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*Scoring*

*Rubric*

*2020*

**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

#### The Escape

It was a normal Friday afternoon. The excitement as it was the end of a working week and the starting of my vacation was upon me as I slowly packed my bag for a weekend out of the city. The atmosphere was one of calm and tranquility as I unlocked my car, dumped my one travelling bag in the boot and revved the engine. The car was a brand new one, bought just a few weeks earlier; a birthday present from my well-to-do husband; maybe a kind of reward for being a homemaker or to keep my innocence, I guess. I had planned this visit to my homeland months before as I yearned for that peaceful environment; the smell of fresh morning dew and home-baked goodies that normally emanated from Mum's kitchen.

Just an hour out of the city, the weather started to change. Instead of calmness, I could see black clouds hovering over the mountains. Heavy rain was imminent. Driving past with caution, I could see the menacing splash of the waves along the coastal shores. Birds started flying home to nest; a sign of an impending storm, a bad omen. The normal swaying of coconut palms became increasingly threatening. I thought of my settlement half an hour away; my old house where I grew up in must be surrounded by a muddy puddle by now. The gravel road was not helping at all as the thick mud had made the car difficult to maneuver.

'Marie, run to the grocer and ask Uncle Ned to give you two tinned fish, one kg flour and a match and hurry. This storm is going to hit hard,' Mum screamed from the kitchen. I had the most important role now as the eldest in the family as my brother had left for an assignment in the Army. Dad had passed on a few years before and Mum single-handedly raised the three of us. My younger brother was now married and stayed with his young family in a farm nearby. I normally paid Mum a visit as many as I could in a year as I know how lonely it could be without any loved ones with you.

Boom!! A loud thud was heard. I was brought back to my senses and the car suddenly halted; not that I turned the ignition off but it just happened. 'How can a newly purchased car given up already', I thought to myself. By now, the sky

was black. My vision was blurry as I could not see anything but just the headlights shining fiercely. I got off and inspected the car. By now, I was soaked to the core. Luckily, I remembered the short cut to the village but the river was too difficult to cross in this weather. I took off my heels and put on my running shoes that I often kept in the car.

The path was too treacherous as the water from the nearby stream suddenly spilled onto the overgrown crossing. The only way to the village now was to cross the river from the road as the road was now underwater. With all the survival tips taught by my father years ago, now was the time for the test. The river was swift and rapid. I could feel the adrenalin rising. 'Please God, save me and my family from this adverse weather condition', I silently prayed.

I closed my eyes and remembered the early days of hunting and gathering, the difficult life in the village and how we had to move inland twice due to climate change. Mum did not want to move anymore as the land had sentimental values to her as her forefathers had lived there. Every year while growing up, we had to endure the hardship of our village life but I would not trade this life to the one I have now.

My phone was dead; I could not call my husband, not that he cared much of my situation, or my brother. I had to cross the menacing river on my own. The **strong winds belted** the side of the river so heavily that I slipped and let go of the stick I was holding. Suddenly, I was gasping for air as the strong current pulled me down **like a whirlpool**. For a good thirty minutes, I was fighting for my dear life, struggling with the adversities of the moment for the 'powers that be' to grant me safe landing somewhere.

'Marie, wake up, wake up,' I could hear my brother's strong voice yelling. My head was spinning so wildly that I thought I was being reincarnated and someone was urging me to live. Apparently, the search party was sent after a villager saw my car abandoned by the roadside. What saved me was a torch, which suddenly flashes when the holder is in danger; a new technology installed by my husband who I thought really did not care about my existence as his work was more than a wife to him than me.

Mum was so disappointed for a whole lot of reasons and I could understand clearly that my life was more important to her than the luxuries of the new life I have come to embrace. The village slept on and everything was back to normal. The tranquility that I craved for was now here and the aroma of freshly baked banana muffins could be smelt from the kitchen. Laughter was heard and surprisingly, I saw my husband in apron getting the baked goodies out of the traditional earth oven while Mum was smiling and looking on impressively. I smiled for a lot of reasons. I silently said a prayer to God in thanksgiving, for letting me live to witness my two worlds blending together in this one great moment.

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 1.1-1.1.11**

<b>Item</b>	<b>Skill level</b>	<b>Evidence</b>	<b>Level 1 (Unistructural)</b>	<b>Level 2 (Multistructural)</b>	<b>Level 3 (Relational)</b>	<b>Level 4 (Extended Abstract)</b>
1.1	2	Describe the feeling or emotion of the main character in the first paragraph and quote an example to support it. <ul style="list-style-type: none"> <li>• <b>She is full of excitement to be visiting his/her family.</b></li> <li>• <b>Anticipation.</b></li> <li>• <b>Wanting to experience the warmth and the peaceful nature of the environment where she grew up in.</b></li> </ul> <p><b><u>Example:</u> excitement, yearned, peaceful environment,... etc</b></p>	1 idea without example	Refer to answer in the Evidence column  1 idea plus an example		

1.2	1	<p>State a lesson one can learn from the first paragraph.</p> <ul style="list-style-type: none"> <li>• <b>The peacefulness or tranquility of life in the rural area or homeland is second to none.</b></li> <li>• <b>Home is where the heart is.</b></li> <li>• <b>The feeling of nostalgia/longing in being connected to the past is enriching.</b></li> </ul>	<p>Refer to Evidence column.</p> <p>1 idea</p>			
1.3	1	<p>State a belief of the villagers in line 13 beginning with 'Birds started ...'.</p> <ul style="list-style-type: none"> <li>• <b>They are superstitious.</b></li> <li>• <b>Something bad is going to happen.</b></li> <li>• <b>Impending storm.</b></li> </ul>	<p>Any belief.</p> <p>1 idea only</p>			
1.4	1	<p>Give a reason for Marie's trip to the store.</p> <ul style="list-style-type: none"> <li>• <b>To be fully prepared for the impending storm.</b></li> <li>• <b>To buy those items for the family before they run out.</b></li> </ul>	<p>Refer to Evidence column.</p> <p>1 idea</p>			
1.5	2	<p>Describe a belief or attitude of the narrator's mother in paragraph 3.</p> <ul style="list-style-type: none"> <li>• <b>She believes in preparedness before a natural disaster strikes.</b></li> <li>• <b>Positive attitude; Loves and cares so much for her children.</b></li> <li>• <b>Strong-willed.</b></li> <li>• <b>Lonely when her children left home.</b></li> </ul>	<p>Refer to Evidence column.</p> <p>1 idea only.</p>	<p>Refer to Evidence column.</p> <p>Refer to Evidence Column</p>		
1.6	1	<p>Quote an <b>Onomatopoeia</b> used in paragraph 4.</p> <ul style="list-style-type: none"> <li>• <b>Boom</b></li> </ul>	<p>Refer to Evidence Column.</p> <p><b>Boom</b> – the only correct answer.</p>			
1.7	2	<p>Describe a theme that can be learnt in paragraph 5 beginning, "The path was too treacherous..." [ Lines 32-37]</p>	<p>Any 1 idea.</p>	<p>Refer to Evidence Column.</p>		

		<ul style="list-style-type: none"> <li>• <b>Life is not a bed of roses. There is bound to be challenges and or difficulties encountered in life.</b></li> <li>• <b>There is hope in God if you place your trust in Him.</b></li> <li>• <b>Having courage to fight against challenges.</b></li> </ul>				
1.8	1	<p>Identify a figurative language used in the phrase, “strong winds lashed...”. [Lines 44-45]</p> <ul style="list-style-type: none"> <li>• <b>Personification</b></li> </ul>	Refer to Evidence Column.			
1.9	1	<p>State the narrator's feeling implied by the Simile “...like a whirlpool.” [Lines 46-47]</p> <ul style="list-style-type: none"> <li>• <b>The feeling of wanting or desiring to live is evident. Or Clinging on to dear life.</b></li> <li>• <b>Gasping for air – feeling that she needs air to breathe.</b></li> <li>• <b>She's in turmoil, desperation, fear and suffocated.</b></li> </ul>	<p>Refer to Evidence Column.</p> <p>Any 1 idea.</p>			
1.10	1	<p>Identify the method of narration used in the story.</p> <ul style="list-style-type: none"> <li>• <b>First Person Narrative</b></li> <li>• <b>First Person Narration</b></li> <li>• <b>First Person</b></li> </ul>	Refer to Evidence Column.			
1.11	1	<p>State the structure or organisation of the given passage.</p> <ul style="list-style-type: none"> <li>• <b>The story starts with a positive feeling in the Introduction, followed by challenges or difficulties in the Content but concludes with a good ending.</b></li> <li>• <b>Has an Introduction, Body and Conclusion.</b></li> <li>• <b>Beginning, middle and ending</b></li> </ul>	<p>Refer to Evidence Column.</p> <p>Any of the answer given.</p>			

**SUB-STRAND 1.2 POETRY**

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

**QUESTION 1****PASSAGE B****POETRY**

### Nesian Past

Woven together like pandana mats  
 Are the seas, the skies and the lands  
 Upon whom are led by immortal men  
 From whom all creation descends

Cries and chants by naked warriors  
 Are drowned out by a hollow bell  
**Aliens** are sailing in so free  
 Neither of the land nor of the sea

**Metal**, they cried, for this is a ship  
 And they bring with them a holy book  
 Christianity they sung, as it too is woven  
 Into the mat; and traditions are shook

No longer are there immortal men  
 But upon a cross is the faith at hand  
 The mat of culture has been torn  
 To which these aliens seek to amend

Freedom they scream  
 Blood is spilt  
 Coups arise  
 To which the culture tilts

**For the tie of culture**  
**Lies in the blood of families**  
**For shame and pride**  
**Where the lineage house reside**

There was despair  
 In the trials of the young  
 To live up to blood  
 It was trauma they sung

**Lads pushed to suicide**  
**Resources lay to waste**  
**Atomic nomads a weapon**  
**To which our people did taste**

<p>For there a colony is birthed Slaves to another man's world Yet the spirits of the sea are untamed Across the land and the sky unfurled</p> <p>The will of the people implore The life of their own tradition To which these aliens ignore The signs of conflict they bore</p>	<p>Oceania is Us Strong were our ties The mat lies tattered and torn But exists by sunrise</p> <p>Like a wound it heals Independent we shall stand As we are woven with each other By our sky, sea and land</p>
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By **Maryann Philomena Lockington**

(<https://allpoetry.com/poem/11731376-nesian-past-by-maryann>)

### Questions 1.12-1.22

Item	Skill level	Evidence	Level 1 (Unistructural)	Level 2 (Multi-structural)	Level 3 (Relational)	Level 4 (Extended Abstract)
1.12	1	Whom does the word 'aliens' refer to in <b>Stanza 2</b> ? <ul style="list-style-type: none"> <li><b>The foreigners, invaders, intruders, strangers, white men, Christians, missionaries, colonists... etc</b></li> </ul>	Refer to Evidence column. Any one of the answers			
1.13	1	Identify the figure of speech used in the word ' <b>Metal</b> ' in line 9. <ul style="list-style-type: none"> <li><b>Metaphor</b></li> </ul>	Refer to Evidence column.			
1.14	2	Describe the general feeling of the traditional people in <b>Stanzas 3 and 4</b> and quote a word	1 idea only from the Evidence	Refer to Evidence		

		<p>to support it.</p> <ul style="list-style-type: none"> <li>• <b>Feeling of regret or disappointment or shocked/despair/sadness/lamenting as their traditional culture has been shaken by the coming of the ‘aliens’.</b> [shook]</li> <li>• <b><u>Mat of culture has been torn.</u></b></li> </ul>	<p>Column.</p> <p>No example given</p>	<p>Column.</p> <p>Example to be given from the passage</p>		
1.15	1	<p>State an opinion of the poet in <b>Stanza 5.</b></p> <ul style="list-style-type: none"> <li>• <b>Traditional people have become slaves or servants to the white men.</b></li> <li>• <b>Assimilated to the white men’s culture.</b></li> <li>• <b>Staunch traditionalists have integrated themselves into the white men’s culture.</b></li> <li>• <b>Culture loss.</b></li> </ul>	<p>Refer to Evidence Column.</p> <p>1 correct answer only</p>			
1.16	1	<p>Identify an attitude of the <b>aliens</b> towards the traditional people in <b>Stanza 6.</b></p> <ul style="list-style-type: none"> <li>• <b>They only think of themselves first and their purpose.</b></li> <li>• <b>Put themselves first ahead of others.</b></li> <li>• <b>Ignorant or inconsiderate of the traditional culture.</b></li> <li>• <b>Individualistic as they believe in conflicts to solve problems.</b></li> <li>• <b>Indifferent, uncaring, feeling of superiority, arrogant</b></li> </ul>	<p>Refer to Evidence Column.</p> <p>Any <u>one</u> of the answers given/any 1 idea</p>			
1.17	1	<p>State the meaning of the phrase “<b>For the tie of culture...</b>” in <b>Stanza 8.</b></p> <ul style="list-style-type: none"> <li>• <b>Family is the stronghold of tradition.</b></li> <li>• <b>People do things communally in a traditional setting.</b></li> <li>• <b>Bear the shame and pride together</b></li> </ul>	<p>Refer to Evidence Column.</p> <p>Any 1 idea only</p>			

		<p><b>as a family. Or All hands on deck.</b></p> <ul style="list-style-type: none"> <li>• <b>Family Unity/Togetherness</b></li> </ul>				
1.18	1	<p>State the feeling or experience expressed in stanza 10 beginning with ‘Lads...’</p> <ul style="list-style-type: none"> <li>• Feeling is one of <b>frustration, dissatisfaction, displeasure... etc</b> with modernization and what it has brought to upset the norm of the traditional society.</li> <li>• <b>Unwanted, rejected</b></li> <li>• <b>Depressed</b></li> <li>• <b>Hopelessness</b></li> </ul>	<p>Refer to Evidence Column.</p> <p>Any 1 idea only</p>			
1.19	2	<p>Describe how the poem is organised or structured.</p> <ul style="list-style-type: none"> <li>• Begins with a <b>Simile</b> and ends with a <b>Simile</b>.</li> <li>• Has a <b>positive Introduction, Content has challenges</b> but <b>concludes positively</b>.</li> <li>• <b>Organised in stanzas</b></li> <li>• <b>Rhyming pattern</b></li> </ul>	<p>1 idea only</p>	<p>Refer to Evidence Column.</p> <p>Two points are to be included.</p>		
1.20	1	<p>State a theme that the poet is conveying to you.</p> <ul style="list-style-type: none"> <li>• <b>Loss of traditional culture due to new ways.</b></li> <li>• <b>Negative impacts of modernization. Etc</b></li> </ul>	<p>Refer to Evidence Column</p> <p>Any 1 idea.</p>			
1.21	1	<p>Identify the narrative style of the poem.</p> <ul style="list-style-type: none"> <li>• <b>First person narration</b></li> </ul>	<p>Refer to Evidence Column</p>			
1.22	4	<p><b>Use both Passage A and Passage B to answer Question 1.22.</b></p> <p>Evaluate the impact of different points of views expressed in Passage A and Passage B. Relate these viewpoints to real people in</p>				

	<p>your society.</p> <p>Justify your point of view with one or more examples from any part of Passage A or Passage B.</p> <p><b><u>Passage A : Viewpoints</u></b></p> <ul style="list-style-type: none"> <li>• Importance of Family</li> <li>• Unity with nature</li> <li>• Beauty of surroundings</li> <li>• Challenges are always encountered in life.</li> <li>• Treacherous road often paves a way to success.</li> <li>• Every cloud has a silver lining.</li> </ul> <p><b><u>Passage B</u></b></p> <ul style="list-style-type: none"> <li>• Colonization and its effect on traditional culture.</li> <li>• Modernisation is a double-edged sword; has both advantages and disadvantages.</li> <li>• Negative influences on tradition include, wastage resources, emotional torture leads to illnesses like suicide, invention of weapons of mass destruction etc...</li> <li>• Hope is offered.</li> <li>• Oceania people are strong and resilient.</li> </ul> <p><b><u>Relation to real people in the society</u></b></p> <ul style="list-style-type: none"> <li>• Pacific Islanders place their families as priority as they do things together in a communal way.</li> <li>• They have embraced the new ways or new culture far too quickly. As a result, they often face challenges as mentioned in the negative impacts above.</li> <li>• They are resilient people who are able to bounce back quickly after encountering</li> </ul>	<p>One viewpoint only from both Passages</p>	<p>Two or more ideas without linkage</p> <p>Or</p> <p>One viewpoint from each passage with an example each.</p>	<p>Two or more ideas with linkage</p> <p>Or</p> <p>Two viewpoints explained well with correct examples quoted from the Passage[s].</p> <p>Touched vaguely on how the points of view are related to the society.</p>	<p>Two or more ideas with linkage. Use examples from the texts or society to justify.</p> <p>Or</p> <p>Refer to Evidence Column.</p> <p>Two-three viewpoints are to be discussed.</p> <p>Examples must be written to support the viewpoints above.</p> <p>These points of views must be related to real people in the society.</p>
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		<b>challenges.</b>  <b>Examples to be quoted from either Passage A or B or both to support answer.</b>  <b>Eg: 'mat of culture – torn' etc...</b>				
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**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.**

<b>Dimensions/KLO</b>	<b>Skill Level 1 Uni-structural</b>	<b>Skill Level 2 Multi-structural</b>	<b>Skill Level 3 Relational</b>	<b>Skill Level 4 Extended 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 not clearly stated. Sentence structure lacks variety and is	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,		

	monotonous.	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.
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