



***Scoring
Rubric
2019***

**South Pacific
Form
Seven
Certificate**

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

Submissive Sina

The sad moon disappeared in the night sky. The village was in total darkness and an eerie silence suddenly took over and enveloped the tiny village. **It** became unbearable for a scared soul like me as I was trembling with fear. I sort of knew from that moment that something was amiss.

After moving to my new environment due to my spouse's work transfer, I became friends with the neighbours as they were quite accommodating. **Something that I had wished should not have ever happened.**

With new friends, come the usual lady stories, coupled with daily gossips and nosy, inquisitive, and curious looks that could kill a panther. They were **as frightening as the lion** ready to pounce on its prey. Amidst all the tell-tale rumours, the normal daily chores were carried out. Those ladies knew when their husbands were due back from their heavy schedules either in the sea or in the nearby factory. As traditional women, they knew what was expected of them in their home. Hence, they were quite submissive and compliant. Something that I, as an urban woman, would fight till my death for my right to be heard.

In the wee hours of the frosty morning, a house nearby had its light dimmed. The shadow of a woman being ill-treated by one who appeared to be huge and strong could be seen from my tiny window. I could hear the continuous sobbing of the poor soul. I could hear from the sound that she was in great pain as this terrifying figure stood over her.

'Please stop. You will wake up the neighbours'.

'Why should I care about the...them?' came the reply.

The man seemed to be heavily intoxicated and continued to fulfill his desire, whatever it was. From where I was, I could tell that he had a cold heart and wanted his wife to suffer. So much so for one who frequented church every Sunday and was a **jewel** in the eyes of the congregation due to his many church donations and village contributions.

Meanwhile, the poor woman, being submissive, continued to whisper to her husband to stop the beating and think of his

standing in the society. The whispers became irregular and finally, I did not hear her any more.

Then, I came to realise that the intimidating figure was none other than the intoxicated civil servant, whom the ladies talked about in one of our conversations after church last Sunday. I had ignored the gossip as I had thought that it was just a rumour.

My eyes could not hold the tears anymore as they streamed down my cheeks like a cascading waterfall or an avalanche of wild bulls. I wanted to run out of my house to stop the abuse that was going on. At that very moment, something in me whispered that *'it was none of my business.'* I stopped. Holding my breath as I was actually gasping for air.

Another whispered, *'Unless you do something, do not feel guilty about the consequences.'*

I was in a dilemma; whether to help the woman or not; whether to knock on the door or bust it open when I finally arrive there; whether the towering scary figure would allow me into his house or not; do I even have the time to be thinking about this? All these questions were swimming in my mind. I, for once in my life as a fighter for abused women, could not even move a step. The *'consequences'*, the *'consequences'* kept on **buzzing** like bees in my eardrums.

Suddenly, out of the blues, I opened my door and ran towards the neighbour's house. I did not know who gave me the power to carry my legs forward.

Thoughtlessly and spontaneously, I smashed the glass part of the door and it became ajar. I pushed further into the house searching, hoping and trusting that the Lord was on my side. At times like this, one needs divine intervention to calm the tainted nerves.

Alas, from the corner of my eye, I could see a figure lying motionless. I rushed towards it to find out whether there was some life that was still there. Sitting on the armchair, next to the body, was Mr. Civil Servant turned Abuser, with half drunk whisky bottle and whose eyes meant fear and dread of what had just transpired.

Thinking of the CPR I learnt from school, I breathed into her like there was no tomorrow. Slowly and surely, my action actually saved the submissive Sina's life; a life full of controversy and irony that I would not wish upon any woman or girl child.

In the far distance, the sounds of the siren [ambulance and police] both for Sina and her husband were heard. What was amiss in the beginning was now a reality and offered a hope that the beautiful dawn would bring happiness to all women.

V. Nagale

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.

QUESTION 1**PASSAGE A****PROSE****Questions 1.1-1.1.12**

Item	Skill level	Evidence	Level 1 (Unistructural)	Level 2 (Multistructural)	Level 3 (Relational)	Level 4 (Extended Abstract)
1.1	1	In paragraph 1, state a message that the author is trying to convey? A bad omen will befall the land. Frightening atmosphere Fearful Amiss	Refer to Evidence column. 1 idea			
1.2	1	What does the word ' It ' in line 2 refer to? The <u>eerie silence</u> or <u>silence</u> Quietness	Refer to Evidence column. 1 idea			

1.3	2	<p>Describe the feeling of the narrator in the sentence beginning with, 'Something I had wished...' [Lines 6-7]</p> <ul style="list-style-type: none"> • Unhappy with her friendship with the neighbours • Sad that the neighbours love to demean others. • Regret - being there • Worried - her future relationship with others 	<p>Feelings only.</p> <p>1 idea only</p>	<p>Refer to Evidence Column.</p> <p>2 ideas that are not connected.</p>		
1.4	1	<p>Identify the figurative language used in lines 9-10, '...as frightening as the lion...'</p> <ul style="list-style-type: none"> • Simile • Comparison using 'as' 	<p>Refer to Evidence column.</p> <p>1 idea</p>			
1.5	2	<p>Describe the writer's perception of women in paragraph 3.</p> <ul style="list-style-type: none"> • Women are hardworking - attending to daily chores within their homes. • Preparation ready for their spouses' arrival after work. • Compliant and submissive • But love to gossip • Rural women do not enjoy as much rights as urban women • Love to spread 	<p>Refer to Evidence column.</p> <p>1 idea only.</p>	<p>Refer to Evidence column.</p> <p>2 ideas but not connected.</p>		

		unsubstantiated facts or rumours				
1.6	1	<p>State the feeling of the woman in paragraph 4. [Lines 15-20]</p> <ul style="list-style-type: none"> • Did not want anyone [especially the talkative neighbours] to know the hurt she is going through. • Hurt as she is in pain • Sad 	<p>Refer to Evidence Column.</p> <p>Any 1 idea.</p>			
1.7	1	<p>State one quality of the huge man from line 20.</p> <p><u>Negative quality</u></p> <ul style="list-style-type: none"> • Does not care about what other people may say. • Alright for him to abuse his wife. • Not an ideal husband. • Two-faced • Abusive/Violent • Terrifying/monster/devil • Intimidating etc.. 	<p>Refer to Evidence Column.</p> <p>Any 1 idea.</p>			
1.8	1	<p>What opinion did the people in the community have of the huge man?</p> <ul style="list-style-type: none"> • Good person • Goes to church • He is a 'jewel' • Generous etc... 	<p>Refer to Evidence Column.</p> <p>Any 1 idea.</p>			

1.9	2	<p>Describe the method of narration used in the story and quote an example to support it.</p> <ul style="list-style-type: none"> • 1st person method of narration • 'I' is telling the story • Eg; From where 'I' was Eg; 'I' could... 	<p>Refer to Evidence Column.</p> <p>Any 1 idea.</p> <p>No example given</p>	<p>Refer to Evidence Column.</p> <p>1 idea.</p> <p>Include example from the story</p>		
1.10	1	<p>State how the story is organized.</p> <ul style="list-style-type: none"> • Has an Introduction, Body and Conclusion. • Has a beginning and ending that tie the whole story. • Started with a gloomy atmosphere, climax and ended with sadness and or happiness [depends on how the candidate sees the ending] 	<p>Refer to Evidence Column.</p> <p>Any 1 idea.</p>			
1.11	1	<p>Identify sound device depicted by the word 'buzzing' in line 40?</p> <ul style="list-style-type: none"> • Onomatopoeia 	<p>Refer to Evidence Column.</p> <p>Only 1 correct answer</p>			
1.12	1	<p>State the author's main point of view in the story.</p> <ul style="list-style-type: none"> • Irony in the story which has a double meaning. 	<p>Refer to Evidence Column.</p> <p>Any 1 idea.</p>			

		<p>How generous the man is outside his home but violent in the home.</p> <ul style="list-style-type: none">• Women's submissiveness or obedience in the traditional society poses a serious problem.				
--	--	--	--	--	--	--

SUB-STRAND 1.2 POETRY

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

QUESTION 1**PASSAGE B****POETRY****Violent Obligation**

clad in traditional bridal attire
 the sweet aroma of precious oil on her skin
 engulfed the room
 the epitome of her father's eyes
 the embodiment of womanhood
 the treasure of her loved ones
 ready to be betrothed
 not her choice but by traditional obligation

why now?
 in her heart, she grieves silently
 the wind whistles slowly
 the questions keep ringing
 will he love her back?

in her new abode
 she feels an emptiness
 obligation demands no explanation
 she agrees
 she lives with it

her husband and **in-laws**
 furious as always
 disallow her to venture outside
 she compares her old life
 and her heart jumps
 then she remembers
 the obligation

is it fair?
 she asks
 the beatings continue
 five years passed
 unlucky to bear any fruit

 the epitome of her father's
 eyes
 did not open her eyes one day
 the lights turned off for good
 she was in a faraway land

the land of the free
 the land of the loved
 where there is no traditional
 obligation
 but joy

Anonymous

Questions 1.13-1.23

Item	Skill level	Evidence	Level 1 (Unistructural)	Level 2 (Multistructural)	Level 3 (Relational)	Level 4 (Extended Abstract)
1.13	1	State a point of view expressed by the poet in Stanza 1 . <ul style="list-style-type: none"> • How the woman's family adores her. • Bride is her father's favourite child. • Traditional obligation of arranged/fixed marriage 	Refer to Evidence column. 1 idea			
1.14	1	Identify a belief or attitude of the betrothed woman in Stanza 1 . <ul style="list-style-type: none"> • Her being betrothed is not her choice but her family's. • Sadness is what she felt on what has happened. [Unhappy] • Uncertainty/Confusion/Worried 	Refer to Evidence column. 1 idea			
1.15	2	In Stanza 3 , describe the feelings of the woman in her new environment and quote a word or phrase used to show her used to show her feelings. <ul style="list-style-type: none"> • Lonely • Desolation • Meaninglessness of her new life • Has no choice but to comply; a traditional obligation • Example of vocabulary used to show her feelings; 'emptiness' 	1 idea only from the Evidence Column. No example given	Refer to Evidence Column. 1-2 ideas but not connected. Example to be given from the passage		

1.16	1	<p>State a reason for the use of in-laws in Stanza 4.</p> <ul style="list-style-type: none"> • Shows how strict they are to the woman. Not wanting her to go outside. • Poet is trying to tell us that not all in-laws are good as some behave just like the woman's in-laws. 	<p>Refer to Evidence Column.</p> <p>1 correct answer only</p>			
1.17	1	<p>State a thought expressed about women in general in Stanza 5.</p> <ul style="list-style-type: none"> • Difficult life women experience in traditional societies. • The belief that women in traditional societies are there to produce children, otherwise they are looked down upon by the society. <p>OR</p> <ul style="list-style-type: none"> • If a woman does not bear a child, she is considered a burden, hence, ill-treated by her in-laws. • If a woman is unable to bear a child, then she is at fault and therefore unlucky, not her husband. 	<p>Refer to Evidence Column.</p>			
1.18	2	<p>Describe the type of vocabulary used in the poem.</p> <ul style="list-style-type: none"> • Simple vocabulary used • Emotive as it arouses the emotions in people. Eg; 'emptiness', 'obligation' 	<p>Refer to Evidence Column.</p> <p>1 idea only</p>	<p>Refer to Evidence Column</p> <p>2-3 ideas</p> <p>Answer includes the type of</p>		

		<ul style="list-style-type: none"> • Figurative language used like Personification; ‘the wind whistles’ • Adjectives/Adverbs 		vocabulary used and examples (NOT why it is used or its effect)		
1.19	1	<p>State the experiences of the woman in Stanzas 6 and 7.</p> <ul style="list-style-type: none"> • Freedom from being ill-treated, miserable abused, trapped,’ etc... • Free of traditional obligation • Joy 	<p>Refer to Evidence Column.</p> <p>1 idea only</p>			
1.20	1	<p>Identify the method of narration used in the poem.</p> <ul style="list-style-type: none"> • 3rd person method of narration; use of ‘he’, ‘she’, ‘her’ 	<p>Refer to Evidence Column.</p> <p>1 idea only</p>			
1.21	1	<p>State the main message expressed in the poem.</p> <ul style="list-style-type: none"> • Women are to be respected. • Gender equality to be encouraged, • Women are not to be discriminated against by society. • Rights of women are to be protected. • Women are looked down upon when it comes to traditional obligations. They are expected to be submissive and obedient. 	<p>Refer to Evidence Column</p> <p>Only one correct answer</p>			
1.22	4	Use both Passage A and Passage B to answer Question 1.22.	1 common point of view only	2 ideas but not connected.	Connection of 3 ideas.	Refer to Evidence Column.

	<p>Discuss the common points of view expressed in the two passages and give a reason why it is important for young people in the society to take heed of these viewpoints.</p> <p>Justify your points of view with one or more examples from any part of Passage A or Passage B.</p> <ul style="list-style-type: none"> • Violence • Gender inequality/Gender Equality • Discrimination • Lack of respect for women etc... • The above is important for young people to learn from as the same is happening in the society in which women and girls are being discriminated against in their work, home etc... • Gender inequality may become a long process as men are taking leading roles in traditional societies. • Good lesson for young people to learn so that they advocate non-violence, gender equality, respect, in their lifetime to reduce suppression of women in societies. • Examples from the Passages to be provided by the candidates. 		<p>Example - two different ideas given</p>	<p>Common idea and explanation</p> <p>Reason for young people to learn from this common viewpoint.</p>	<p>Common idea and explanation.</p> <p>Use examples from the Passages to support the common view and its explanation</p> <p>Reason for young people to learn from this common viewpoint.</p> <p>All responses must be connected.</p>
--	--	--	--	--	--

SECTION B :**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 Uni-structural	Skill Level 2 Multi-structural	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 not 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.