



# EDUCATIONAL QUALITY AND ASSESSMENT PROGRAMME



No. 105/2

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*Scoring*

*Rubric*

*2021*

**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

#### An Adventure

“Bella, Sally, where are you? Grab the basket and kitchen knife and follow me, “said Bella’s grandma. She hurriedly tied the ‘sulu’, (wrap-around cloth) across her waist and asked the girls to do the same as girls are not allowed to wear shorts in the village. Grandma is a real stickler for norms and the girls know all too well when they are with her. She loves to scold children who do not conform to her rules when they are under her care. That, Bella and Sally, know too well and they do not dare to be in her **bad books**.

Excitement filled the air as the mention of basket, which was always full of edible left-overs, signaled the beginning of adventure for the girls. To grandma, this was an arduous task that demanded skills and knowledge of the trade. Grandma was known in the village as a fisherwoman. She inherited the name from her forefathers who were skilled in fishing and whom others learnt the trade from. Grandma was definitely a great student in her youth as despite having five children, she was deft in fishing.

They trotted behind hastily, as grandma’s steps were quick as a cricket. Grandma unfastened the dingy and before the girls knew it, they were going against the strong current, with the 40 horsepower engine revving loudly. Sally, the timid one, was definitely holding her breath when the tiny boat was swaying from side to side. One could tell from her facial expression that she wished she hadn’t gone to Bella’s house in the first place. Sweat was coming out of her face and she was holding her stomach, nearly throwing up what she had just eaten for breakfast. That day, the sea was actually scary and menacing. Bella, on the other hand, welcomed the fresh smell of the sea. While the smell of the sea was repugnant to her, she didn’t dare show it on her face as her grandma would always remind her of her heritage.

Suddenly, in the middle of nowhere, a small landmass was sighted. ‘Yawalo’, the name of the uninhabited island was a beauty, with white sandy beach and rich vegetation surrounding the island. The island was like heaven on earth as the cool breeze that blew through it suddenly warmed one’s senses. Sally was the first one out of the boat when they reached shore. Grandma told her to feel the atmosphere and breathe in the fresh island fragrance. She smiled and ran after Bella, who was almost reaching the west end of the island. Grandma grinned as she knew little girls’ tricks and secrets too well.

**Grandma started.** Meanwhile, the girls were walking along the seashore collecting any edible shellfish they could fill their baskets with. When they almost filled their baskets, they spotted a dwarf coconut tree, untouched with a lot of coconuts near the beach. Bella, the taller one of the two, who thinks she is 'Zena', the warrior princess in movies, suddenly dropped her basket and scaled the coconut tree. One would be amazed with her agility and strength. Before long, coconuts dropped, one by one. Although still green, they were blessed to have their thirst quenched. They remembered grandma and put two in the basket for she may need to drink something later.

While waiting for grandma to come to shore, they laid their baskets and sat down to enjoy the cool breeze on their body. The sun was smiling at them as it was settling towards the west. Bella, the chatterbox she is, was awkwardly quiet all of a sudden. She told Sally about a secret she was meaning to tell her for a long time but kept it hidden. She was just about to tell Sally about it but thought against it again as it might spoil their adventure. Sally was beginning to wander about Bella's secret but she left it to Bella to tell her when was ready. Bella then ran to the sea for a dip, followed by her friend.

Meanwhile, grandma's net was full of fish and crustaceans of all sizes. She was oblivious to time and to the world. The excitement of hauling the net onto the boat sent shivers up her spine. Luckily, the tide was going out so it was easy for her to drag the net. She could feel her adrenalin rising. When she was within her boundary and doing what she loved most, she couldn't care what time of the day it was. She did not even hear the girls shouting for her to come to shore as the late afternoon was fast approaching. She was so happy where she was that she felt a sense of belonging to that surrounding.

The boat felt small with grandma's huge catch. **"That would surely feed the whole village"**, uttered Bella, when she saw the catch. Grandma then told them to separate the catch and throw the undersized fish and crustaceans back into the sea. With questioning look on their faces, they politely obeyed. Grandma read their expressions and explained the importance of conserving them for later use. They both nodded and smiled like a grand solution to a difficult challenge had been found.

As if the whole village knew that the catch was successful, almost one in every household was there by the jetty, eagerly waiting to see the catch and take a slice of the pie from it. The normal practice was such that every fisherman would share his or her catch with fellow villagers, even if it meant, nothing to preserve for the family's next meal. The expression on grandma's face was one of pride, satisfaction and accomplishment as if she had graduated from a top university. She called out to the villagers to bring their basins and fill them up to the brim.

Lifelong lessons were learnt by the girls during this adventure. The mere boat trip they were looking forward to, turned out to be the best ever as grandma had taught many values that they need to equip themselves with, in order to be ready to

face the challenges of the unforeseen future. A smile was seen from the girls' faces as they took the leftover catch to their individual homes to justify their being away for the whole day.

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 - 1.11**

| <b>Item</b> | <b>Skill level</b> | <b>Evidence</b>   | <b>Level 1<br/>(Unistructural)</b> | <b>Level 2<br/>(Multistructural)</b>   | <b>Level 3<br/>(Relational)</b> | <b>Level 4<br/>(Extended Abstract)</b> |
|-------------|--------------------|---|------------------------------------|--|---------------------------------|--|
| 1.1         | 2                  | Describe a <b>value</b> one can learn from the first paragraph of the story and quote an example to support it. | 1 idea without example             | Refer to answer in the Evidence column |                                 |  |

|     |   |   |  |                         |  |  |
|-----|---|---|--|-------------------------|--|--|
|     |   | <p><b>Value</b></p> <ul style="list-style-type: none"> <li>• Obedience to command</li> <li>• Importance of listening</li> <li>• Taking heed of rules or norms</li> </ul> <p><b>Example: conform/rules etc...</b></p>  |  | 1 value plus an example |  |  |
| 1.2 | 1 | <p>State what the phrase, "...bad books..." implies.</p> <ul style="list-style-type: none"> <li>• Implies that grandma is a stickler or follower for rules and the girls must not do anything that would annoy or disappoint her.</li> <li>• Not to be on the wrong side of the fence with grandma.</li> <li>• Not to displease grandma by breaking rules.</li> </ul> | <p>Refer to Evidence column.</p> <p>1 idea</p> |                         |  |  |
| 1.3 | 1 | <p>State a reason for the enthusiastic feeling in paragraph 2 of the passage.</p> <ul style="list-style-type: none"> <li>• The girls are going on an adventure or a trip to the island which would be full of fun and excitement.</li> <li>• The adventure trip is causing the excitement.</li> </ul>   | <p>Refer to Evidence Column.</p>               |                         |  |  |
| 1.4 | 1 | <p>Quote an example of a Simile used in paragraph 3.</p> <ul style="list-style-type: none"> <li>• Grandma's steps were <u>as quick as a cricket</u>.</li> </ul>   | <p>Refer to Evidence column.</p>               |                         |  |  |

|     |   |   |  |  |  |  |
|-----|---|---|--|--|--|--|
| 1.5 | 2 | <p>Describe grandma's characteristics that one can learn from and quote a word or phrase to support your answer.</p> <ul style="list-style-type: none"> <li>• <b>A very hard working and caring person. 'She called out to the villagers to bring their basins and feel them up to the brim'.</b></li> <li>• <b>A skilled fisherwoman. 'Grandma's net was full of fish and crustaceans of all sizes.'</b></li> <li>• <b>Stickler for norms and rules.</b></li> <li>• <b>She is cultured.</b></li> </ul> | <p>Refer to Evidence column.</p> <p>1 characteristic only.</p> | <p>Refer to Evidence column + Example</p> <p>1 characteristic + an example</p> |  |  |
| 1.6 | 1 | <p>State Bella's attitude towards her grandma in the phrase, "...<b>didn't dare...</b>" (line 21).</p> <ul style="list-style-type: none"> <li>• <b>Loves her grandma so much that she would not risk doing or saying anything to offend her.</b></li> <li>• <b>Obedient/cultured</b></li> <li>• <b>Fearful of grandma's strict teaching; didn't dare to see her reaction to the extremely awful smell of the sea.</b></li> <li>• <b>Wanted to be in grandma's good books.</b></li> </ul>                | <p>Refer to Evidence Column.</p> <p>Any 1 attitude</p>         |  |  |  |
| 1.7 | 2 | <p>Describe the girls' feelings when they set foot on Yawalo Island.</p>  | <p>Any 1 feeling</p>   | <p>Refer to Evidence Column.</p>   |  |  |

|      |   |   |   |             |  |  |
|------|---|---|---|-------------|--|--|
|      |   | <ul style="list-style-type: none"> <li>• <b>Excited/happy/enthusiastic/thrilled as adventure was about to begin.</b></li> <li>• <b>Eager to explore the beauty of the untouched island.</b></li> <li>• <b>Curious of what they might see, find or meet.</b></li> <li>• <b>Freedom only for a little while of not having grandma around to police them.</b></li> </ul>   |   | Any 2 ideas |  |  |
| 1.8  | 1 | <p>State what <b>“Grandma started”</b> in line 31.</p> <ul style="list-style-type: none"> <li>• <b>Grandma began fishing.</b></li> <li>• <b>She began what she did best and that is looking for seafood/fishing to sustain her family and community.</b></li> </ul>   | <p>Refer to Evidence Column.</p> <p>Any 1 idea.</p> |             |  |  |
| 1.9  | 1 | <p>State a lesson you learn from the sentence, <b>“That would surely feed the whole village”</b> (lines 54-55).</p> <ul style="list-style-type: none"> <li>• <b>Caring/consideration for others or putting the less fortunate first.</b></li> <li>• <b>Big heartedness</b></li> <li>• <b>Importance of sharing</b></li> <li>• <b>Village life and its communal or collective habits; sharing is part and parcel of village life.</b></li> <li>• <b>Grandma is skilled enough to catch so much.</b></li> <li>• <b>It has been a very successful trip.</b></li> </ul> | <p>Refer to Evidence Column.</p> <p>Any 1 idea.</p> |             |  |  |
| 1.10 | 1 | <p>State how the prose is organised.</p> <ul style="list-style-type: none"> <li>• <b>Has an introduction, body/content and conclusion.</b></li> </ul>   | <p>Refer to Evidence Column.</p> <p>Any 1.</p>      |             |  |  |

|      |   |   |   |  |  |  |
|------|---|---|---|--|--|--|
|      |   | <ul style="list-style-type: none"> <li>• <b>Story started at home/village, in the sea/island and concluded at home/village.</b></li> <li>• <b>Written in paragraphs with various sentence structure.</b></li> </ul> |   |  |  |  |
| 1.11 | 1 | <p>State the method of narration used by the author.</p> <ul style="list-style-type: none"> <li>• <b>Third person method of narration</b></li> <li>• <b>3<sup>rd</sup> person narrative</b></li> </ul>              | <p>Refer to Evidence Column.</p> <p>Any of the answers 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****The Book of Memory**

Turn me loose and let me be  
 Young once more and fancy free;  
 Let me wander where I will,  
 Down the lane and up the hill,  
 Trudging barefoot in the dust  
 In an age that knows no 'must,'  
 And no voice insistently  
 Speaks of duty unto me;  
 Let me tread the happy ways  
 Of those by-gone yesterdays.

Fame had never whispered then,  
 Making slaves of eager men;  
 Greed had never called me down  
 To the gray walls of the town,  
 Offering frankincense and myrrh  
 If I'd be its prisoner;

But I turned, as all must do,  
 From the happiness I knew  
 To the land of care and strife,  
 Seeking for a fuller life;  
 Heard the lure of fame and sought  
 That renown so dearly bought;  
 Listened to the voice of greed  
 Saying: 'These the things you need,'  
 Now the gray town holds me fast,  
 Prisoner to the very last.

Age has stamped me as its own;  
 Youth to younger hearts has flown;  
 Still the cherry blossoms blow  
 In the land loused to know;  
 Still the fragrant clover spills  
 Perfume over dales and hills,

I was free to come and go  
 Where the cherry blossoms blow,  
 Free to wander where I would,  
 Finding life supremely good.

But I'm not allowed to stray  
 Where the young are free to play;  
 All the years will grant to me  
 Is the book of memory.

By Edgar Albert Guest

<https://internetpoem.com/edgar-albert-guest/the-book-of-memory-poem/>

**Questions 1.12-1.22**

| Item | Skill level | Evidence   | Level 1<br>(Unistructural)                        | Level 2<br>(Multi-structural) | Level 3<br>(Relational) | Level 4<br>(Extended Abstract) |
|------|-------------|--|---|-------------------------------|-------------------------|--------------------------------|
| 1.12 | 1           | State the persona's feeling in stanza 1. <ul style="list-style-type: none"> <li>• Happy/Good feeling in remembering the past and the way life is lived.</li> <li>• Carefree life</li> <li>• Feeling of relief – being freed from some bondage, '<i>Turn me loose...</i>'</li> </ul>  | Refer to Evidence column.<br>Any of the answers   |                               |                         |                                |
| 1.13 | 1           | State the persona's attitude in line 6, " <b>In an age that has no 'must'</b> ". <ul style="list-style-type: none"> <li>• Persona believes that childhood memories are full of happy ones.</li> <li>• No 'must' – laid back where time is not the essence.</li> <li>• No pressure on anyone to follow protocols and guidelines,</li> <li>• No restrictions. Freedom to do as one pleases.</li> </ul> | Refer to Evidence column.<br>Any of those answers |                               |                         |                                |

|      |   |   |  |   |  |  |
|------|---|---|--|---|--|--|
| 1.14 | 2 | <p>Describe the belief of the persona in Stanza 2. Quote an example to support the persona's belief.</p> <ul style="list-style-type: none"> <li>• <b>Persona believes that Modernisation or new ways has its negative effects on people. Making them <u>greedy</u> of richness and wealth.</b><br/>Example: <b>slaves, greed, gray walls, prisoner</b></li> <li>• <b>How modern lives can be devoid of values.</b></li> <li>• <b>However, persona believes that one can also be free to enjoy life.</b><br/>Example: <b>frankincense, myrrh, cherry blossoms, free, supremely good</b></li> </ul> | <p>1 idea only from the Evidence Column.</p> <p>No example given</p> | <p>Refer to Evidence Column.</p> <p>2 ideas (1 belief &amp; 1 Example to be given from the passage)</p> |  |  |
| 1.15 | 1 | <ul style="list-style-type: none"> <li>• State what the following phrase, "<b>Greed had never...</b>" implies.</li> <li>• <b>It implies that the persona is not easily influenced by the attraction or lure (richness/greed) of modern life.</b></li> </ul>   | <p>Refer to Evidence Column.</p> <p>1 correct idea/insight only</p>  |   |  |  |
| 1.16 | 1 | <p>State what "<b>frankincense and myrrh</b>" in stanza 2 symbolises.</p> <ul style="list-style-type: none"> <li>• <b>Sweet fragrance symbolises the attractions of modern life that lures and distracts people.</b></li> <li>• <b>Essential highly valued oils for healing, ward off evil; priceless gifts – wealth, symbolizing offering in the highest value.</b></li> </ul> <p>(Remember the Gifts given to baby Jesus by the three wise men)</p>   | <p>Refer to Evidence Column.</p>                                     |   |  |  |

|      |   |  |  |   |  |  |
|------|---|--|--|---|--|--|
| 1.17 | 1 | <ul style="list-style-type: none"> <li>State the contrasting view of the persona in stanza 3.</li> <li><b>Becomes a prisoner to the new life full of greed and negativity; a far cry from the carefree lifestyle of the younger years.</b></li> </ul>  | Refer to Evidence Column.<br><br>1 idea only                       |   |  |  |
| 1.18 | 1 | <p>Identify the sound device used in the following lines. <b>“Still the fragrance clover spills/Perfume over dales and hills”</b>.</p> <ul style="list-style-type: none"> <li><b>Alliteration</b></li> <li><b>Rhyme</b></li> </ul>   | Refer to Evidence Column.<br><br>Either <b>one</b> of the answers. |   |  |  |
| 1.19 | 2 | <p>Describe the feelings or experience felt by the persona in the final stanza beginning with, <b>“Age has stamped me on his own”</b> and ending with <b>“Is the book of memory”</b>.</p> <ul style="list-style-type: none"> <li><b>Nostalgic feeling or longing for a carefree of childhood life and family.</b></li> <li><b>Misses the sweet fragrance of life.</b></li> <li><b>Good memories of what real life is all about.</b></li> </ul> | 1 idea only  | Refer to Evidence Column.<br><br>2 points are to be included. |  |  |
| 1.20 | 1 | <p>State what method of narration is used in the poem.</p> <ul style="list-style-type: none"> <li><b>First person narrative</b></li> </ul>   | Refer to Evidence Column<br><br><b>First person narrative</b>      |   |  |  |
| 1.21 | 1 | <p>State a lesson one can learn from <b>‘The Book of Memory’</b>.</p> <ul style="list-style-type: none"> <li><b>Happy memories.</b></li> <li><b>Greed does not always offer happiness or fullness of life.</b></li> <li><b>Missing loved ones and family.</b></li> <li><b>Dreams are free.</b></li> </ul>  | Refer to Evidence Column.<br><br>1 lesson only                     |   |  |  |

|             |          |  |  |  |  |   |
|-------------|----------|--|--|--|--|---|
| <p>1.22</p> | <p>4</p> | <p><b>Use both Passage A and Passage B to answer Question 1.22.</b></p> <p>Discuss two common viewpoints presented that contribute to the overall quality of both passages. Relate the common viewpoints above to real people in 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>Common Viewpoints in both passages</u></b></p> <ul style="list-style-type: none"> <li>• <b>Happiness felt when characters/participants interact with nature and their own people.</b><br/> <b>Passage A - sea adventure</b><br/> <b>Passage B – use of vocabulary such as cherry blossom, dales and hills etc... brings out enthusiasm of the persona.</b></li> <li>• <b>Nostalgic feelings or the longing to be where hearts’ desire.</b><br/> <b>Passage A – girls’ adventure in Yawalo Island.</b><br/> <b>Passage B – childhood memories</b></li> </ul> <p><b><u>Relation to real people in the society</u></b></p> <ul style="list-style-type: none"> <li>• <b>When people are happy, they inspire others around them as well. (Positive vibes)</b></li> </ul> | <p>One common viewpoint only from both Passages<br/>(Any 1 idea)</p> | <p>One common viewpoint from each passage with an example each.</p> <p>Two or more ideas without linkage</p> | <p>Two common 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>(2 or more ideas with linkage as ideas are made clear.</p> | <p>Refer to Evidence Column.</p> <p>Two 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> <p>(2 or more ideas with linkage; Examples to support/justify viewpoints/arguments</p> |
|-------------|----------|--|--|--|--|---|

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• <b>Everyone cannot be happy as challenges are different but if they are happy, there is definitely hope.</b></li><li>• <b>'No place like home', an adage that clearly depicts the nostalgic feeling when one is longing for home and its natural environment. Etc...</b></li><li>• <b>We do ever generous and greedy people in our society: those who share a lot during times of disaster to help the poor and needy while some others who are ready to snatch money and property from others.</b></li></ul> |  |  |  |  |
|--|--|---|--|--|--|--|

**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 2.1-2.7] 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<br/>Unistructural</b>  | <b>Skill Level 2<br/>Multistructural</b>   | <b>Skill Level 3<br/>Relational</b> | <b>Skill Level 4<br/>Extended Abstract</b> |
|---|---|--|-------------------------------------|--|
| <b>Title[s]</b>   | Correct title[s] given  |  |                                     |  |
| <b>Describe Relevant Ideas</b>                            | 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.   |                                     |  |
| <b>Language Convention</b>                                | 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.  |                                     |  |
| <b>Format of the Essay<br/>(Intro., Body, Conclusion)</b> | 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. |                                     |  |

|  |   |  |  |   |
|--|---|--|--|---|
| <p><b>Explain/ Develop Convincing Argument</b></p> | <p>Essay provides only basic knowledge of the topic.</p> <p>Essay is merely notes rewritten without own interpretation of it.</p> <p>Fails to provide examples or quotation from the text to support arguments.</p> | <p>Essay provides sufficient knowledge of the topic.</p> <p>Shows own interpretation of the question.</p> <p>Fails to provide examples or quotation from the text to support arguments.</p>  | <p>Essay provides detailed knowledge of the topic.</p> <p>Provides examples and quotations from the texts to support arguments.</p>  |   |
| <p><b>Expression and Style</b></p>                 | <p>Essay has a mixture of formal and informal tone and style. Very little use of formal vocabulary and expression.</p>  | <p>Essay has a formal tone and style with minor errors.</p> <p>Some minor evidence of formal vocabulary and expression.</p>  | <p>Essay maintains a formal tone and style throughout the essay by making appropriate use of formal vocabulary and style.</p>  |   |
| <p><b>Conventions of paragraph writing</b></p>     | <p>Essay has few paragraphs. More than one idea is congested in a paragraph. Linking devices used occasionally. No variety in sentence structure.</p>   | <p>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.</p> | <p>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.</p> <p>Apt use of linking device. Variety of sentence structure is used to effectively convey the message.</p> |   |
| <p><b>Critical thinking &amp; Reasoning</b></p>    | <p>Essay does not include any evidence of critical thinking or reasoning or problem solving skills.</p>   | <p>Essay includes one of the following;<br/>Evidence of critical thinking, or reasoning or problem solving skills.</p>   | <p>Essay includes two of the following;<br/>Evidence of Critical Thinking, or reasoning or problem solving skills</p>  | <p>Essay shows evidence of critical thinking, reasoning and problem solving skills.</p> |