



EDUCATIONAL QUALITY AND ASSESSMENT PROGRAMME



Scoring Rubric 2022

South Pacific Form Seven Certificate

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STRAND 1: EXPLORING LANGUAGE: CLOSE READING 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**

Item	Skill level	Evidence	Level 1 (Unistructural)	Level 2 (Multistructural)	Level 3 (Relational)	Level 4 (Extended Abstract)
1.1	2	From the first paragraph of the story, describe the feelings of the narrator. The narrator feels betrayed by his or her friend as everything she/he thought about the friend is all wrong. The narrator feels silly or cheated that she/he told every little thing about her/himself and in return the best friend has betrayed.	Refer to answer in the Evidence column 1 idea	Refer to answer in the Evidence column 2 ideas		
1.2	1	State what the phrase, “ tough love ” implies. (Line 6) <ul style="list-style-type: none"> • “tough love” implies that the parents loved him but were not going to show him any favours. • Parents enforcing certain constraints on him so that he takes responsibilities for his action; 'leaving him to fend for himself' 	Refer to Evidence column. 1 idea			
1.3	1	State a reason for the phrase “ quite a stir ” in paragraph 3. <ul style="list-style-type: none"> • They were spending the week at each other’s places. • The parents were strict. 	Any one reason from the Evidence Column.			
1.4	1	Quote an example of a metaphor used in paragraph 4. <ul style="list-style-type: none"> • I shone it brighter than a diamond and it glittered beautifully too. 	Any one example from the Evidence Column.			
1.5	2	Describe a reason she thought they would take the Valedictorian Award at the end of the year and quote a word or phrase to support your answer. <ul style="list-style-type: none"> • She thought they would take the Valedictorian Award at the end of the year because they had done really well in their Automotive 	Refer to Evidence column. 1 reason stated only.	Refer to Evidence column. 1 reason described well, with a quotation.		

		<p>Engineering assignment – ‘It would mean that our names would be in the bag for the Valedictorian Award at the end of the year.’</p> <ul style="list-style-type: none"> • Their project was the best (flawless) 'polished well' 'names would be in the bag for the Valedictorian award...' • The tutor thought the overall prize would go to them since they have put in a lot of effort. The tutor also spent a lot of time at their project and commented very positively on it that is stands out from the rest, ‘It looks good. I think the fact that you polished it nicely made it stand out...I think the overall prize will go to you.’ 				
1.6	1	<p>State why the author used the phrase, 'first meal of the day' in Paragraph 8.</p> <ul style="list-style-type: none"> • They had to wake up early to be on time for school to do their project so they did not have anything to eat. • They did not have anything to eat earlier as they had to get up early to be in school to do their project. 	<p>Refer to Evidence Column.</p> <p>Any 1 belief</p>			
1.7	2	<p>Describe what made the fish and chips meal mouthwatering.</p> <ul style="list-style-type: none"> • The description of the seasoning makes it mouthwatering – The chips were wedges and it was seasoned with salt, pepper and chilli flakes <u>PLUS</u> the fish was flavoured with garlic, onion powder and dried ginger, apart from being coated with salt, pepper, and chilli, with a lemon zesty corn floury coating. 	<p>Description includes only 1 idea</p>	<p>Refer to Evidence Column.</p> <p>Description includes any 2 ideas</p>		
1.8	1	<p>Give a reason why the narrator was a "...little shocked..." in Line 47.</p> <ul style="list-style-type: none"> • The narrator was a little shocked at having been pulled from where she was sitting i.e., at the restaurant after paying for her meal. • The narrator might not have expected the friend would pull her away when she was waiting so desperately for her meal. • The friend cannot even wait for some time but had to pull her from the chair. 	<p>Refer to Evidence Column.</p> <p>Any 1 idea.</p>			
1.9	1	<p>State a lesson the author conveys to its readers.</p> <ul style="list-style-type: none"> • Friendship – great friendship can make us achieve greater heights e.g. the Automotive Engineering project • We should not doubt friends unnecessarily • Love and care for animals . “...there slept the cutest, fluffiest kitten I had ever seen.” If no one claimed the kitten, the friend would take it. • Being fair in dealings - the narrator told her friend that if she saw the kitten belonged to no one then she could keep it. 	<p>Refer to Evidence Column.</p> <p>Any 1 idea.</p>			

		<ul style="list-style-type: none"> • Betrayal – the narrator feels betrayed by her best friend as she ate her lunch even though he knew that the narrator was hungry since morning. • Trust – we need to be careful not to break someone’s trust as it hurts. • Hard work pays off – the narrator and the friend worked hard on their Automotive Engineering project and their work was outstanding. Even the tutor thought they will get the best overall prize 				
1.10	1	<p>Identify the meaning of the word ‘sheepishly’ in Line 60.</p> <ul style="list-style-type: none"> • embarrassed manner, • shamefully 	Refer to Evidence Column. Any 1.			
1.11	1	<p>State the method of narration used by the author.</p> <ul style="list-style-type: none"> • First Person narrative / First person narration • 1st Person/ First person • First/ 1st 	Refer to Evidence Column. Any of the answers given.			

SUB- STRAND 1.2 POETRY

Key Learning Outcome: Respond critically and perceptively to significant aspect(s) of poetry, supported by evidence.

QUESTION 1

PASSAGE B

POETRY

Item	Skill level	Evidence	Level 1 (Unistructural)	Level 2 (Multi-structural)	Level 3 (Relational)	Level 4 (Extended Abstract)
1.12	1	State the persona’s feeling in Lines 1 to 3. <ul style="list-style-type: none"> The persona’s feeling in Line 1 to 3 is burdensome. He/she feels like he has a life of burden/problems. Despite the problems the persona is trying his/her best to cope. 	Refer to Evidence column. Any of those answers			
1.13	1	State the persona’s attitude in Lines 4 to 6. <ul style="list-style-type: none"> The persona’s attitude is if we use up a lot of energy, we tend to experience a lot of pain in the process. We /will go through rough patches (mistakes/pain/flaws) in life for things that are difficult or impossible or beyond our ability. 	Refer to Evidence column. Any of those answers			
1.14	2	Describe the things the poet is referring to when she says: <p style="text-align: center;">“...Accept things you can't change...”</p> <ul style="list-style-type: none"> It means that we need to accept everything that we can’t change in our lives for example, if something bad/good happens to us, we need to accept it and move on because we can’t change it. Negative circumstances one goes through in life (mistakes/criticisms/things one is wasting time on), we need to accept them and move on with our lives. Things refer to facts of life, events that are difficult to execute or events that one cannot change/reverse. These are the things that can hold us back if we let them – so we must change our way of thinking (negatively) and be positive about our changes for the better. 	1 idea only from the Evidence Column.	Refer to Evidence Column. 2 ideas		
1.15	1	Identify one literary device used in Line 8.	Literary device used is:			

		<ul style="list-style-type: none"> • Repetition. 	Repetition			
1.16	2	<p>Describe the poet's feelings in the following lines:</p> <p style="text-align: center;">“...Then take that time and energy you've been wasting and focus it on something...”</p> <ul style="list-style-type: none"> • The poet feels that a lot of time and energy is wasted in doing difficult or impossible things. Instead, the same can be used on things that are easy or gives us pleasure. That will make us happy. • The poet says it to encourage people to move on with their lives and not dwell on the past as it is a waste of time to do so. • The poet is sharing the importance of having that inner peace that comes from having direction and knowing where you are going and having a plan for how to get there. 	<p>Refer to Evidence Column.</p> <p>1 correct idea</p>	<p>Refer to Evidence Column.</p> <p>2 correct ideas are to be included.</p>		
1.17	1	<p>State the poet's opinion in Lines 11 and 12.</p> <ul style="list-style-type: none"> • The poet's opinion is that whatever positive thing is being focused on will bring pleasure to the person. • The person will feel good about whatever happened especially if it's a positive thing. • The poet thinks that something positive in life that people will enjoy will bring them joy and happiness. 	<p>Refer to Evidence Column.</p> <p>1 idea only</p>			
1.18	1	<p>State the poet's point of view in the last line.</p> <p style="text-align: center;">You deserve it.</p> <ul style="list-style-type: none"> • This means that the persona feels that whatever positive thoughts or ideas that the person has brought out is well deserved by the person because he/she thought about it (and did it in a positive way). • Deserve to be happy, to be loved...etc. 	<p>Refer to Evidence Column.</p> <p>1 idea only</p>			
1.19	1	<p>State how the poem is organised.</p> <ul style="list-style-type: none"> • 3 short Stanzas with the 1st 2, having 6 lines each and 3rd Stanza with 1 line only. • Use of Enjambment in the 1st 2 Stanzas • Stanza 1 - negative, Stanzas 2&3 – positive ... etc. 	<p>1 idea only</p>			

1.20	1	<p>State the method of narration used in the second and third stanza.</p> <ul style="list-style-type: none"> • Second person method of narration. 	Refer to Evidence Column			
1.21	1	<p>State a lesson one can learn from the poem 'Accept'.</p> <ul style="list-style-type: none"> • One lesson we can learn is that life sometimes brings us problems and we can't change that so the best thing to do is to just move on from it. • We need to move on with life and not dwell on the past. • Accept what life throws at us. It may be easy or difficult but we must change our mind set to accept change. 	Refer to Evidence Column. 1 lesson only			
1.22	4	<p>Use both Passage A and Passage B to answer Question 1.22.</p> <p>Discuss at least one common attitude that you found in both passages. Relate the common attitude mentioned to real life situations and discuss the important message that the author and poet are conveying to you.</p> <p>Justify your point of view with one or more examples from any part of Passage A or Passage B.</p> <p><u>Common attitudes in both passages</u></p> <p>Passage A – we need to accept what ever happened to us, so that we can move on with our lives. e.g. even though the narrator was angry at her friend for eating her food she needed to forgive him and move on with her life. Accept and move on.</p> <p>Passage B – talks about acceptance and the need to just accept whatever challenges that come our way.</p>	<p>One common viewpoint only from either Passage</p> <p>(Any one idea)</p>	<p>One common viewpoint from each passage with an example each.</p> <p>(One or more ideas without linkage)</p>	<p>One common viewpoint 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 between ideas made clear)</p>	<p>One viewpoint is to be discussed.</p> <p>Examples must be written to support the viewpoints above.</p> <p>This point of view must be related to real people in the society.</p> <p>(One or more ideas with linkage between ideas made clear. Examples used to justify arguments/viewpoints)</p>

	<p>e.g. it tells us to accept changes that happen in our lives and move on.</p> <p><u>Relate how common attitudes are relevant to real life.</u></p> <p>Passage A – this can happen to any of us in real life e.g. we can have friends who ‘betray’ us over even the smallest things like eating our lunches without leaving anything for us.</p> <p>Passage B – we need to learn to forgive people and move on with our lives as life is too short e.g. we need to be happy and not dwell in the past.</p>				
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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 2.1-2.7] They are not to do 2 Questions from the same Sub-Strand.

Provided below is a generic scoring rubric for scoring essays.

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. Sentence structure lacks variety and is monotonous.	Uses conventions of essay writing that is, introduction, body and conclusion and uses 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	<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>	
Expression and Style	<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>	
Conventions of paragraph writing	<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. Uses 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 uses 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>	
Critical thinking & Reasoning	<p>Essay does not include any evidence of critical thinking or reasoning or problem-solving skills.</p>	<p>Essay includes one of the following; Evidence of critical thinking, or reasoning or problem-solving skills.</p>	<p>Essay includes two of the following; Evidence of Critical Thinking, or reasoning or problem-solving skills</p>	<p>Essay shows evidence of critical thinking, reasoning and problem-solving skills.</p>