

JASPER WILLIAMS HIGH SCHOOL
YEAR 12 ANNUAL EXAMINATION 2020
ENGLISH

Time Allowed: Three Hours
(An extra ten minutes is allowed for reading this paper)

INSTRUCTIONS

1. Write all your answers in the **Answer Book** provided.
2. Write your **Index Number and Year** on the front page of the **Answer Book**.
3. If you use extra sheets of paper, be sure to show clearly the questions being answered and attach sheets securely to the **Answer Book** at the appropriate place.

SUMMARY OF QUESTIONS

SECTIONS	GUIDELINES	MARK	SUGGESTED TIME
A	Writing Question 1 Formal Writing Question 2 Personal Writing Both questions are compulsory.	15 10	55 minutes
B	Comprehension and Summary Writing Question 3 – Multiple Choice and open-ended questions Comprehension Question 4 – Summary Writing Both questions are compulsory	15 5	45 minutes
C	Language Question 5- Grammar and Vocabulary Question 6-9 - Varieties of English Both questions are compulsory.	15 10	25 minutes
D	Literature Answer only two questions: one each from four genres	30	55 minutes
	TOTAL	100	180 minutes

SECTION A**WRITING****(25 MARKS)**

There are two questions in this section. Answer BOTH the questions.

QUESTION 1**FORMAL WRITING****(15 MARKS)**

Write on One of the topics (A) – (E) given under the headings, Expository Essay and Report. Write about **200 - 250 words**.

In marking, the examiner will be looking especially for the use of appropriate register, originality of ideas, logical organisation, correct paragraphing, relevant linkage, expression and style.

Expository Essay

Either: (a) Women Empowerment for a Stronger Economy

Or (b) Practising Online Safety Measures

Or (c) Conservation of Plants for Survival.

Or (d) Youth Empowerment through Informal Education

Or (e) **Report Writing**

Imagine you are an advisor to the Government.

Write a report on Fiji's situation, as shown in the table below, comparing Fiji with three Pacific Island Neighbors

	Life Expectancy	Access to safe water (% of population)	Average annual income per person (US\$)	Adult literacy %
1. Fiji	64.8	69	1520	87
2. Tonga	66	99	830	100
3. Solomon Islands	64	82	630	51
4. Western Samoa	66.5	83	640	98

You may use the following headings in the report:

- i. Introduction
- ii. Analysis
- iii. Recommendation
- iv. Implications
- v. Conclusion

SECTION A

(Continued...)

QUESTION 2**PERSONAL WRITING****(10 MARKS)**

The theme of this Question is: **Unity**

Write about **180 to 200 words** on one of the topics (a) to (e) given below. Each requires writing in a particular register for a particular audience.

For this question, please ensure that you pay close attention to, and have **at least three main ideas** based on theme.

You may use **one** of the photographs on **page 4** to help you write on the theme.

If you choose options (a) use the following name and address; Ilaitia or Seini Howard, Bluelight Street, Blueville.

Either (a) Write a letter to the Editor of a local newspaper expressing your opinion on the importance of unity in a multiracial society like Fiji.

OR

(b) Your youth group organised a combined celebration for Fiji's 50th Independence Anniversary for your community. Write a diary entry of your experiences, thoughts and feelings on that day.

OR

(c) Write a narrative essay that includes the line "The task would not have been possible without the spirit of unity."

OR

(d) Using **one** of the photographs on **page 4** to guide you, write about the theme in any style of your choice.

(i)



Source: Google Images

(ii)



Source: Google Images

SECTION B

COMPREHENSION AND SUMMARY WRITING

[20 MARKS]

There are two questions in this section. **Both** the questions are **compulsory**.

QUESTION 3COMPREHENSION

(15 Marks)

Read the passage carefully and answer the questions that follow.

Concentrated Animal Feeding Operations

According to some estimates, if we could compile the amount of food, land, water and energy used to raise the 10 billion animals slaughtered each year for meat, we could use those resources to feed every single starving person on earth. The majority of these resources are depleted by concentrated animal feeding operations (CAFOs). CAFOs are factory farms that mass-produce livestock—harming animals, the environment, and humans in the process. It is true that these farming methods provide an abundant source of food and employ thousands of workers across the country. However, CAFOs should be placed under more stringent restrictions because of their unfair treatment of animals and the harm they do to both the environment and humans.

One of the key controversies surrounding factory farms is animal rights. Factory farms raise livestock indoors, as opposed to allowing the animals to graze in fields and pastures. The farmers favor this overcrowded environment because it maximizes profits. Providing less space for the animals costs less money; filling pens to their maximum capacity ensures that no space is wasted. Consequently, animal pens are often so small that larger animals cannot lie down or turn around.

In some cases, these small cages are **beneficial** for more than just maximizing capacity: calves, for example, do not gain muscle mass in this environment. This keeps their meat more tender, which makes it more attractive to consumers.

Livestock in CAFOs are often found living in their own urine and feces, stimulating the spread of diseases—such as avian flu, foot and mouth disease, and mad cow disease—among other animals on the farm. In order to combat this, farmers must give the animals antibiotics. In many cases however, antibiotics are used for disease prevention instead of treatment. In addition to being used to combat the spread of disease, antibiotics are also commonly used to encourage faster growth in livestock. This overuse increases the risk of livestock developing immunity to antibiotics, ironically making animals even more **susceptible** to disease. After being digested, these antibiotics are released back into the environment in the form of milk, meat and waste, which can affect the people who eat these products or the environment that absorbs them.

CAFOs also negatively impact the environment in the form of air and water pollution. Factory farms contribute to air pollution issues in the United States through the release of toxic gases and vapors and by burning fossil fuels to run farm machinery. These farms also have notable consequences for the environment in terms of water pollution. One characteristic of CAFOs that creates water pollution is the presence of a lagoon. Lagoons are artificial storage basins where animal excrement is temporarily contained; periodically, farmers flush this waste into ditches or nearby bodies of water.

35 This waste combines with run-off from fertilized fields to pollute the water sources surrounding CAFOs. It adds excess nutrients, pathogens, veterinary pharmaceuticals, heavy metals, and excreted hormones to the water sources. Such pollutants not only affect aquatic life but can lead to severe impacts on human health.

Another negative environmental impact of factory farms is resource depletion. Factory farming uses more land than any other agricultural or industrial enterprise in the country. CAFOs consume a great deal of resources in terms of grain, energy and land.

40 In order to combat the unfair treatment of animals and the risks to environmental and human health, CAFOs should be placed under stricter guidelines. One such regulation would force factory farms to adhere to air and water quality protection standards from which they have previously been exempted, like those set forth by the Clean Water Act. Enforcing these standards would lead to banning environmental hazards such as waste lagoons, which in turn would reduce
45 environmental pollution and human health liabilities.

Some have suggested that due to these environmental and human health concerns, factory farms should be banned outright. Advocates for CAFOs, however, argue that factory farming allows for lower production costs that translate into lower food prices for consumers. Organic and free-range products, they argue, do not allow for the large-scale production of livestock; prices for
50 meat, eggs and dairy would increase should the country shift towards organic products.

Although this would be an inconvenience to consumers, a price increase would encourage people to eat a diet of less meat. This cultural change would assist in solving the broader resource crisis as fewer grain energy and land resources would be needed to support smaller-scale production. Better treatment of animals and more responsible environmental practices would protect humans
55 more from infectious diseases and the effects of air and water pollution—a benefit everyone should embrace.

Source: ReadTheory.Org

A. **Multiple-Choice Questions**

(4 marks)

Choose the **best** answer and write the **letter** of your choice in the **Answer Booklet**.

1. The primary purpose of the passage is to

- A. persuade readers that factory farms should be more strictly regulated to minimize the harm they cause
- B. suggest economic alternatives to factory farms, such as organic farming and soybean production
- C. complain about the water pollution caused by the irresponsible practice of keeping waste lagoons on CAFOs
- D. educate readers about the pros and cons of CAFOs

2. An antonym of the word **beneficial** in line 14 is
- A. detrimental
 - B. rewarding
 - C. significance
 - D. beneficiary
3. The reason why CAFOs must be placed under strict restrictions is that
- A. they promote animal rights.
 - B. they are a supply of food.
 - C. they mass-produce livestock.
 - D. they harm humans and the environment.
4. A word closest in meaning to the word **susceptible** in line 23 is
- A. immune
 - B. contagious
 - C. vulnerable
 - D. resistant

B. **Sentence Completion**

(5 marks)

Complete the following sentences in your **Answer Booklet** using the ideas given in the passage. Use your **own word(s)** where possible.

5. Factory farms raise livestock indoors as opposed to allowing the animals to _____
_____. (1 mark)
6. Lagoons are _____
_____. (2 marks)

7. In terms of grain, energy and land, CAFOs _____
 _____ (2 marks)

C. Open-ended Questions (6 marks)

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

8. Explain how factory farms cause water pollution. (2 marks)
9. What argument did advocates for CAFOs raise against the outright banning of factory farms. (2 marks)
10. List two benefits of a price increase for meat. (2 marks)

QUESTION 4 SUMMARY WRITING (5 marks)

Use about **70 to 80 words** to summarise the **negative impacts of CAFOs**.

Write your summary in the space provided in the **Answer Booklet**.

SECTION C LANGUAGE [25 marks]

There are two parts in this section. Part I is **compulsory**. Note the **choices in Part II**.

PART I GRAMMAR AND VOCABULARY (15 marks)

QUESTION 5

A. Proof Reading (4 marks)

Identify the error and write the correction in the space provided in the Answer Book.

1. Raveena is more taller than Jacinta.
2. Goverment officers are not suppose to consume alcohol during working hours.

3. Although she was sick but Jiutatia was determined to complete her homework.
4. The boy's bags were left behind in the taxi because they were in a rush.

B. Parts of Speech

(5 marks)

Identify the part of speech of the **underlined** word in the following sentences.

1. The two girls made up amicably after a small misunderstanding.
2. The completion of the examination brought relief to all the students.
3. The samples on the tray in the lab need testing.
4. Savitri looked radiant on Diwali night..
5. Nita had a point nevertheless she needed to be polite in her approach.

B. Prefixes

(3 marks)

Add an appropriate prefix to the words in the brackets to fill in the blanks.

1. Elenoa spoke to the principal with an _____ tone. (personal)
2. The awareness on _____ brought justice to many employees. (corruption)
3. The newly elected president _____ people's faith in the government. (stored)

D. Sentence completion

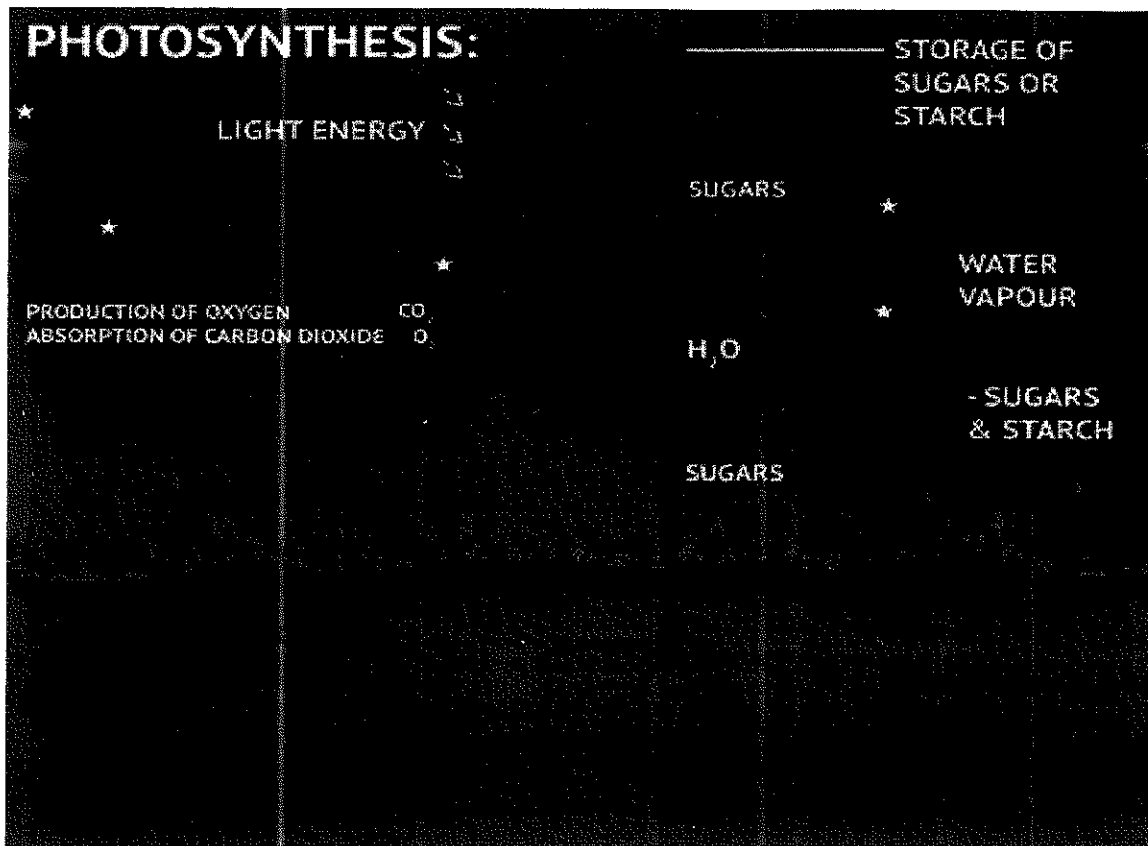
(3 marks)

Use **5-8 words** to complete the sentences below.


1. Had I known of your intention to donate money _____.
2. Despite her personal challenges _____.
3. Unless you complete your chores _____.

Part II**REGISTER STUDY****(10 marks)**

Answer any **two** questions from Questions **6, 7, 8, and 9** in the space provided in your **Answer Booklet**. Write complete sentences. Do **not** repeat answers or features.

QUESTION 6**LANGUAGE OF SCIENCE****(5 marks)****QUESTIONS**

- (i). What is the purpose of this sample. **(1 mark)**
- (ii). Quote a jargon and explain its effectiveness. **(2 marks)**
- (iii). Identify **one** non-linguistic feature of this sample and state its purpose. **(2 marks)**

QUESTION 7**LANGUAGE OF BUSINESS****(5 marks)**


THE CLEANING LADY
Residential & Commercial Cleaning

"Let me save YOU time in your busy life!"

- ANNA -
372-2436

Weekly, Bi-Weekly, Special Occasions, etc.
Thorough Cleaning with Your / My Products
Window Washing Organizing Solutions

*Handyman Services / Seasonal Maintenance
also available upon request*

*Source: Google Images***QUESTIONS**

1. The main purpose of the above document is to **(1 mark)**
 - a) instruct
 - b) command
 - c) plead
 - d) advertise

2. Comment on the structure of the sample. **(1mark)**

3. What effect did the picture have on the sample? **(1mark)**

4. Identify a linguistic feature (**not already mentioned**) typical of this register and quote an example of it from the sample. **(2 marks)**

QUESTION 8**LANGUAGE OF NEWSPAPER REPORTING****(5 marks)****Radradra joins Flying Fijians team**

NOA BIUDOLE

Pictured: *Semi Radradra*

9 November, 2020, 7:20 pm

A morale boost for the Flying Fijians with superstar outside centre Semi Radradra marching into camp earlier in the week with more reinforcements expected.

Fiji Rugby Union chief executive officer John O'Connor confirmed that Mesulame Dolokoto and Leone Nakarawa would join camp in Limoges this week.

"The team is excited about Semi Radradra joining camp after he had suffered injury and was uncertain about his involvement," O'Connor said.

He will continue to be reviewed and monitored by our medical team but the morale in camp has lifted with his presence."

Meanwhile, after players had tested negative, excitement was building towards the first Test.

"We are excited about our first match against France and remain confident in our preparations despite the challenges that COVID -19 presents us.

"In view of the lockdown in France, and the challenges involved hosting a warm-up match, the game against Portugal has been called-off and the team will focus their preparations against France on Sunday."

QUESTIONS

1. Quote the lead in of this sample. **(1 mark)**
2. What is the purpose of the picture? **(1 mark)**
3. Identify the main sentence structure of this sample? **(1 mark)**
4. Quote an **appellation** from the sample. **(1 mark)**
5. Identify **one** non-linguistic feature (not already mentioned) typical of the register and state its purpose. **(1 marks)**

QUESTION 9LANGUAGE OF PUBLIC ADMINISTRATION

(5 marks)

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PUBLIC NOTICE

CITY OF BRISTOL WORKSHOP

The Bristol City Council will hold a Workshop on:

**Monday, March 19, 2018 at
6:00 p.m. ^{ET} at Bristol City Hall
12444 NW Virginia G. Weaver St., Bristol FL.**

The purpose of this workshop is to discuss City of Bristol Ordinance #04-04 related to private property standards and nuisance abatement.

Those wishing to attend who require special accommodations should contact Robin Hatcher, City Clerk at (850)643-2261 at least 5 days prior to the workshop date.

*Durwood Stewart, Chairman
Robin Hatcher, City Clerk*

*Fair Housing/Equal Opportunity
Employer/Handicap Access Jurisdiction*

QUESTIONS

1. What is the purpose of this sample? (1 mark)
2. Identify the tone of the sample and explain how the tone is achieved (2 marks)
3. Quote a standardised expression used in the sample. (1 mark)
4. Identify and give an example of a non-linguistic feature typical of the register used in the sample. (1 mark)

SECTION D**LITERATURE****[30 marks]**

Answer any **two** questions from two different genres. You are reminded that a good answer makes useful close reference to the work(s) studied. Write the question number, the letter option, the title(s), and the author(s)/poet(s)/playwright of the text you use in the space provided in the **Answer Booklet**. Each essay question is worth **15 marks** and you should use about **180 to 200** words for the content.

Use the following mark breakdown to guide you in each essay question you answer:

- Title And Poet/Author/Playwright Of The Work Studied (1 mark)
- Plan (2 marks)
- Introduction (1 mark)
- Content (10 marks)
- Conclusion (1 mark)

QUESTION 10**PROSE****(15 marks)**

With close reference to the Prose chosen, answer one option from (A) to (D) in your Answer Booklet.

Either

(A) The ending of the story often makes us change our attitude to life.

With reference to the **novel** studied this year,

- (i) describe the ending of the novel, and **(4 marks)**
- (ii) discuss how it changed your attitude to life. **(6 marks)**

Or

(B) A good novel, through its characters, setting and theme, should above all please and entertain readers.

With reference to the **novel** studied this year,

- (i) explain any **two** of the elements from the statement above, and **(4 marks)**
- (ii) comment how these **two** elements pleased and entertained its readers. **(6 marks)**

Or

(C) Themes in Short Stories often reflect the setting.

With reference to the **two short stories** studied this year on the theme **Relationships**,

- (i) describe **the setting** of the story **(4 marks)**
- (ii) discuss how the setting influenced the **theme** **(6 marks)**

OR

(D) The main event in short stories often reveal the themes.

With reference to the **two short stories** studied this year on the theme **Values**,

- (i) describe the main event **(4 marks)**
- (ii) discuss a theme that you learnt from this event. **(6 marks)**

QUESTION 11

POETRY

(15 marks)

With close reference to the poems chosen, answer from **(A)** to **(D)** in your **Answer Booklet**. The use of apt quotations will improve the quality of your answer.

Either

(A) With reference to the **two poems** on the theme **Progress**,

- (i) describe how **progress** is reflected in the poem, **(4 marks)**
- (ii) how is this reflection related to your society. **(6 marks)**

Or

(B) With reference to the **two poems** from the theme **Social Issues**,

- (i) outline the issue in each poem **(one per poem)**, **(4 marks)**
- (ii) analyse how the imagery brings out each issue discussed above. **(6 marks)**

Or

(C) Refer to the **two poems** from **either one** of the two themes **Progress** or **Social Issues** to answer the following:

- (i) describe the setting or background of this poem, **(4 marks)**
- (ii) discuss a theme that reflects the setting. **(6 marks)**

Or

(D) Refer to the **two poems** from **either one** of the two themes **Progress** or **Social Issues** to answer the following:

- (i) explain the relationship between the title and the poem, **(4 marks)**
- (ii) Discuss a theme expressed in this relationship. **(6 marks)**

OR

(E) Reading a Poem (open theme)

Read the poem given below and answer the questions.

Messy Room

by Shel Silverstein

Whosever room this is should be ashamed!
 His underwear is hanging on the lamp.
 His raincoat is there in the overstuffed chair,
 And the chair is becoming quite mucky and damp.
 5 His workbook is wedged in the window,
 His sweater's been thrown on the floor.
 His scarf and one ski are beneath the TV,
 And his pants have been carelessly hung on the do
 His books are all jammed in the closet,
 10 His vest has been left in the hall.
 A lizard named Ed is asleep in his bed,
 And his smelly old sock has been stuck to the wall.
 Whosever room this is should be ashamed!
 Donald or Robert or Willie or – Huh?
 15 You say it's mine? Oh, dear,
 I knew it looked familiar!

QUESTIONS

- (i) Identify the person most likely to say the first line of the above poem. **(1 mark)**
- (ii) Give a reason for your answer to (i) above. **(1 mark)**
- (iii) Identify the first example of an internal rhyme. **(1 mark)**
- (iv) Describe the personality of the owner of this room. **(2 marks)**
- (v) Outline the message most likely portrayed in this poem. **(2 marks)**
- (vi) Discuss lines 10 to 16 with reference to **two** poetic devices used and your own understanding of children/teenagers. **(6 marks)**
- (vii) Identify **another** literary device (**not** mentioned in (i) to (vi) above). **(1 mark)**
- (viii) Give **one** example of the literary device identified in (vii) above. **(1 mark)**

QUESTION 12**DRAMA****(15 marks)**

With reference to the play that you have studied, answer any one of the options (A) to (D) in your Answer Book.

Either

(A) In the play you have studied this year,

(i) describe the opening scene, **(5 marks)**

(ii) discuss the significance of this scene to the rest of the play. **(5 marks)**

Or

(B) In the play you have studied this year,

(i) describe **two** qualities of a character, **(4 marks)**

(ii) discuss how the qualities described in (i) above affected his/ her decision making and/or leadership. **(6 marks)**

Or

(D) Extract

Read the following extract and answer the questions that follow.

X:	What mean you, Caesar? Think you to walk forth? You shall not stir out of your house to-day.
Y:	Caesar shall forth. The things that threaten'd me Ne'er look'd but on my back; when they shall see The face of Caesar, they are vanished.
X:	Caesar, I never stood on ceremonies, Yet now they fright me. There is one within, Besides the things that we have heard and seen, Recounts most horrid sights seen by the watch.

You will need to **identify the title and playwright. (1 mark)**

- (i) Identify characters **X** and **Y. (2 marks)**
- (ii) Examine the nature of character **Y** based on the above extract.
(3marks)
- (iii) Outline character **X's** reasoning for mentioning: **You shall not stir out of your house to-day. (3 marks)**
- (iv) Discuss what happened immediately before this scene. **(3 marks)**
- (v) Discuss the importance of this Act and Scene in relation to the rest of the play. **(3 marks)**

THE END