senses are on strike'? [Line 5]

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.2	1	<p>Correct answer includes;</p> <p>The narrator is expressing his inner feelings and says that his sense of reasoning has somewhat stopped [on strike] when he sees the woman of his dreams.</p> <p>The student may also suggest that when the narrator sees her, he gets confused/ anxious.</p>	Correct answer given as indicated in the Evidence column.	Response far from the answer in the Evidence column	No response

1.3. Describe the narrator's feeling toward the woman he pursues. Quote a word or phrase from the passage for support.

Item #	SLO Skill Level	Evidence	Student Response Level			
			2	1	0	NR
1.3	2	<p>Correct answer includes;</p> <p>The narrator adores or loves the woman very much as he feels that he has a past connection with her.</p> <p>Eg; thunderous pounding of the heart; resonates</p> <p>Other explanations are permissible.</p>	Correct answer given as indicated in the Evidence column. Example must be included.	Limited explanation given; not including all parts as in the Evidence Column. No example given.	Incorrect response far from the answer in or the Evidence column	No response

1.4. Identify a figurative language used in line 11, ‘...like a whip lashing...’

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.4	1	Correct answer includes; Figurative Language used in the quotation is a <u>SIMILE</u>.	Correct answer given as indicated in the Evidence column.	Incorrect response that is far from the answer in the Evidence column. Eg; Metaphor or Personification	No response

1.5. State the **method of narration** used by the writer.

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.5	1	Correct answer includes; The method of narration used is the <u>FIRST PERSON NARRATION</u> whereby the narrator is actually talking in the passage. The First Person Narrator recounts a personal narrative using the pronoun ‘I’.	Correct answer given as indicated in the Evidence column.	Incorrect response - far from the answer in the Evidence column. <u>OR</u> if the response is as follows; Second Person Narration Third Person Narration etc...	No response

1.6 What was keeping the narrator or T' warm in the rain.

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.6	1	Correct answer includes; His feelings of love for the woman that was burning within him kept him warm in the rain.	Correct answer given as indicated in the Evidence column.	Response far from the answer in the Evidence column.	No response

1.7. What is the complication or the problem faced by the main character?

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.7	1	Correct answer includes; The main complication or problem encountered by the main character is the fact that the girl he pursues have no idea that he has feelings for her and he could not tell her when she meets him.	Correct answer given as indicated in the Evidence column.	Response far from the answer in the Evidence column.	No response

1.8 Identify a language feature used in this passage that enhances the meaning conveyed.

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.8	1	Correct answer includes; Personification – her hair clings around her waist. Shows his admiration of the woman of his dreams. Or Repetition – ‘laugh’ [line 33]. Repetition is for emphasis. etc...	Correct answer given as indicated in the Evidence column.	Response far from the answer in the Evidence column.	No response

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1.9 Describe the symbolism of the **rain** [line 22] to the whole passage.

Item #	SLO Skill Level	Evidence	Student Response Level			
			2	1	0	NR
1.9	2	<p>Correct answer includes;</p> <p>'Rain' is a bane or nuisance to human beings. It is like a bad omen as it normally cancels or stops many events, activities or meetings. In this story, 'rain' symbolizes love that is lost and this clearly emerges at the end. The narrator's love is one-sided and the heaviness of the 'rain' informs readers that the man's love is really in vain.</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 response - far from the answer in the Evidence column	No response

1.10. State one lesson the author wants you to learn from this story? Use your own words to answer this question.

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.10	1	<p>Correct answer includes;</p> <p>Always pursue your LOVE or DREAM even when circumstances do not allow it.</p> <p>OR</p> <p>LOVE is the most important value or quality of life. If one has love, s/he can break all barriers and conquer the world.</p>	Correct answer given as indicated in the Evidence column.	Incorrect response or far from the answer in the Evidence column	No response

		Other explanations are permissible.			
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Question 1**Passage B****Poetry****Fisherwoman**

I see her every morning on her way to business
 Printed cloth around her legs, a red blouse
 Carrying her basket of old fish, listless
 She is, **listless**. She is a fisherwoman-
 5 Listless until her first fish has gone away.

I see her mid-day on her way from **business**
 Printed cloth dead from the dust, red blouse
 Redder from her **sweat-sweet scent** of toil;
 She is a fisherwoman-

10 Fisherwoman in her kisses
 Red lips from her green leaves of betel
 Chewed **like prayer** every day.
 Fisherwoman in her sickness
 Toenails polished with dirt
 15 Hard skin on her neck
 She is fisherwoman, born one,
 Lived one
 And died a fisherwoman.

Aiswarya T. Anish

SUB-STRAND 1.2 POETRY

KEY LEARNING OUTCOME : Respond critically and perceptively to significant aspect(s) of Prose.

PASSAGE B**Questions 1.11-1.22**

- 1.11.** Describe the poet's feelings towards the fisherwoman in the first stanza (lines 1-5). Use your own words to answer this question.

Item #	SLO Skill Level	Evidence	Student Response Level			
			2	1	0	NR
1.11	2	<p>Correct answer includes;</p> <p>The poet's feeling is one of <u>admiration</u> or <u>respect</u> for the fisherwoman as she is patient and unhurried in her effort to provide or feed her family. She uses the word '<u>listless</u>' to describe the fisherwoman's attitude.</p> <p>or</p> <p>The poet feels pity/ sympathizes with the woman.</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. Correct answer but copied from the passage.	Response far from the answer in the Evidence column	No response

- 1.12.** What is the main idea expressed in the poem?

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.12	1	<p>Correct answer includes;</p> <p>The main idea expressed is despite her struggles [fisherwoman's] every day, she continues to pursue her dreams by</p>	Any two of the words or phrases given in the Evidence column.	One word or phrase only	No response

		putting food on the table for her family. OR Hard work will surely be rewarded. Etc. Despite everything, the woman is resilient.			
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1.13. What does the poet mean by the word **'listless'** in line 4?

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.13	1	Correct answer includes; The poet describes the fisherwoman as such [listless] due to her patience and relaxed attitude towards her business. OR She is lethargic, weary or tired but she kept on working patiently. Other explanations are permissible.	Correct answer given as indicated in the Evidence column.	Incorrect explanation given.	No response

1.14. What **'business'** [line 6] does the woman do patiently?

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.14	1	Correct answer includes; The woman's 'business' or what she does every day is to look for food for her family. OR	Correct answer given as indicated in the Evidence column.	Response far from the answer in the Evidence column.	No response

		<p>She is a fisherwoman hence, going to the sea to fish is her daily activity or <u>'business'</u>.</p> <p>Other explanations are permissible.</p>			
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1.15. Identify a language technique or sound device used in line 8 below; **'...sweat-sweet scent...'**

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.15	1	<p>Correct answer includes;</p> <p>Sound device used is <u>ALLITERATION</u>. The repetition of the consonant sound 's'.</p>	Correct answer as indicated in the Evidence Column.	Answers like Personification, Metaphor, Simile or other Sound Devices like Onomatopoeia etc.	No response

1.16. What is the poet's view about the effects of being a fisherwoman?

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.16	1	<p>Correct answer includes;</p> <p><u>Poet's view</u> - Being a fisherwoman, the woman's health is affected. For example; dirty toenails, hard skin from the sun on her neck. Etc..</p> <p>Other explanations are permissible.</p>	Correct answer as indicated in the Evidence Column.	Incorrect answer or response far from the answer in the Evidence column	No response

- 1.17.** Describe the attitude of the fisherwoman towards her activity in Stanza 3. 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
1.17	2	<p>Correct answer includes;</p> <p>The attitude of the fisherwoman towards her activity is one of duty. Although her physical appearance has been badly affected due to her fishing, she loves to do her work as it is part of her responsibility to care for her family. She also feels good to do her work as she feels blessed to be born into a family of providers or hard workers.</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	Response far from the answer in the Evidence column	No response

- 1.18.** What does the ‘green leaves of betel’ [line 11] suggest about the fisherwoman?

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.18	1	<p>Correct answer includes;</p> <p>The chewing of the green betel leaves provides a stimulant like increased alertness when one is lethargic/fatigued</p>	Correct answer as indicated in the Evidence Column.	Limited explanation given; not including all parts as in the	No response

		or exhausted, hence, the fisherwoman do just that to keep her alert and attentive.		Evidence Column	
		Other explanations are permissible.			

1.19. Identify the figurative language or poetic device used in line 12, ‘**Chewed like prayer every day**’.

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.19	1	Correct answer includes; Figurative language or poetic device used is <u>SIMILE</u>.	Correct answer as indicated in the Evidence Column.	Incorrect answer given like Metaphor, Personification, Onomatopoeia, Alliteration etc...	No response

1.20. Describe the comparison made in line 12, ‘**Chewed like prayer every day**’.

Item #	SLO Skill Level	Evidence	Student Response Level		
			1	0	NR
1.20	1	Correct answer includes; <u>Chewing of Green leaves of betel is compared to a prayer; the chewing of the betel leaves fervently by the fisherwoman is likened to a prayer that is said with a lot of passion.</u> Other explanations are permissible.	Correct answer as indicated in the Evidence Column.	Response far from the answer in the Evidence column.	No response

1.21. Describe the poet's opinion about people in our society. 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
1.21	2	<p>Correct answer includes;</p> <p>There are people in our society who are likened to the fisherwoman. They are hardworking and patient and would do anything to put food on the table in order to support their families. They have a lot of compassion and enjoy doing what they do best. Here the fisherwoman, although tired and weary or <u>'listless'</u>, she continues to persevere as she goes to the sea to look for food [fish] to feed her family.</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. No example given	Incorrect response – far from the answer in the Evidence column	No response

1.22. Use both Passage A and Passage B to answer Question 1.22.

Discuss a **lesson learnt** that is common in both Passage A and Passage B, and why it is important for young people like you. Support your ideas with one or more examples from any part of Passage A and Passage B, and examples from your own society.

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
1.22	4	<p>Correct answer includes;</p> <p><u>Lesson/Message/Theme</u></p> <p>The message of <u>LOVE, PATIENCE, DETERMINATION/TENACITY</u> and the <u>WILL</u> to pursue a dream comes out clearly in the two passages.</p> <p>The <u>determination</u> and <u>love</u> of the narrator in Passage A enables him to pursue or chase the woman of his dreams although his head makes him dizzy.</p> <p>In Passage B, the <u>determination</u> of the fisherwoman to put food on the table for the family emerges clearly as she loves to do her daily ‘<u>business</u>’, although her health has taken its toll on her.</p> <p>In order to chase or pursue one’s dream, people have to possess qualities and values of love, patience, being passionate and have</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	No response

		<p>the determination to conquer all odds. When there is a will, there is definitely a way out of the challenges faced in the society.</p> <p>Other explanations are permissible.</p>						
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SECTION B : ANALYSIS OF TEXT

STRAND 2 : RESPONSE TO TEXT

Major Learning Outcome 2

Respond critically to **specified aspect(s)** of **studied written texts** supported by evidence.

SCORING RUBRIC – LITERATURE ESSAYS

Students are to choose 2 Questions Only. [From Question 2-11] They are not to do 2 Questions from the same Sub-Strand.

Provided below is a Generic Scoring Rubric for scoring Essays.

Dimensions/KLO	Skill Level 1 Unistructural	Skill Level 2 Multistructural	Skill Level 3 Relational	Skill Level 4 Extended Abstract
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 interpretation of it. Fails to provide examples or quotation from the text to support arguments.	Essay provides sufficient knowledge of the topic. Shows own interpretation of the question. Fails to provide examples or quotation from the text to support arguments.	Essay provides detailed knowledge of the topic. Provides examples and quotations from the texts 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.