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MINISTRY OF EDUCATION

**FIJI SCHOOL LEAVING CERTIFICATE
EXAMINATION**

2011

ENGLISH

MINISTRY OF EDUCATION**FIJI SCHOOL LEAVING CERTIFICATE EXAMINATION – 2011****EXAMINER’S REPORT****ENGLISH****INTRODUCTION**

This Examiner’s Report is made possible with the assistance rendered by all markers of the 2011 FSLC English Examination. There were about 13000 candidates that sat the FSLC English Examination in 2011.

From the onset, I wish to congratulate all teachers for their perseverance in teaching English as a second language.

This report is essential as it reflects what and how we have been teaching English. Some students may have found the paper fairly easy to attempt while others may have struggled. However, the examination blueprint saw a balance of the question types from all levels of the Bloom’s Taxonomy.

In this Report, each Question will be presented in the following order.

- **Strengths**
- **Weaknesses**
- **Recommendations**

It is hoped that teachers peruse the report thoroughly for revisional purposes to improve student learning and to ensure meaningful and quality teaching taken place in classrooms.

SECTION A**QUESTION 1****FORMAL WRITING**

The choice made by candidates for this question is quite crucial. There is a need to emphasise the rules pertaining to the Dos and Don’ts of Formal Writing. The importance of making students understand the distinctive structure, language features and the purpose of each genre cannot be overemphasized.

A. STRENGTHS

- Content for all the questions attempted under this section was fairly done. Candidates seemed to know what they were writing about. Some scored exceptionally well gaining full marks (5) in the process.
- Ideas were quite relevant and in-depth discussion was evident. Arguments were quite convincing
 - with good illustrations to justify viewpoints.
- Appropriate style with good sentence beginnings and correct linkages/connectives were utilised.
- TEXC Model was utilised well.
- Paragraph unity was also evident for some students who knew how to use the TEXC Model well.
- Fluency of writing and good choice of vocabulary was evident.
- A variety of sentence structure was used including compound and complex sentences.
- Appropriate use of the passive voice which contributed to the overall formal tone of this style of writing was evident in candidates' scripts.
- A few scripts were error-free.
- Neat and legible writing.
- Clear layout was used with proper Introduction, Body/Development and Conclusion in the writings.
- The common choice was letter writing followed by expository essay on the topic "parental negligence".

B. WEAKNESSES

- For those candidates who failed to write the correct content, lapses were made due to the lack of understanding of the question or statement asked. For instance; Q1 (a), candidates wrote about Education in general but failed to write on *Holistic* Education.
- Maturity and in-depth analysis of ideas were lacking for some candidates who attempted Expository, Speech and Letter Writing. For the latter, some only repeated the question without any new idea written. Hence, content was affected as knowledge was limited.

- Facts were disorganised for some candidates and many lacked unity and flow.
- Tone was still a problem for some candidates. Candidates still failed to achieve the appropriate formal tone through the use of passive verbs for instance. In Q1, the main tone is formal/impersonal one. While variations of tone in Speech and Letter Writing have been accepted, the overall formal/impersonal tone must be emphasised. Many have overused personal pronouns which resulted in a personal tone for their writing.
- Grammatical lapses still emerged with more Spelling, Agreement, Punctuation and Tense errors.
- Incorrect vocabulary choice was still evident in the incorrect usage of homonyms, homographs etc...
- Sentence Structure is still a problem with Minor, Run-on and Incomplete Sentences emerging a lot in Essays. TEXC Model was not used well as evident in the lack of Compound/Complex types for some students.
- Some candidates lacked knowledge of topic sentences and how to construct them.
- The lack of a proper introduction and conclusion was evident in some scripts.
- **Letter Writing format or layout** posed a lot of problems as most students failed to use the Block style appropriately.
- Some candidates included 'Day' while writing the Date. Eg; Thursday 13th November 2011. ½ mark was deducted for incorrect setting out. This is one such example of deduction of marks.
- Incorrect layout was evident and it included the following;
 - Omission of sender's address from the letter.
 - Using of Names in the sender's address.
 - Punctuations in the addresses and salutation.
 - Omission of **The Principal** in the inside address.
 - Missing a line before Date is written in the Sender's address.
 - '**Re**' appearing before salutation.
 - Lines not missed between paragraphs.
 - Indentation to begin paragraphs.
 - Apostrophe in Yours faithfully.
 - Missing signature or wrongly placed.
 - Not following the **BLOCK** style correctly.

- For Speech, some candidates lacked knowledge of the features of Oratory or Public Speaking such as the use of Appellation or Direct Address.
- Some illegible handwriting was evident.

C. RECOMMENDATIONS

A. FORMAL WRITING

[i] Expository Writing

- Structure must include a clear Introduction, Body/Development and Conclusion.
- Introduction to include General/Topic Statement, explanation and a summary of key points.
- Body to include the TEXC Model. Refer to 2010 Examiners Report.
- Conclusion to include reinforcement of topic statement, summary of key points discussed in the content and a smooth finish.
- Teachers must expose students to controversial issues.
- More exercises to be devoted to the construction of Topic Sentences.
- Basic rules of Grammar must be taught thoroughly to ensure accuracy and correctness in sentence construction.
- Linkages are of two types; one - between paragraphs and the other within paragraphs or between sentences in a paragraph. The latter needs more attention.

[ii] Speech

- Speech writing continues to be a neglected area. This is evident from the small number of candidates who attempted this question.
- This report cannot over-emphasise the need to teach skills of public speaking as students are exposed to this in their daily contact with their peers and teachers. However, a **Prepared Speech** is required for this Question. Impromptu Speech must not be the register used here.
- The overall tone must be formal although some persuasive and emotive language may be used.

[iii] Letter Writing – Sample

The Yellow Ribbon Project Team
 Korovou Prison
 Suva

13th November 2011 [**th** to be on the line and do not miss a line between Suva and the Date]

The Principal
 Fiji High School
 Box 210
 Suva

Dear Sir/Madam

Re : Awareness Programme

The Yellow Ribbon Project Team is embarking on an awareness campaign to educate students on ways and means in discouraging them from entering prisons. Hence, the Project Team is requesting permission to talk to your students during a school assembly on the rehabilitation programme that it is advocating.

The two main reasons for this awareness are firstly, the programme seeks to make students and the public at large, aware of the plight of prisoners and the need for them to understand that there is a rehabilitation programme in place to avoid discrimination against prisoners. Secondly, this awareness serves as an encouragement to students not to indulge in criminal activities and to instil in them good moral values.

In order to make the programme exciting for students, two prisoners, who are part of the team, would be speaking to them about their experiences and life behind bars. A skit would be performed by the team based on the theme ‘Rehabilitation’. Furthermore, pamphlets and posters regarding the awareness programme would be displayed for students’ perusal.

Should you wish to accept our request, the team would be most grateful to visit your school at any time convenient to you.

Your positive decision and support to our request would be highly appreciated.

Yours faithfully
JReef
 Jason Reef

[iv] Report Writing

- A few candidates who attempted this Question failed to analyse the statistics well.
- Report Writing provides the best factual information for the entire Formal Writing Section as statistical information is provided. Teachers are encouraged to teach the mechanics and skills required in analysing the information.

- Sub-headings are to be encouraged with proper underlining. A Report must be neatly presented.

[v] General

- Teachers are encouraged to correct the common grammatical errors by giving students more exercises. To aid Target 5 & 6 exercises, supplementary texts can be used. Daily newspapers and Literature texts provide good sentence analysis and grammar exercises as well.
- Writing skills must be taught well. Below average students may improve their writing with Pre-writing, during and after writing activities.
- Complex and Compound Sentences or a combination of both are actively encouraged in Formal Writing. Simple Sentences may be used to a limit. Encourage students to join clauses into Compound or Complex Sentences.
- Formal tone is achieved through the use of the following;
 - Formal/advanced vocabulary;
 - Formal phrases and clauses;
 - Compound/Complex Sentences or combination of both;
 - Passive Voice.
- Cursive writing is encouraged due to time constraint.
- Excessive use of ‘twink’ or erasers must be discouraged. A neat cross is thus recommended.
- As in past Examiners’ Reports, some candidates continued to disregard instructions. This is a timely reminder to all teachers to encourage students to adhere to instructions in order to avoid forfeiture of marks.

QUESTION 2

PERSONAL WRITING

This Report will continue to remind teachers of the three points that were not entertained regarding the marking of Style. They included;

- Text Messaging Language;
- Vernacular;
- Vulgarity in Language usage.

Usage of the above was still evident in a few scripts but a positive outcome was the less number of candidates who used them. This has shown that teachers are following the instructions given in earlier reports.

A. STRENGTHS

- The theme, **Good Health Practices** was clearly understood by the students. Hence, the maturity of ideas, clear insights, interesting viewpoints and highly imaginative ideas were included in the Content. The media has really contributed to the enhancing of knowledge of the subject matter as there has been lots of awareness on NCDs and STIs in the different forms of media lately; coupled with recommendations on ways and means to beat the various diseases.
- Many students used the correct format for the different registers they had chosen.
- Vocabulary choice and Language usage suited the chosen register.
- Conversation; Dialogue and Letter to the Editor were the common choices followed by the Picture and Imaginative Essay.

B. WEAKNESSES

- Letter to the Editor - some candidates did not mention the specific Newspaper but wrote Local Newspaper instead. The latter is to be discouraged.
- Block style format is to be used for the Letter to the Editor.
- Expository style was still used in most places. According to the Marking Scheme, this was marked out of 1.5.
- Some dialogues had used Doctor and Me as participants. Encourage the use of Names.
- For (f), writing in any style using the picture, students are to write the Register they are using before proceeding with the content. Eg; If they are writing a Newspaper Article, then they must write that Register on top of the page, next to the option letter.
- Grammatical lapses still emerged.
- Sentence Structure still needs improvement.
- Some content, especially Imaginative essay, lacked discussions and depth.

C. RECOMMENDATIONS

- The teaching of structure and appropriate language features for each genre is imperative to achieve the correct tone.
- Incorporate oral communication skills while teaching a particular Register. Students will understand the mechanics better if they actually act out the various skills taught. It will also make teaching and learning more interesting. Use the integrated approach to teach with pre-, during and after writing activities to engage students.

- Teachers need to have more discussions in the classroom; especially on controversial and current issues. Most of the themes in the past Examinations were based on current issues that became topics of discussions in the media and the general public. This year's theme is no different as health issues have been part of on-going discussions.
- Correct application of grammar rules must be re-taught and reinforced throughout the year.

SECTION B

QUESTION 3

COMPREHENSION

Comprehension Section should be the easiest question to attempt as the answers are already in the passage. However, a good number of candidates found the passage quite difficult to comprehend. Teachers need to teach reading skills that enable students to read between the lines in order to unearth the gist of the subject matter being asked. Questions asked were quite straightforward but the responses deviated from the correct answers.

A. STRENGTHS

- Multiple Choice Questions were fairly attempted.
- Some candidates understood the passage well; hence, were able to relate knowledge from the text to suit the questions.
- The use of correct sentence structure to complete the sentences in response to the open-ended questions.
- Application of reading skills to answer question was evident.
- Some candidates actually gained more marks here compared to other sections.
- Some candidates managed to use their own words.

B. WEAKNESSES

- Lack of understanding of the text and its application to answer questions.
- Failure to read the questions accurately, which resulted in irrelevant answers.
- Some questions were not answered at all; especially, open-ended questions.
- Lifting from the passage was still common. Teachers are to encourage students to use their own words as far as possible.
- Incomplete sentences were used for open-ended questions in some scripts.
- Evidence of small letters were used to begin sentences.

C. **RECOMMENDATIONS**

- A variety of reading skills must be taught thoroughly throughout the year. These include scanning, skimming, and other relevant reading strategies to maximize students understanding of the text.
- Vocabulary testing to be included as Multiple Choice Questions often contain vocabulary that either questions on antonyms or synonyms. However, it must be noted here that this is not the norm. MC questions, like the other two questions, test understanding; hence, questions can be of any subject matter from the passage. Nevertheless, vocabulary knowledge, along with its various functions, is still important.
- Using of own words to be actively encouraged.
- Plagiarism, on the other hand, is to be actively discouraged.
- Articles, Editorials from Newspapers and Magazines, Literature texts could be used as supplementary passages.

QUESTION 4

SUMMARY WRITING

Summary Writing was fairly attempted. The question was a bit different this year as candidates were required to summarise specific information from the whole passage. Hence, content was a problem as candidates needed to identify problems caused by climate change and consequences for the future if people are not careful.

A. **STRENGTHS**

- Ability of candidates to identify key points; hence content was satisfactory.
- Linkages were used appropriately by many candidates.
- Language usage was fairly done by candidates.
- Own words were used by above average candidates.

B. **WEAKNESSES**

- Unnecessary information was common.
- Some candidates failed to include all the 6 points required.
- Some lengthy and some very short summaries were evident which candidates were penalised for.
- Failure to attempt this question was also evident for a number of candidates.
- Direct lifting or rampant plagiarism was obvious.

- Grammatical lapses became common for those who attempted to use their own words. For those who plagiarised, obviously resulting in an error-free summary, they were penalised accordingly.
- Writing more than one paragraph was still evident.
- Some lacked unity and flow of relevant ideas due to incorrect linkage or no linkage at all.
- A good number of candidates did not attempt this Question.

C. RECOMMENDATIONS

- Skills required in Summary Writing need to be emphasised.
- Condensing the whole passage into 80-90 words is quite a big task for students; hence, they must be taught the mechanics.
- More classroom exercises are recommended to enhance skills.
- Draft Section is for draft or planning only. The final product must be written in the Final Section.
- Time Management is imperative.
- Students are to understand the Marking Criteria.

SECTION C

LANGUAGE

QUESTION 5

GRAMMAR AND VOCABULARY

Candidates were penalised for any grammatical error committed in this Question. It is imperative then for teachers to stress the importance of this Question as accuracy in language usage becomes crucial. Overall, this is an area that necessitates immediate remedial in 2012.

A. STRENGTHS

- Questions on Confused Pairs and Preposition were fairly done well by many candidates. In fact, these parts were where the candidates gained marks in Q5.
- Some candidates understood Redundancy; hence, attempted the questions well.
- Understanding of Grammar rules and application was obvious for some candidates.

B. WEAKNESSES

- Proof-Reading, Redundancy and Idiom questions were not well attempted by many candidates as they were not familiar with what they entailed.
- Spelling errors in Proof-Reading and failure to identify the errors were common.

C. RECOMMENDATIONS

- It is assumed from the many failures in the Redundancy and Idiom questions, that these two important components of Grammar and Vocabulary [G/V] had been neglected during language classes. It is worthy to note here that teachers must not only prepare candidates for the examination but for life. Hence, using past year papers to establish a norm in the Questions that may be asked for this Section must be discouraged. There is *no norm* in G/V Questions. First and foremost, teachers need to teach the Rules of Grammar well and apply them accordingly to suit the context.
- All G/V exercises in the prescribed texts can be asked in the examination; thus it is imperative that all components are covered thoroughly so that candidates are not surprised when they come across such questions. It was obvious from the answers that candidates were actually playing a guessing game or doing a trial and error exercise. This should be discouraged. Hence, it is our task to expose students to all forms of G/V.

QUESTION 6**VARIETIES OF ENGLISH**

Overall, this was a poorly attempted question. Teachers need to teach all the Registers that appear in the prescribed texts [Target 5 & 6]. Informal and Formal Letters are part of the Registers in the Target texts. The 12 Registers in the VOE textbook are not the only ones that students should learn. Please go through the Prescription well so that students are not unnecessarily penalised for our mistakes. Unless the Prescription changes, we cannot change the syllabus.

A. STRENGTHS

- Sample One was better attempted compared to Sample Two.
- Questions in Sample One were correctly answered as candidates were able to identify the Register, the main purpose and typical features.
- ‘Comment’ type of question was well attempted which shows that teachers are teaching this questioning technique right in their classes.
- Questions 5 & 6 were well attempted in Sample Two as most identified the correct answer from the distractors in the Q5 Multiple Choice and correctly identified the tone in Q6.

B. WEAKNESSES

- Questions that required ‘explanations’ and ‘comment’ need much more than a one-two word answer. Eg; Q1 needs a complete answer. *The main purpose of the Sample is to inform interested people especially coaches, sports managers, teachers and athletes about the rules of the FSSAA.*
- Vocabulary and Sentence Structure questions in Sample Two lacked correct description and identification of Complex Sentence which is the overall structure in the Sample.

C. RECOMMENDATIONS

- All Registers in Target 5 & 6 are to be studied.
- Correct identification of Linguistic, Non-Linguistic and typical features of the different Registers must be taught.
- Registers can be integrated with Oral Communication activities.
- *Tone* and *purpose* can be easily identified from the Sample even if candidates have no knowledge of the Register being asked. This technique can be taught with repetitive exercises.

SECTION D

LITERATURE

This is a section where the affective domain of the cognitive and intellectual development of the students is often tested. Questions are often based on feelings and emotions, character development, values and appreciation of nature and the environment using the different elements of fiction. Perhaps, this is one of the sections that students look forward to in the English paper as they can freely express themselves on issues pertinent to them.

However, this is also a section that sometimes, students over-sensitise their responses which often contrasts the gist of the questions being asked. It is imperative then for teachers of English to ensure that the students are taught with the appropriate and relevant skills in order to respond aptly to the questions so that penalties are minimised.

GENERAL OBSERVATION

A. STRENGTHS

- Knowledge of the different works studied by candidates was impressive.
- Great insights and in-depth analyses were evident.
- Understanding of questions and its application in writing their answers.

- Using of quotations, incidents or scenes to support or justify viewpoints which showed that candidates had actually contextualised their responses to aptly benefit the questions.
- Choosing the correct questions and the correct texts.
- Using of appropriate sentence structure and linkages to enhance the flow of ideas.
- Introduction and Conclusion paragraphs ensured a complete and relevant essay piece.
- Answering of questions following the two-part format made reading and marking easier.
- Some candidates, who followed the Essay format, were able to clearly state their next line of response or action by using effective vocabulary and connectives.
- The ability of some candidates to read and understand the excerpt from *Julius Caesar* and to apply their knowledge of the text to suit the questions.

B. WEAKNESSES

- For some candidates, the inability to correctly read and understand the questions and its application to the answer was obvious.
- The choice of questions was problematic. This became a concern as candidates were penalised for the mistakes made. Marks were halved.
- For example; using *Possibilities* poems to answer *One World Poets'* question and vice versa; *The Work of Any Poet* question when candidates actually used two poems from different poets; the same applied to short stories, novel and drama questions.
- Plot summary was still used by many to begin their essay. Perhaps, those candidates did this to gain confidence before actually responding to the question. This revealed that they had not been taught how to read and answer literature questions.
- Over-emphasis by some to include introduction and conclusion which actually took most of the space and time. Consequently, the gist of the questions was not given due consideration.
- Reading a poem question was not done well as candidates failed to comprehend the crux of the questions.
- Responses to Literary Devices were unclear and not attempted well.
- For questions such as 8D, there was a tendency for candidates to choose short stories that were irrelevant to answer the questions. The unemployment situation was not discussed well.
- Some generalisations were given without appropriate quotations, incidents or scenes to support the ideas.

- Some candidates had the tendency to merge responses, particularly the second part of the question where personal applications or applications to societies were required. Teachers need to encourage students to answer questions using one poem or short story at a time.

C. RECOMMENDATIONS

- The only recommendation to be made here is for teachers to thoroughly peruse the strengths and weaknesses highlighted above and try their utmost best to reinforce the strengths and strategise so that weaknesses can be minimised or totally curbed.

NB

Refer to the Examiners' Report 2010 for useful recommendations and strategies that teachers can use to make the teaching and learning of Literature exciting and interesting.

Choice of Questions in order of Preference

- | | | |
|-----------------------|---|----------------------------------|
| A. Poetry | - | Question 7A, 7D, 7E, 7B, 7C. |
| B. Short Story | - | Question 8A, 8D, 8B, 8E, 8C. |
| C. Novel | - | Question 9B, 9E, 9A, 9D, 9E. |
| D. Drama | - | Question 10C, 10E, 10D, 10A, 10B |

Hardly used Texts

- | | | |
|-----------------------|---|---|
| A. Poetry | - | Selected Poems 1957 – 1981 : Ted Hughes |
| B. Short Story | - | Selected Stories from Katherine Mansfield |
| C. Novel | - | Ten Thousand Years In a Life-Time |
| D. Drama | - | Royal Hunt of the Sun |

CONCLUSION

All reports will be useless and a waste of time and resources if what they contain do not reach the very people who needed them. Hence, this places our role as English language teachers significant as we hold the key to our students' future.

Teachers are the best disseminators of this crucial information. If we choose to ignore what the report entails, then we are contributing to the lack of interest and enthusiasm in studying a language that most of our students use as second language. This will ultimately lead to failure in national examinations. However, if the information is disseminated correctly and appropriately, then the teaching and learning process will not only be enjoyable but quality passes will be attained, making both teachers and students happy in the end.

It is imperative then for teachers to place students' needs as priority.

This report must be utilised as a resource and not merely an item to be swept under the carpet. The report has highlighted certain lapses that were committed by students in the 2011 English Examination. It is rather sad to note that most of the glaring mistakes are repetitive. We can only advise students to do the correct things but without mastering the appropriate skills, our quest for quality passes may be in vain.

However, this does not go without notice the tremendous efforts that all teachers have committed themselves into in the past year. Gratitude is extended to all for your perseverance and tenacity in teaching a subject that is heavily challenged by the new culture of technological advancement and modernisation.

It hoped that you continue your great service so that when students under your care leave the education system, they actually take with them necessary knowledge, life long skills and know-how in order to meet the challenges of the unforeseeable future.

Attached to this report is the Marking Scheme used in 2011. You are invited to peruse through the Scheme carefully for your own remedial work in 2012 and beyond.

THE END

FIJI SCHOOL LEAVING CERTIFICATE ENGLISH – 2011**MARKING SCHEME****SECTION A : WRITING****QUESTIONS 1 AND 2**

The following is to be used for **BOTH** questions 1 and 2. Each question is to be marked out of 10.
The 10 marks are to be allocated as follows:

Content : 5 Style : 5
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Use the following guidelines:

19. **CONTENT**

Read the ‘content’ as **IDEAS** and **FACTS**; i.e **MATERIAL**

Two aspects are considered:-

- The **quality** of the ideas [maturity, originality, good accurate information and data].
- The **effective use** of these ideas and facts [e.g. insights].
-

MARK ALLOCATION FOR CONTENT : Award as follows:

Marks	Scale	Explanation
5	Excellent	Mature insights, plenty of relevant and accurate material, apt and effective use of facts and ideas, logically presented and well organised. Statements are supported by evidence.
4	Very Good	As above but with one or two aspects not as much as the others. Or plenty material but not well organised.
3	Good	Good use of limited material.
2.5	Average	Not very much material and not well presented, but a few good features.
1.5	Weak	Very limited or irrelevant material and not well presented.
0.5	Poor	Scarcity of ideas, inaccurate information, rampant plagiarism from Comprehension passage.

B. **STYLE**

This refers to **register**, **fluency** [cohesion, linking devices, unity], **correctness**, **variety of sentence patterns** and **vocabulary** [apt and effective use of language, phrases, expression and figurative language], **structure of Essay** [Introduction, Body and Conclusion], **letter lay-out/format**.

MARK ALLOCATION FOR STYLE: Award as follows:

Marks	Scale	Explanation
5	Excellent	Appropriate register, very few minor errors, fluent, good variety of sentence patterns, good effective vocabulary or excellent choice of vocabulary. Appropriate and correct letter lay-out/format.
4	Very Good	Appropriate register, more errors and less fluent but still competent, in command of Grammar, sentence structure and vocabulary.
3	Good	Some errors in register, fluency impeded by Grammatical errors.
2.5	Average	Errors in register, quite a few linguistic errors and little variety of sentence and vocabulary. Minor errors in letter lay-out/format.

1.5	Weak	Wrong register, many errors, weak in structure, Grammar and vocabulary. Major errors in letter lay-out/format.
0.5	Poor	Major errors in all areas, illegible and extremely hard to comprehend.

NB

1. If the candidate has written ‘off’ the topic [completely irrelevant material is used], mark as follows:

Content - **0**

Style - Mark out of **5** using the table above.

2. **Length** - Do not give marks or take off marks for the length of the Essay. Candidates who write very short or very long Essays will normally penalise themselves in terms of lack of content or the greater number of errors committed and using up more time.
GIVE ½ MARK FOR JUSTICE.

NOTES FOR QUESTION 1 and 2

Show a break-down of the marks you allocate, circle the total and transfer to back flap.

E.g.

C - 3
S - 4
7

GENERAL CHECKLIST

10	Excellent
8-9	Very Good
6-7	Good
5	Average
4	Below Average
2	Weak
1	Poor

TOPICS [a] –[d]**EXPOSITORY WRITING**

21. **Language**– Expository language is expected. However, do not unnecessarily penalise candidates who use a Personal tone [e.g. ‘I feel that...’] if the style contributes to the effectiveness of the Essay.
2. **Essay Structure/Organisation**
The Essay should show a **distinct Introduction, Body/Content and Conclusion**. Appropriate **linkage** in paragraphs and a **consistent viewpoint** to help in organisation.
3. **General or Sweeping Statements**
Watch out for flaws such as the above. **Statements must be substantiated, facts [data] must be accurate.**

TOPIC [e]**SPEECH**

22. **Style & Language**
- As this is a formal writing question, a **scripted speech** using **expository language** is expected. However, some persuasive and emotive language is acceptable.
2. **Essential Features include:**
- Addressing the audience at the beginning and during the speech.
 - Formal, polite tone, avoids pomposity.
 - Appropriate vocabulary for the topic.
 - Significance of the topic.
 - An appropriate ending.

NB

- Accept answers where features such as pauses and repetitions etc. Are included.
- No addressing of the audience - **-1/2 mark.**

TOPIC [f]**LETTER**

1. **Format/Lay-out** - Should be consistent.
- The letter should be properly laid out with an address and appropriate ending [as required in the question].
 - A **Block** format is accepted.
- NB** : **2010 was the final year where other formats [sloping and centred], were used. From 2011 onwards, the ONLY style, which will be used and entertained, is the complete BLOCK style.**
- The date and writer’s name must be included.
 - Errors in setting out – ½ mark.

2. **Content**

- ✓ Purpose of letter.
- ✓ 2 reasons for the awareness.
- ✓ 2 other necessary details.

3. **Tone** - Formal and polite.
4. **Style** - An Expository style is expected. Some persuasive and emotive Language may be used.
- No imperative verbs to be used. E.g. I **want/need**...
- Only **Yours faithfully** to be used.

TOPIC [g]**REPORT WRITING**

1. **Format/Lay-out**
The Sub-headings given may or may not be used.
2. **Style**
 - An Expository style is expected.
 - Factual details provided clear presentation.
3. The tone **must not** be personal or emotional.

SECTION A :**WRITING****[20 marks]****QUESTION 1****FORMAL WRITING****(10 marks)****Expository Writing**

Students can either argue for or against or take an intermediary position.

The following are some points to consider but your fair judgment on the points written by the students is imperative.

- a. **Holistic education is imperative in this day and age**
What is Holistic education? Education that does not only include academic but education of the whole person, which includes values education. etc...
Agree - Why?
 - Increase in disciplinary problems today.
 - Some students are not academically-oriented; hence, education must be holistic.
 - Preparation of students to meet the challenges of the future.
 - Some students have good motor skills which can be best utilised.
 - Bringing in informal and non-formal education to supplement formal education. Etc...
 - Students may include recommendations.
- b. **Over-commercialisation in sports outweighs its professionalism**
Sponsorship of sportspeople is good as it has advantages. It ensures that the athlete performs to his best at all times. However, to over-commercialise this will not be good for the athlete.

Agree - Why?

- It can be disadvantageous due to: new behaviour and attitude; to win at all cost 'mentality'. It means that sportspeople may indulge in activities which are anti-social such as taking drugs to enhance performance...etc.; in order to be still marketable or sponsors to keep on sponsoring.

- Sponsors have somewhat used or rather overworked athletes. The deal is for sportspeople to be part of their Advertising team. May lead to pride; which always leads to downfall at the end.
- Once the athlete does not perform any more, they are somewhat ‘dumped’ or abandoned by their sponsors, which lead to depression and other forms of anti-social behaviour on the part of the athlete. NB; Source of income for the family has been taken away.
- Sponsors main motive is to gain profit, hence using athletes to their advantage.

Disagree - Why?

- Despite the above points, there is no over-commercialisation in sports.
- Professionalism is still evident. Skills training, discipline of athletes is promoted...etc..
- Sponsorship is good as it enhances performance. New sports uniform, gear for training, overseas training, cash etc...all possible through sponsorship.

c. **Parental negligence - the main cause of children’s problems today**

Agree - Why and How?

- ✓ Parents are preoccupied with their work that less time is spent with their children.
- ✓ Lack of family time as parents do not prioritise children’s needs and education.
- ✓ Leaving children either on their own, with relatives or with neighbours as parents attend to other obligations.

Due to the above, children may indulge in behaviours that have negative implications such as taking drugs, glue-sniffing, smoking, pornography in this era of globalisation. etc.. Staying with relatives or neighbours may increase the likelihood of incestuous relationships, teenage pregnancies and other problems.

Disagree - Why?

- Parental negligence is not the only main cause of children’s problems. It is rather unfair to put the blame on parents entirely. There are other pressing causes such as globalisation, with the increasing use of modern technology that seems to sway children’s minds away from being a responsible individual. Children also have choices to make.
- Generally, parents are taking care of their children. Only some parents are not prioritising their obligations. If they prioritise their children then they will become responsible citizens for the country in the future.

d. **The importance of following rules and regulations**

Agree - Why?

- Rules are meant to be followed and they define our existence; whether they are from home, school, community, organisations or at national level.
- Many advantages for following rules and regulations; Eg; children, students, workers and people generally, will conform to them making them responsible and informed individuals.
- If rules are followed, it means that people are listening more and are working with authorities to guarantee their successful implementation.
- In schools, there will be less or no disciplinary problems at all. Etc...

e. **Speech**

Features of Public Speaking or Oratory to be applied here such as;

- (i) Direct Speech.
- (ii) Appellation or direct address to audience.
- (iii) Repetition may be used.
- (iv) Tone – Formal. Do not unnecessarily penalise if tone is personal as some personal pronouns may be used.
- (v) Compound/Complex; even Simple Sentences may be used.
- (vi) Rhetorical Questions.
- (vii) Formal vocabulary/phrases...etc.

Topic :**Horticulture – the way out of unemployment**

Horticulture involves cultivating a variety of crops, plants or flowers on a small scale around homes or dwellings or in specialised plots. This Subsistence pattern involves at least part-time planting of domesticated plants. Horticulture is practised in many gardens and nurseries.

Why is ‘Horticulture – the way out of unemployment’?

- ✓ In light of the present unemployment problem, horticulture offers an alternative way to earn money.
- ✓ Those who practise gardening for leisure can earn money by selling flowers or making designs out of their produce and selling them for cash.
- ✓ Stay at home mums or unemployed people can earn a lot if they practise horticulture.
- ✓ This will in turn put food on the table, pay for children’s education and other bills. Etc..
- ✓ Some people in Fiji are earning money through this mode as they have flower shows, which attract a lot of people. Etc...

Disagree Why?

- **Not the** only way out of unemployment. There are other ways such as self-employment; starting own small businesses, etc...
- If one works hard in school, s/he will definitely earn a white collar employment...

f. **Letter**

1. **Format/Layout** - Should be consistent.

- ✚ The letter should be properly laid-out with an address and appropriate ending (as required in the question).
- ✚ Accept **BLOCK** format.

NB : 2010 was the final year where other formats [sloping and centred], were used. From 2011 onwards, the **ONLY** style, which will be used and entertained, is the complete **BLOCK** style.

- ✚ The date and writer’s name must be included.
- ✚ Errors in setting – ½ mark.

2. **Content**

- ✓ **Purpose** - to request permission/approval from the Principal for the Team to address students on their YR Awareness programme.
- ✓ **2 Reasons** - YR Awareness Programme seeks to make students and the public at large, aware of the plight of prisoners and or former prisoners. The need for the public to understand that there is a rehabilitation programme happening and prisoners are not to be discriminated against.
 - Preach on the negative connotation associated with being in prison; the fact that the person will be 'branded' for life once entering the prison premises.
 - Encouragement for students not to indulge in criminal activities.
- ✓ **2 Other details** – Pamphlets, posters will be put up for display during the Presentation.
 - Skit or drama will accompany presentation.
 - Date, time, programme etc...

3. **Tone**

- Formal and polite.

4. **Style**

- An Expository style is expected. Some persuasive and emotive Language may be used.
- No imperative verbs to be used. E.g. I **want/need**...
- Only **Yours faithfully** to be used.

g. **Report****Youth Unemployment by Region & Gender : 2003-2004 Analysis****Content**(i). **Introduction**

- Topic Sentence [TS]
- Explanation of TS.
- Summary of key points.

(ii). **Causes**

- Lack of education
- Lack of employment by Governments
- Traditional notion of community living; it's okay when there is no job???
- Idleness etc...

(iii). **Effects**

- Increase in criminal offences and other social & health problems.
- Burden on the Government to provide social services such as health facilities and medicines, etc...

- (iv). Analysis
- Students are to analyse the trend between males and females for the Regions.
 - Why is there such a trend? Why are there more females unemployed than males in S/East Asia and the Pacific? Etc...
 - An in-depth analysis is imperative.
- (v). Recommendations
- More youth participation in decision making at all levels; especially, at National level.
 - Education to be encouraged.
 - More vocational schools/TVET to be provided. Etc...
 - Youths to be encouraged to do something positive and not to rely entirely on the Government to provide employment. Etc...
- (vi). Conclusion
- Reinforce TS.
 - Summarise key points discussed in the content.
 - Smooth finish.

NB :No new idea to be written in the Conclusion.

QUESTION 2
THEME :

PERSONAL WRITING
Good Health Practices

(10 marks)

28. Letter to Editor

Content - include 3 good views on ways to healthy living.

- Exercise daily and other physical activities like aerobics, 30 minute walk etc..
- Regular check-up with family Doctor or Health Centres.
- Eat healthily; 3 food groups..vegetables, etc...

b. Imaginative Essay

- Contribution of a vegetable to good health. Provides proteins, vitamins etc..
- Emotive/descriptive style.
- Adjectives, adverbs, figurative language, sound devices may be used to add 'flavour' to the essay.

c. Panel Discussion - Attitude on traditional Island food must be changed to ensure a healthy island generation

Content – Attitudinal change is imperative.

Reasons

- Very heavy island food full of fat and oil, which will become detrimental to the health of islanders.
- Increase in NCDs like diabetes, cardiac cases, hyper-tension, stress etc..
- Governments are pressured to increase budget in Health services etc.. hence, costly. Etc..

6. In the next ten years, it is imperative for people to reduce the amount of carbon monoxide emissions from cars, ships and factories. (1 mark)
7. USA did not sign the Kyoto Protocol because they feared many people will lose their jobs. (1 mark)

C.

Open-ended

Use **your own words** as far as possible to answer the questions. **Write complete sentences.**

8. **People who do not believe the truth or facts that human activities are causing global warming.** (1 mark)
9. **About 13 to 88 million people would lose their homes through flooding by 2080.** (1 mark)
10. **Cars, ships, factories produce or emit carbon monoxide which destroys the ozone layer that protects the earth from the heat of the sun.** (2 marks)
11. **Our reduction in emission will ultimately lead to a reduction in global warming.** (1 mark)
12. **It will reduce global warming because more grass will be saved as grass and trees keep the world clean from carbon monoxide.**
- Or It would lower our collective carbon footprint.** (2 marks)
13. **The Obama Administration understands clearly that it must reduce global warming in order to prevent problems such as excess flooding and rise in sea level.**
- Or It understands that the cost incurred by global warming is far higher than pretending that the problem does not exist.**
- Or It fears that climate-induced crises may pose risks of destabilising entire regions of the world.** (1 mark)

QUESTION 4**SUMMARY WRITING****(5 marks)**

Spend about 15 minutes on this question.

Use **your own words** as far as possible.

Draft Work : You may use this space to list the main points and prepare your draft(s).

Marking Criteria

- | | | |
|------|-------------------|---------------------------|
| i. | Content/Points- | 3m (Any 6 at ½ mark each) |
| ii. | Accuracy/Language | - 1 m |
| iii. | Linkage/Cohesion | - <u>1 m</u> |
| | Total | - <u>5 m</u> |

Deductions

- i. ½-1 m for lifting. Total plagiarism (-1m)
- ii. ½ m for exceeding word limit. (Accept 70-100 words)

Final Summary (80-90 words)

Grim realities mean that the **world is getting warmer** and as a result, we are facing a lot of problems. Some problems already encountered include, the **loss of 4,000 cubic metres of ice** between 1961 and 1977. Furthermore, **Greenland is losing too much ice** that in the future, it will disappear altogether. Another problem is the **appearance of malaria carrying mosquitoes** on Mt. Kilimanjaro and other **African highlands that have become warmer**. If we are not careful, **the homes of 13 to 88 million people around the world would be flooded** by the sea in the 2080s.

SECTION C :**LANGUAGE****[30 marks]****QUESTION 5****GRAMMAR AND VOCABULARY****(20 marks)**1. **Fill in the gaps**2. **ensure**2. **Employees**3. **exemplary**4. **Vigilant****(4 marks)**3. **Proof-reading**

	<u>Error</u>	<u>Correction</u>
1.	initiative	initiatives
2.	being	been
3.	criteria	criteria
4.	practitioner	practitioner

(4 marks)C. **Preposition**1. **on**2. **off**3. **from**4. **with****(4 marks)**D. **Redundancy**1. **highly**2. **well**3. **potential**4. **very****(4 marks)**

E. **Idiom**

1. **health**
2. **ocean or bucket**
3. **lie**
4. **train**

(4 marks)

QUESTION 6**VARIETIES OF ENGLISH**

(10 marks)

SAMPLE ONE

1. **To inform interested people especially coaches, sports managers, teachers and athletes about the rules of the FSSAA.**

(1 mark)

2. **Sports teachers, athletes. [any 1]**

(1 mark)

3. **For emphasis or to attract readers' attention. [any 1]**

(1 mark)

- 4a. **The numbering of the sentences or enumeration.**

Or Passive voice**or Compound/Complex Sentences**

(1mark)

- b. **Makes the information easier to read and understand.**

Makes the tone formal.

(1 mark)

SAMPLE TWO

5. **A. Witten Letter.**

(1 mark)

6. **A semi-formal and formal tone**

(1 mark)

7. **Formal vocabulary used like 'commencement' to give a formal air or tone.**

Or Personal Pronoun, Administrative Jargon.

(1 mark)

8. **The overall sentence structure used is of Complex type [1m] in order to give the Sample's formal tone. [1 mark]**

(2 marks)

SECTION D :**LITERATURE****[30 marks]****GENRE :****POETRY****7E. Reading a Poem**

- i. **Dark implies evil as sharks bite and kill people. It is a warning for one not to dive into the sea.** (2 marks)
- ii. The word is ‘sinister’. (1 mark)
- iii. The sea becomes sinister; same sea; stills the sea. (1 mark)
- iv. **The protagonist is disappointed, sad, because s/he cannot swim in the sea which is infested with sharks.** (2 marks)
- v. It is a **personification**. Eg: **sheen of copper stills the sea.** (2 marks)
- vi. The **fins are dark and evil**. They are **sharp** but ‘**under the dark lift of the fins**’ lurk the ugly and real danger, the shark’s teeth. (2 marks)

GENRE : DRAMA**10E. Julius Caesar**

- i. **X is Decius Brutus.** (1 mark)
- ii. **This dream refers to Calphurnia’s dream which anticipates the actual scene of the assassination when Pompey’s statue ran blood as Caesar lay bleeding at its base. Blood is a symbol of death; a bad omen for Caesar.** (2 marks)
- iii. **X or Decius’ interpretation**
The dream, in fact, has a good and happy significance. Blood will rejuvenate the citizens of Rome; hence, a good symbol. Tinctures, stains, relics and cognizance are symbols of reverence and respect. Hence, the significance of Calphurnia’s dream. (2 marks)
- iv. **Implication – it is a threat by Decius or X so that Caesar goes to the Capitol. The threat is aimed at Caesar’s political ambition. Or he is playing on Caesar’s emotion so that he goes to the Capitol.** (2 marks)
- v. **This question is likely to evoke an angry response from the proud Caesar who will never admit that he is susceptible or vulnerable to fear. Hence, he will not listen to Calphurnia’s insistence and go to the Senate. Decius’ scheme is thus successful.** (2 marks)
- vi. **X’s description**
 ❖ **He is hypocritical, manipulating, conniving, as he tries to convince Caesar that his intense love for Caesar has motivated him to warn him of the consequences of not attending the Senate Meeting.**

- ❖ A schemer, who only cares about what he and his fellow conspirators have planned and to fully execute it. [Any of the above] (1 mark)

LITERATURE SECTION

The following GENERAL SCALE should be the basis for the assessment of all questions in the Literature Section of the paper.

Marks	Scale	Explanation
10	Excellent	Shows thorough knowledge of the chosen work[s]; interprets the question carefully, paying attention to the weighing of the parts, makes sound and mature assessment, backed up by careful reference to the work[s]; gives appropriate quotations; offers refreshing insights; has genuine penetrative appreciation of the work[s] or question; cogent; well expressed.

9	Very Good	As above but with one aspect not as good as the others.
7	Good	As above but weak in two aspects. Or Better than average quality of answer, quite familiar with the work[s]; handles the questions, implications fairly well; Not at the top because of the failure to show genuine penetrative appreciation of the work[s] or of the question.
5	Average	Shows a fair knowledge of work, makes a reasonable attempt to answer in the question's terms but does not find it easy to do so; may answer one part successfully but weak in another; some worthwhile judgment.
3	Below Average	Tries hard but does not get far; shows deficiency in knowledge of the work[s]; falls down in ability to answer in terms of the question, judgments dubious, tends to say merely what s/he knows of the work, not much, not very significant in terms of the question.
2	Weak	Scant knowledge of the work[s]; failure to interpret the question; platitudes, generalisations, unsubstantiated judgments; quality of expression unacceptable.
0.5	Extremely Poor	Non-existent of knowledge of the work[s] or question.

NB

- Where a work from a wrong genre has been used OR not recommended has been offered for a question which requires a recommended work;

Mark as if the answer was meeting the requirement, [giving such credit as is possible within the terms of the question], then half the mark. Indicate that you have done this at the end of the answer.

For examples;

- *Possibilities* texts used to answer 7B, which is always a *One World Poets*' question.
 - The question where students should have used *two poems with the same poet* but chose different poets.
 - *Other Worlds* texts used to answer 8B, an *Exploring Inner Worlds*' question.
 - *Exploring Inner Worlds* texts used to answer 8A, *Other Worlds* question.
2. Mark up to a maximum of 6 marks when a Plot summary is given instead of the required answer.
 3. Mark all the Literature answers if more than 3 are answered, and then count the three highest marks for the candidate's total.
 4. Give ½ mark where justified.
 5. Very short or very long answers penalise themselves. There is no prescribed numerical penalty. An adequate answer will normally be 150 words.
 6. Deduction of ½ mark if the question number [e.g. **7A**] is omitted.

THE END