



SOUTH PACIFIC BOARD FOR  
EDUCATIONAL ASSESSMENT

105/3

***Chief Marker's  
Report  
2009***

**South Pacific  
Form  
Seven  
Certificate**

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## ***PART 1: REPORT ON THE EXAMINATION***

### ***SECTION A: ANALYSIS OF TEXT***

#### **Question 1: COMPULSORY QUESTION**

##### **Passage A: Poetry**

This was a very appropriate poem for candidates; relevant and familiar to their lives and experiences and at the same time allowing them to think of the ‘sounds’ they do not hear because they have become too used to hearing them.

The markers felt that this was a good poem with a lot of thoughts and nuances that invited one to read and re-read. The structure and language were not too difficult to follow; the poetic devices used, easy to identify and comment on.

Some of the questions for this passage were no surprise and have been witnessed in previous years’ papers. The questions were accessible and challenging enough to give the average candidates the opportunity to answer questions that they could and also to extend those who are maybe a bit more able. The questions on this passage ranged from relatively easy to very difficult. Questions (e) and (f) were difficult because the markers felt they were quite similar in focus and to get (f) right, one needed to get (e) right. Question (g) was difficult because it required them to pinpoint changes in the interviewee’s thinking. Question (h) was also difficult and is an area for future clarification especially on what is required when one talks about structural techniques. Some minor changes had to be made to the marking scheme to facilitate marking of the questions on this passage.

The questions adhered to the requirements of the prescription to test the candidates’ ability to read, understand, analyse and evaluate key ideas and literary qualities in complex, unfamiliar text. In terms of their ability to identify devices and techniques used, this was well done but again, there is a need to consolidate their ability to discuss the effect of devices they have identified and also in their ability to evaluate the effectiveness of devices used to convey the writer’s ideas and purpose.

##### **Passage B: Prose**

The prose passage was not as complicated as previous years and though the style of the passage was challenging, the ideas were clear and easy to follow. Again, the requirements of the prescription was well met.

The question on irony in (i) was difficult too but (j) was easy and most candidates did well on this question. There were some brave attempts on question (k) and the markers read some very interesting explanations. Questions (l), (m) and (n) were usual Section A

questions and the markers only had to make some minor changes to try to include all possible responses.

## **SECTION B: LANGUAGE STUDIES**

### **Question Two: Exploring the Language of Advertising**

As in previous years, this question was the most attempted. The candidates' responses reflect some real and thoughtful study of this section and the markers felt that candidates just needed to read the questions carefully especially two part questions where they were required to identify and explain techniques AND their effectiveness etc.

The advertisement for Southern Cross Insurance was a little removed from our candidates' usual experiences and references made to little known activities. The markers would have preferred an advertisement closer to home and to the candidates' field of experience.

### **Question Three: Exploring the Language of Law**

Only a handful of candidates attempted this and mostly they were the candidates who completed all of the questions in Section B rather than the choice of one that they had studied. However, those who attempted this question did relatively well, answering questions using previous knowledge and working out from context the meanings of words and phrases.

### **Question 4: Exploring the Language of Sport**

Like Question 3, only those candidates who attempted all of Section B attempted this but they did not fare too well. Maybe the technical terms were too unfamiliar or maybe because international netball does not really have that big a fan base in the Pacific and so working out the meaning in context was too taxing for the few who attempted this question. The passage was fine; just the questions were too tough for those who attempted this question.

### **Question 5: Exploring the Language of Technology**

Surprisingly, this was well done by the candidates who attempted it and only because they had tried to do all of this section. The markers think that because of its interest to students, this question fared better than the others simply because candidates were interested in the focus of the passage.

It is vital that candidates know that they need only attempt one question in this section.

## **SECTION C: RESPONSE TO TEXTS**

It is imperative that candidates know they need to attempt three questions from this section. It is also vital that teachers and candidates confirm that studied texts are in the prescribed reading list because those candidates who used non-prescribed texts were marked and then that mark was halved. This has been the practice in both Form 6 and 7 in the use of texts not in the approved text list.

### **Question 6: Shakespeare**

Option A – This was a difficult question for the candidates because it asked a lot of the candidates – features of language and how it was used to create a strong sense of action or drama or setting.

Option B – A good option and candidates needed to take care with selecting the details to use.

### **Question 7: Non-Shakespearean Drama**

Option A – A very good question and well attempted by candidates who chose it.

Option B – Another very good question, clear and demanding ability to select details judiciously.

### **Question 8: Poetry**

Option A – A very good topic with a lot of room for candidates to write very good answers.

Option B – A bit more demanding than Option A and only because it required candidates to qualify ‘surprising’ and ‘original’.

### **Question 9: Novel**

Option A – Great topic.

Option B – Again, great opportunity for candidates to select relevant material for this topic.

### **Question 10: Short Story**

Option A & B – Both very good topics, though B had to be more analytical in nature.

### **Question 11: Non-Fiction**

Option A & B – Again, pitched at appropriate level and with enough leeway for candidates to discuss thoroughly.

**Question 12: Film**

Option A – Very good topic.

Option B – Technical but also requiring thoughtful discussion.

***PART 2: COMMENTS ON THE CANDIDATE'S ANSWERS & SPECIFIC QUESTIONS.***

**SECTION A: ANALYSIS OF TEXT**

Although the poem seemed 'easy', it appears to have been hard reading for a lot of candidates and is reflected in their answers to the more difficult questions.

**Question 1: Compulsory Question**

**Passage A**

- (a) Answered well. The markers also accepted – a Samoan village, the narrator's village, where the narrator lives, stays. And for the support, the markers also accepted "insects and birds in your bush", "sounds of your islands"
- (b) Answered well. The markers also accepted 'alliteration' – eg, "knobbly knees" and 'rhyme' – eg, "came/ name" and 'repetition'
- (c) Answered very well.
- (d) This was a difficult question. Maybe the wording of the question was too long for some.
- (e) Difficult for a lot of the candidates. Maybe an area to consolidate in class i.e. identifying attitude.
- (f) Similar to (e). Same recommendation.
- (g) Another hard question that did not inspire very many correct answers.
- (h) Attempted with moderate success - the teaching of structural techniques needs to be consolidated.

## Passage B

- (i) Irony needs to be taught.
- (j) Answered very well.
- (k) Answered with moderate success – working out meaning in context needs to be further consolidated.
- (l) Answered well.
- (m) This was difficult for many candidates.
- (n) The markers also accepted the following responses.  
‘Both are persistent about getting their answers.’  
‘Both had a hard time getting answers from their interviewees.’  
Was not answered well.

## **SECTION B: LANGUAGE STUDIES**

The most popular choice remains Question 2.

### **Question 2: Exploring the Language of Advertising**

All questions were attempted well although (d) appeared to be the most challenging.

### **Questions 3, 4 & 5**

These questions were attempted only by candidates who tried out all the question in this section.

## **SECTION C: RESPONSE TO TEXT**

The most popular choices of genre were Shakespeare, Poetry and Short Stories.

### **Question 6: Shakespeare**

Option A – This was a difficult question for the candidates because it asked a lot of the candidates – features of language (which was attempted well) and how it was used to create a strong sense of action or drama or setting (which was not well done). Candidates had a hard time discussing what a sense of action or drama or setting was and so discussion was superficial in that they mostly just said that these features of language revealed the drama or the setting without any attempt at in-depth discussion.

Option B – This was a better option for candidates but many penalized themselves by trying to discuss all the conflicts in the drama rather than just one.

### **Question 7: Non-Shakespearean Drama**

Option A – Well attempted by candidates who chose it. Just needs a more judicious selection of details to use.

Option B – Same as Option A.

### **Question 8: Poetry**

Option A – The markers read some very good answers on this question. Well done.

Option B – Those who wrote on this topic needed to more careful with their qualification of what is surprising and what is original.

Be mindful that some poems used were not on the reading list. Teachers, please be extra careful when selecting texts to use because markers marked and halved all answers using texts not in the prescribed list.

### **Question 9: Novel**

Option A – The essays that scored average to low scores were the ones that gave plot summaries without highlighting how they led to the climax and only at the end of the essay did they identify that as the climax. The essays that scored high marks were the ones that quickly identified what the climax was and launched into the reasons why they considered it the climax.

Option B – Although the markers read some rambling essays on each and every theme in the novel, there were also some very concise, well constructed essays that used only the appropriate details and concentrated only on the main theme.

### **Question 10: Short Story**

Option A – Candidates need to be mindful of the time limit in this question so that rather than trying to write about everything, to select what they can write very well on. Much better to have concentrated on either the similarities OR the differences – some essays were unfinished.

Option B – The analysis component needed to be made stronger – knowledge of works was very good! Well done.

**Question 11: Non-Fiction**

Option A & B – There were not that many responses in this question and many of them picked Option B. It was done with moderate success.

**Question 12: Film**

Option A – Some interesting answers although, again, a stronger understanding and appreciation for symbolism needs to be focused on or even made more prominent in classroom study.

Option B – There were some good answers showing good technical knowledge but failed to make that most important connection of how these techniques communicated important ideas.