

MARKER CODE



Student Personal Identification Number

South Pacific Form Seven Certificate

ENGLISH

2015

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.	10 questions	4 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	26 Learning outcomes	10 Learning outcomes	5 Learning outcomes	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 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

This article is about Alina Siegfried [Ali], who gave up a career to follow a dream.

Quitting the Day Job in Search of the Dream

by Di White

Ali recently quit her full time job to follow her dream. She discovered performance poetry, otherwise known as slam poetry, when she was living in Canada. "I became so engrained in the scene, it was such a supportive community, so willing to share their stories.

5 Performance poetry offered Ali a new way to engage audiences, harnessing the power of storytelling to connect with people. **"As performance poets, we can't do surgery. We can't rescue people falling off cliffs. Our job is to create awareness and give and receive knowledge."**

10 After returning home, it was clear there was nothing quite like what she had experienced in Canada. So began monthly performance poetry evenings back home and the opportunity for new, emerging performance poets to take the stage.

15 It's the audience that best summarises performance poetry's reach. **"These poets are making it okay," says student Ta'afi Vareta. "It's good to express yourself, you know? The things I want to talk about, I can talk about them now. I know I'm not the best writer or anything, but I stopped failing English when I got into poetry. I come to these shows and I see people talking about feelings and even crying."** He shrugs. **"I'm not scared of being real anymore."**

20 Ali's profile as a performance poet grew. In 2012, she won the national poetry slam title. **The title opened doors:** suddenly everyone wanted her to perform at their shows and run their workshops. Ali realised she could build a career in storytelling. It was a year-and-a-half before that dream started to look more like a reality. At the end of 2013, Ali left her full time job. "There is certainly something to be said for publicly making a commitment. If I hadn't done that, I'm not sure I would've done what I did."

25 Ali hopes to make a living running performance poetry workshops: using storytelling and public speaking techniques to enable businesses and organisations to communicate better – both internally and externally. While it may not be the dream itself, it's a big step in that direction. "People say to me, you must've been so scared, leaving your safe job, but more terrifying would have been staying there and not giving it a go."

30 Following your dream as a performance poet can mean **having a full heart and an empty wallet.** There's a good reason why so few people pursue their dream. It's tough: jobs are scarce – especially for young people, and it invariably involves sacrifices. It requires getting up one day, throwing caution into the wind and doing something that, on paper, doesn't really make a lot of sense. "I've gone from a steady public servant job to what's essentially a four-month contract on a much-reduced salary, with no guaranteed job security," Ali says. "For quite a few people, it may not be within their reach to do that."

[continues over page]

35 Ali realises she is the product of fortunate circumstances. She is young. She has support from her partner. Once a mortgage and family enter the equation, pursuing an unstable and uncertain dream becomes all but impossible.

40 When I ask her why more people don't leave the grind of their steady, sometimes soul-sapping jobs and follow their long-held dreams, Ali doesn't skip a beat in giving this answer: "Fear. I think people get into safe routines and can't see what the alternative would look like, and that's really terrifying. **Sometimes you actually have to leap off the cliff without knowing where you might land.**"

Performance poet: a poet who delivers their poems to a live audience

(581 words)

[Adapted from: White, D., 2014, 'Quitting the Day Job, [Online], available: The Wireless <http://thewireless.co.nz/themes/excess/quitting-the-day-job>

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

Assessor's use only

A1	<p>State one link between the title "Quitting the Day Job in Search of the Dream" and the article.</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>As revealed in lines 5 – 7, what role does the writer believe that performance poets have? "As performance poets, we can't do surgery. We can't rescue people falling off cliffs. Our job is to create awareness and give and receive knowledge." Use your own words to answer this question.</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>Explain what the writer means by the phrase, "The title opened doors" in line 18. Use your own words to answer this question.</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 one reason why Ta'afi Vareta likes performance poetry: <i>"These poets are making it okay," says student Ta'afi Vareta. "It's good to express yourself, you know? The things I want to talk about, I can talk about them now. I know I'm not the best writer or anything, but I stopped failing English when I got into poetry. I come to these shows and I see people talking about feelings and even crying." He shrugs. "I'm not scared of being real anymore."</i> [lines 11 – 16] Use your own words to answer this question.</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>Identify a language technique used in this expression, <i>"a full heart and an empty wallet"</i> in lines 28 -29.</p> <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 in lines 28 - 29: <i>"Following your dream as a performance poet can mean having a full heart and an empty wallet."</i> Use your own words to answer this question.</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 in the expression <i>"Sometimes you actually have to leap off the cliff without knowing where you might land."</i> [lines 41 – 42] Use your own words to answer this question.</p> <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

This poem is about a young person considering what is important in her life.
Note that *italics* have been used deliberately by the poet in some sections of this poem.

Happiness, for sale

5 I love to read,
I love to write, I said.
Reading is for leisure, they replied. You'll need to get a real job.
Your writing is nice, they remarked kindly. But, it won't sell.
That's fine, I said. I love reading and writing, just for me.
I don't care about money, words make me happy.
They laughed at my pathetic innocence.
You need money. Money will make you happy.
10 *Reading and writing won't give you any success.*
Working hard will! It will give you lots of money!

15 Okay, I replied, a little unsure.
But what do I do?
Work hard, study harder, perhaps economics or medicine?
That will give you a good job. A good job means a stable life and success.
And you know what that means - happiness!
But... I'm not interested in economics and I'm no good at science.
They won't make me happy?
Thank you for your offer but I'm fine. I'm happy right now.
20 *Their faces hardened ever so slightly.*
Unfortunately you don't have an option, they said.
But don't worry you'll be happy!
You'll be able to buy beautiful things!
Nice clothes, a nice car, and one day a nice house!
Then you'll be truly happy.

25 Confused, I wondered how you could love a house,
Or how nice clothes could make me happy.
But they seemed so sure, and I didn't have a choice.
So I did what they said.
I worked and worked and studied. I got a good job.
30 I earned lots of money.
I bought clothes and a car, a house and even a yacht.
And all the while, **I waited.**
I waited and waited.
For happiness to come.
35 **They had promised.**
They had promised this would make me happy.

Lucia Avia

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

Assessor's use only

A8	<p>Give a reason why some lines in the poem are written in italics.</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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A9	<p>Explain the two contrasting attitudes about what will lead to happiness expressed in lines 5 - 10:</p> <p style="padding-left: 40px;">“That’s fine, I said. I love reading and writing, just for me. I don’t care about money, words make me happy. <i>They laughed at my pathetic innocence</i> <i>You need money. Money will make you happy.</i> <i>Reading and writing won’t give you any success.</i> <i>Working hard will! It will give you lots of money!”</i></p> <p>Use your own words to answer this question.</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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A10	<p>What does the poet decide to do in order to be happy, as revealed in lines 25 - 31?</p> <p style="padding-left: 40px;">“Confused, I wondered how you could love a house, Or how nice clothes could make me happy. But they seemed so sure, and I didn’t have a choice. So I did what they said. I worked and worked and studied. I got a good job. I earned lots of money. I bought clothes and a car, a house and even a yacht.”</p> <p>Use your own words to answer this question.</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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A11	<p>Name the language technique used in the bolded words in lines 32 - 36:</p> <p style="text-align: center;"> “And all the while, I waited. I waited and waited. For happiness to come. They had promised. They had promised this would make me happy.” </p> <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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A12	<p>Explain the effectiveness of the title “Happiness, for sale” to the overall poem.</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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A13	<p>The ending of the poem is left open for readers to draw their own conclusions [lines 32 – 36]. What do you think the poet is suggesting about what she has realised is important in order for her to find happiness? 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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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 **change** that occurs in a Shakespearean drama you have studied and explain the impact of this change within the play.

OR Option B

Describe a major **scene** in a Shakespearean drama you have studied and explain why this scene is important in the play.

Question 3 : NON-SHAKESPEAREAN DRAMA

Either Option A

Describe an important **conflict** in a non-Shakespearean drama you have studied and explain what that conflict reveals about a major character.

OR Option B

Describe the **opening scene** in a non-Shakespearean drama you have studied and discuss **key aspects** established in the opening scene that are significant in the overall development of the play.

Question 4 : POETRY

Either Option A

With reference to two poems you have studied, describe one **idea, emotion or feeling** present in each poem and discuss how it is developed throughout each poem.

OR Option B

Describe one or more key examples of **language use** in two poems you have studied and explain how language is used concisely to create effects or develop ideas.

Question 5 : NOVEL**Either Option A**

Describe an important **relationship** in the novel you have studied and explain why that relationship is central to the novel.

OR Option B

Describe a key **message** in a novel you have studied and explain how the author presents this message to the readers.

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

Describe one or more significant aspects of a **character's personality** revealed in two short stories you have studied and explain how these aspects are revealed.

OR Option B

Describe an unexpected or surprising **event** in two short stories you have studied and explain why this event is significant.

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

Describe a major **conflict** in a non-fiction text you have studied and explain the significance of that conflict to the text as a whole.

OR Option B

Describe two major **concerns or opinions** held by an author of a non-fiction text you have studied and explain how those concerns or opinions are developed throughout the text.

Question 8 : FILM**Either Option A**

Describe a major **setting** in a film you have studied and explain its significance in the film.
[Setting can be physical places, as well social or historical contexts.]

OR Option B

Describe an **issue or theme** raised in a film you have studied and explain how the issue or theme is presented.

