



No.77

MARKER CODE			

Student Personal Identification Number (SPIN)					

TONGA GOVERNMENT
MINISTRY OF EDUCATION AND TRAINING

TONGA SCHOOL CERTIFICATE

2015

ENGLISH

QUESTION AND ANSWER BOOKLET

Time Allowed: 3 Hours plus 10 minutes reading.

INSTRUCTIONS

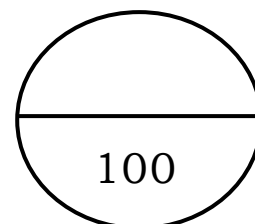
1. You should have ONLY ONE BOOKLET: The QUESTION and ANSWER BOOKLET.
2. Write ALL your answers in this BOOKLET.
3. Answer QUESTIONS ONE, TWO, THREE, FOUR and ANY TWO QUESTIONS from the LITERATURE SECTION.

QUESTION ONE	:	COMPREHENSION	30 MARKS
QUESTION TWO	:	LANGUAGE	20 MARKS
QUESTION THREE	:	INFORMAL WRITING	10 MARKS
QUESTION FOUR	:	FORMAL WRITING	10 MARKS
TWO QUESTIONS	:	LITERATURE	30 MARKS

4. Write your Student Personal Identification Number (SPIN) on the top right hand corner of this page and on the last page.
5. Check that this booklet contains pages 2-31 in the correct order. Pages 28-30 have been deliberately left blank.
6. If you need more space for your answers, ask the supervisor for extra paper
 - ☐ Any extra paper you use needs to show clearly the question being answered.
 - ☐ Write you SPIN on the top right corner of each sheet and tie it securely at the appropriate place in this booklet.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

TOTAL MARKS



(12 marks)

Me'a Kai: Flavours of the Pacific

5 writing a Pacific Island cookbook, often describing to his ‘foodie’ friends in New York and Miami the unique seaweed dishes in Fiji, the hubbub of Pacific markets and the incredible spirit of sharing kai amongst villagers. His book was to share the exciting, vibrant and tasty dishes with chefs and cooks the world over, from those cooking in restaurants and hotels, to those creating

10 family meals in their own homes. It was also put to our own Pacific chefs and cooks “This is who you are, your food is as great as any!”.

15 MATATA caught up with Robert to talk about his love of Pacific cuisine and his favourite dishes to cook. He has also given a selection of recipes from Me'a Kai for you to try at home.

20 shown the preparation of traditional foods and otais of Tonga, eating lunch prepared by some of the finest home cooks in Fiji, feasting on umu in Samoa, and cooking and laughing with great friends in Rarotonga?" says Robert Oliver, chef and author of the new Pacific Island cookbook *Me'a Kai*.

“I don’t think people anywhere else in the world understand hospitality as we
25 do in the Pacific. It is such an essential part of who we are. It’s our very
 nature.”

Me'a Kai - food

MULTIPLE-CHOICE**(3 marks)**

Choose and write the letter of the **BEST** answer for each of the Multiple Choice questions in the boxes provided.

1. The word **ventured** in line 3 could be appropriately replaced by _____.

- A. travelled
B. volunteered
C. adventured
D. schooled

1 mark	
1	
0	
NR	

2. Chef Robert Oliver could be considered a Pacific Islander because he

- A. loves Pacific Island food.
B. is a well-known chef in the Pacific.
C. cooks Pacific Island food.
D. was born in New Zealand.

1 mark	
1	
0	
NR	

3. According to the last paragraph, what sets Pacific people apart from the rest of the world?

- A. It is easier for Pacific people to be great cooks.
B. Pacific people understand other people better.
C. Being friendly comes naturally to Pacific people.
D. Pacific people are very good at working in hotels.

1 mark	
1	
0	
NR	

SHORT ANSWERS**(9 marks)**

Answer the following questions about the passage in the spaces provided.

4. How has Chef Robert Oliver's cookbook dream come true?

2 marks	
2	
1	
0	
NR	

5. Name TWO Pacific countries that have recipes in Chef Oliver's cookbook collection.

- i. _____
- ii. _____

2 marks	
2	
1	
0	
NR	

6. Pacific people are said to love food. According to the passage above, describe ways Pacific people show their love for food.

2 marks	
2	
1	
0	
NR	

7. Explain what the main idea of the passage is. Provide a **quoted** example to support your answer.

3 marks	
3	
2	
1	
0	
NR	

PART B:**(9 Marks)**

Read the following visual text and answer **ALL** the questions that follow.

4 WEEKS to HEALTHIER HABITS **HEART HEALTH INITIATIVE**

Getting healthy starts small, one step at a time.

By adding a new habit each week, you can build on the great lifestyle choices you've already established, while supporting total wellness.

WEEK 1: EAT WELL

Clear your kitchen of foods containing the following:
high sodium content, solid fats, trans fatty acids (especially partially-hydrogenated oils), refined grain, and added sugar.

When shopping, fill a third of your cart with fresh foods.

WEEK 2: GET MOVING

Take a walk every day. Mark your calendar to help remind and encourage yourself.

Start with 10 minutes, and add one minute each day.

By the end of week 4, that's 24 minutes per day! Keep at it until you reach or surpass 30 minutes, then work to increase the intensity of activity.

WEEK 3: FIND BALANCE

Locate a quiet place where you can be alone and free from distraction, and sit quietly.

Breathe in slowly through your nose and out through your mouth.

Continue for five minutes or longer, depending on how much "calm" time you need to counterbalance your day, every day.

WEEK 4: SLEEP MORE

Turn down lights and "disconnect" from screens (television, computer, phone) 30 minutes before bedtime.

Practice the deep breathing you started in week 3 to calm down before turning in.

Go to bed 15 minutes earlier, and do so each day until you wake up feeling energized and refreshed.

(http://piktochart.com/wp-content/uploads/2014/01/1378678_647831661904125_965877571_n.png)

1. Identify the FOUR main ways we can be healthier as outlined in the visual text above.

4 marks	
i.	
ii.	
iii.	
iv.	
	4
	3
	2
	1
	0
	NR

2. Describe ONE habit that will help you gain more sleep.

	2 marks	
	2	
	1	
	0	
	NR	

3. Explain the purpose of the visual text about healthier habits.

	3 marks	
	3	
	2	
	1	
	0	
	NR	

PART C:**(9 Marks)**

Read the following passage and answer ALL the questions that follow.

Our People on the Reef

by Jane Resture

The swaying palms
 the gentle surf
 lapping upon the sand.
 A gentle breeze
 5 so keen to please
 slowly gusts across our land.
 Our island home
 is all we have known
 as centuries rolled by.
 10 Our island people stood alone
 on reefs so barren and dry.

But as years go by
 we wonder why
 the shoreline is not the same.
 15 The things we knew
 as always true
 somehow do not remain.
 The breakers break on higher ground
 the outer palms are falling down.
 20 The taro pits begin to die
 and the village elders wonder why.

For what is happening to the beautiful isles we know?
 Tuvalu, Kiribati and Tokelau
 the Marshall Isles
 25 that place of smiles
 The rising sea will reclaim our ground
 nothing but water will abound
 our people forced to leave for higher ground.

While far away they pour their fumes into the clear blue sky
 30 not knowing and never caring why
 the world is beginning to die.
 So land of our forebears despite how much we cared for you
 the time will soon be when we must bid adieu.

1. Who are the ‘People on the Reef’ mentioned in the poem?

1 mark

1

0

NR

2. What environmental issue is this poem describing?

1 mark

1

0

NR

3. Define the word **reclaim** as used in line 26.

1 mark

1

0

NR

4. Explain ONE way the environment is changing for the ‘People on the Reef’. Provide a **quoted** example to support your answer.

3 marks

3

2

1

0

NR

5. Who are the words “far away they” in line 29 referring to?

1 mark

1

0

NR

6. Describe the tone of this poem. Provide a **quoted** example to support your answer.

2 marks

2

1

0

NR

QUESTION TWO:**LANGUAGE****(20 MARKS)**

Answer **ALL PARTS** of this question in the spaces provided.

PART A: PROOF-READING**(5 marks)**

There are FIVE (5) errors to be corrected in the passage below. Each line has ONE mistake. Write your corrections in the spaces provided on the right.

DEDICATED TEACHER

- Mrs. Veal is a incredible Class Three teacher who 1. _____
- teaches a small island school. She is very 2. _____
- dedicated, working long hour to prepare exciting 3. _____
- lessons for her students. She helping her fellow teachers, 4. _____
- giving them many good idea to help them teach better. 5. _____

5 marks	
5	
4	
3	
2	
1	
0	
NR	

PART B:**FILL IN THE GAPS****(5 Marks)**

Choose the most correct word from the list in the box below to fill the gaps in the passage. Write your answers in the spaces provided below the passage. You can only use a word once.

amazing	despite	fight	the	medicine
always	however	exercise	takes	hospital

There is one interesting thing to note- some scientists say taking (1)_____ when you have a cold is actually bad for you. The virus stays in you longer because your body does not have a way to (2)_____ it and kill it. Bodies can do an (3)_____ job on their own. There is a joke, (4)_____, on taking medicine when you have a cold. It goes like this: It (5)_____ about 1 week to get over a cold if you don't take medicine, but only 7 days to get over a cold if you take medicine.

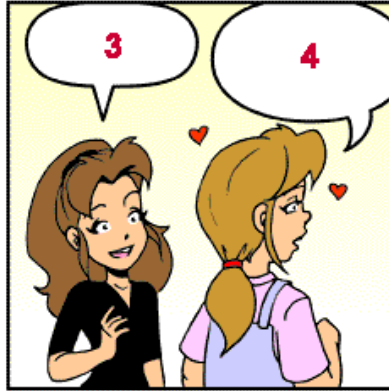
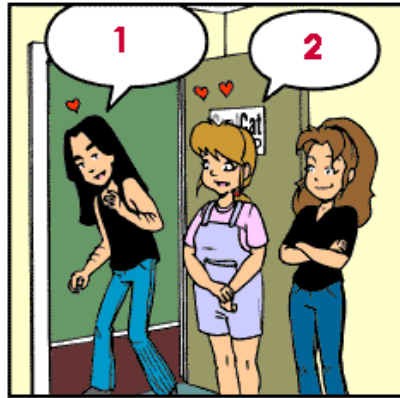
Write your answers here:

1. _____
2. _____
3. _____
4. _____
5. _____

5 marks	
5	
4	
3	
2	
1	
0	
NR	

PART C:**DIALOGUE MATCHING****(5 marks)**

For each line of dialogue, choose the correct dialogue bubble (#1-5) and write only the number in the box beside the line. The last one has already been done for you.



A)	Listen, are you sure he's good enough for you?	
B)	Wow, you two seem to be getting serious.	
C)	I'll be thinking of you! See you soon babe.	
D)	Huh? Oh... that? Yeah, he's cool, right?	
E)	You're so sweet. I can't wait to see you too.	
F)	Um... but he's a really nice guy.	6

5 marks	
5	
4	
3	
2	
1	
0	
NR	

PART D: LANGUAGE ANALYSIS**(5 Marks)**

Read the passage and answer the questions that follow.



(http://www.batcon.org/resources/media-education/bats-magazine/bat_article/746)

1. Name TWO adjectives used in the visual text above.

- i. _____
- ii. _____

2 marks	
2	
1	
0	
NR	

2. Identify a sound device and explain how it is used in the visual text above. Provide a **quoted** example to support your answer.

3 marks	
3	
2	
1	
0	
NR	

QUESTION THREE:**INFORMAL WRITING****(10 MARKS)**

Choose **ONE (1)** of the topics listed below to write about, or use in the beginning or ending of your writing. Write a **title** for your piece of writing. Write about 200 words.

1. The storm got worse throughout the night...
2. Everyone clapped and cheered when...
3. I wanted to pay back what he did but...
4. Memories of... can still be remembered...
5. Congratulations 'Ana, you did it!
6. *Personal letter:*
Dear Manu,
I hope you will understand and...
7. "Please stay calm and think again,"...

YOU WILL BE REWARDED FOR

- * **Imaginative and interesting writing**
- * **A lively sense of person**
- * **A convincing beginning and ending**
- * **Appropriate use of style**

QUESTION THREE : INFORMAL WRITING (10 MARKS)

CHOICE # :

1 2 3 4 5 6 7

Circle only **ONE**.

YOUR OWN TITLE : _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

For Markers Use Only

Competency Level	MARKS	MARKER
Excellent	10	
	9	
Good	8	
	7	
Average	6	
	5	
Below Average	4	
	3	
Weak	2	
	1	
Nothing Relevant	0	
NR	NR	

QUESTION FOUR:**FORMAL WRITING****(10 MARKS)**

Choose **ONE** of the topics below and write about 200 words giving your ideas. You may write a **title** for your writing.

1. Express your opinion in a persuasive essay on how social media – *Facebook, Twitter, Youtube*, etc. is an important part of people's lives. You may agree or disagree.
2. Write a letter to your school Principal explaining changes in your school that will make it a better school.
3. Create a report to be sent to the Minister of Internal Affairs recommending how a particular kind of sport (i.e. rugby, netball, cricket, etc.) can be improved in Tonga as we prepare for the 2019 South Pacific Games.
4. This year you have been asked to give a speech at National Health Day about how to become a healthy person.
5. Write an article in your local newspaper about a serious problem in Tongan society.

YOU WILL REWARDED FOR

- * **Clear information and ideas**
- * **Suitable language and style**
- * **Organisation of ideas**
- * **Support of ideas**

QUESTION FOUR :

FORMAL WRITING

(10 MARKS)

CHOICE # :

1

2

3

4

5

Circle only **ONE**.

YOUR OWN TITLE :

[illegible]

For Markers Use Only

Competency Level	MARKS	MARKER
Excellent	10	
	9	
Good	8	
	7	
Average	6	
	5	
Below Average	4	
	3	
Weak	2	
	1	
Nothing Relevant	0	
NR	NR	

LITERATURE SECTION**(30 MARKS)****Answer ONLY TWO QUESTIONS from QUESTION FIVE to QUESTION EIGHT**

QUESTION FIVE	POETRY	15 MARKS
QUESTION SIX	FICTION/NON-FICTION	15 MARKS
QUESTION SEVEN	DRAMA	15 MARKS
QUESTION EIGHT	SHORT STORIES	15 MARKS

QUESTION FIVE:**POETRY****(15 MARKS)**

- ☐ Choose **ONE** of the two options below.
- ☐ Use **AT LEAST TWO** poems in your answer.
- ☐ Write **AT LEAST** 200 words.
- ☐ Support your ideas with examples and details from the poems.

EITHER

- A. Identify and discuss a lesson you have learned from TWO (2) poems you have studied.

Note: Make sure you identify and discuss one lesson learned for each of the TWO poems.

OR

- B. With reference to TWO (2) poems you have studied, explain how a literary device was used effectively.

Note: You may use the same literary device for both poems OR a different literary device for each poem.

QUESTION SIX:**FICTION / NON- FICTION****(15 MARKS)**

- ☐ Choose **ONE** of the two options below.
- ☐ Write **AT LEAST** 200 words.
- ☐ Support your ideas with examples and details from a novel you have studied.

EITHER

- A. Use a work of fiction/non-fiction you have studied to explain how a character's choice teaches us an important lesson about society.

OR

- B. Explain how an incident in a fiction/non-fiction you have studied changed a character or characters.

QUESTION SEVEN:**DRAMA****(15 MARKS)**

- ☐ Choose **ONE** of the two options below.
- ☐ Write **AT LEAST** 200 words.
- ☐ Support your ideas with examples and details from the drama.

EITHER

- A. Discuss how a drama you have studied show the importance of one of the following: relationships, family, love, respect, or hardships.

OR

- B. Explain how a conflict in a drama you have studied taught you more about your own life.

QUESTION EIGHT:**SHORT STORY****(15 MARKS)**

- ☐ Choose **ONE** of the two options below.
- ☐ Write **AT LEAST** 200 words.
- ☐ Use **AT LEAST TWO** short stories in your answer.
- ☐ Support your ideas with examples and details from the short stories.

EITHER

- A. With reference to TWO (2) short stories you have studied, describe a difficult situation faced by the main character and explain how he/she dealt with it.

OR

- B. *Endings to Short Stories always have a lesson for the reader to ponder.* Explain what great lesson(s) you have been left with as a reader from the ending of TWO (s) short stories you have studied in class.

Note: You may use the same lesson for both short stories OR a different lesson for each short story.

COMMENT # : **A or B** (Circle only **ONE**)

For Markers Use Only

Criteria	Marks	8	7	6	5	4	3	2	1	0	NR
Thought & Content											
Structure & Organisation											
Expression & Style											
Mechanical Control											
TOTAL MARKS		/15									

COMMENT # : **A or B** (Circle only **ONE**)

Criteria	Marks	8	7	6	5	4	3	2	1	0	NR
Thought & Content											
Structure & Organisation											
Expression & Style											
Mechanical Control											
TOTAL MARKS	/15										

Criteria	Marks	8	7	6	5	4	3	2	1	0	NR
Thought & Content											
Structure & Organisation											
Expression & Style											
Mechanical Control											
TOTAL MARKS	/15										

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Student Personal Identification Number (SPIN)

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ENGLISH

2015

(FOR MARKERS USE ONLY)

QUESTIONS	MARK	CHECK MARKER	TOTAL
1 Comprehension			30
2 Language			20
3 Informal Writing			10
4 Formal Writing			10
Q. _____ Literature Comment # _____			15
Q. _____ Literature Comment # _____			15
TOTAL			100