

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA SCHOOL CERTIFICATE

2017

ENGLISH

QUESTION AND ANSWER BOOKLET

Time Allowed: 3 Hours plus 10 minutes reading

INSTRUCTIONS:

1. This paper consists of **THREE SECTIONS** and is out of **70 Skill Level**.

SECTION/QUESTION	TOPICS	Total Skill Level
SECTION A	LANGUAGE FOR SOCIAL INTERACTION	20
QUESTION ONE	COMPREHENSION	10
QUESTION TWO	ANALYSIS OF MULTIMEDIA	10
SECTION B	LANGUAGE FOR INFORMATION	20
QUESTION THREE	INFORMAL WRITING	10
QUESTION FOUR	FORMAL WRITING	10
SECTION C	LANGUAGE FOR RESPONSE & EXPRESSION	30
QUESTION FIVE TO NINE	LITERATURE 1	15
	LITERATURE 2	15
TOTAL		70

2. Write your **Student Enrolment Number (SEN)** on the top right-hand corner of this page.
3. Answer **ALL** questions in the spaces provided in this booklet.
4. Use a **BLUE** or **BLACK** ball point pen. **DO NOT** write in pencil **EXCEPT** when used for drawing.
5. If you need more spaces for answers, ask the supervisor for extra paper.
6. Check that your paper consists of **27** pages.

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

SECTION A: LANGUAGE FOR SOCIAL INTERACTION

QUESTION ONE: COMPREHENSION

Read the following passage and answer **ALL** the questions.

PASSAGE 1

1. Chet Filmer and Leslie O'Connor were well aware that making a presentation to a group of seven Japanese executives would be a bit different. They'd been thoroughly briefed, and their boss had seen to it that they each got a long list of tips on doing business with the Japanese. They thought they were ready.
 5. Chet and Leslie had designed a script that went with their slides. For each slide, they did three things: they carefully and courteously explained the theme of a painting, said a few words about the artist, and explained why the work was a perfect expression of one or more principles dear to the three Japanese firms represented. **It** took a while, but they were willing to give it all the time and care necessary. And then Chet took the last few slides –
 10. the ones that set out the necessary information about expenses, tax benefits, and other financial details – and wound up the session.
- “There you have it, gentlemen!” he said in conclusion. “And now my associate and I would be happy to answer any questions that you might have.”
- He waited through a **long silence**. The body language he was observing in his audience
15. gave him no clues to their reactions; he couldn't interpret it at all. “No questions?” he asked uneasily.
- Chet was sure something was wrong. The first time he was able to get close enough to Leslie to check with her, he whispered, “What do you think?”
- “I'm not sure,” she said softly, the smile on her face never wavering, “but I don't have the
20. feeling we were a smash hit.”
- Leslie was on to something. In fact, the Japanese businessmen were **offended**. The Japanese executives in this scenario did not perceive the careful and explicit details in Chet and Leslie's presentation as courtesy but as evidence that the two Americans found them lacking in both intelligence and sophistication. The Japanese expect adults to rely heavily
25. on presupposed information when communication with other adults. The emphasis on details made them feel as they were being treated like children.

MULTIPLE CHOICE

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

1. According to the passage, the first sentence implies a state of _____.

A. uncertainty
B. discontinuity
C. disbelief
D. uniformity

Skill level 1	
1	
0	
NR	

2. Chet and Leslie made thorough plans EXCEPT for _____.

A. preparing explicit slides.
B. organizing written scripts
C. seeking help from the boss.
D. studying audiences' cultures.

Skill level 1	
1	
0	
NR	

3. According to the passage "*It*" (line 8) refers to Chet and Leslie's _____.

A. business
B. presentation
C. expression
D. organization

Skill level 1	
1	
0	
NR	

4. Which of the following **BEST** replaces the word '**offended**' (line 21)?

A. contented
B. resentful
C. motivated
D. delightful

Skill level 1	
1	
0	
NR	

5. What is the most likely source of the passage?

A. A research
B. A sermon
C. An agenda
D. An article

Skill level 1	
1	
0	
NR	

SHORT ANSWERS

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

6. Identify Chet and Leslie's expectation of their audiences after the presentation.

Skill level 1	
1	
0	
NR	

7. State the main idea expressed in the second paragraph.

Skill level 1	
1	
0	
NR	

8. What you can infer about the '*long silence*' (line 14) drawn from the audiences?

Skill level 1	
1	
0	
NR	

9. Give **ONE** (1) important lesson you learned from this passage.

Skill level 1	
1	
0	
NR	

10. Suggest a good title for the given passage.

Skill level 1	
1	
0	
NR	

- ‘Let’s Go Local’ program.**
‘Let’s Go Local’ refers to growing and consuming more local foods and preserving the culture related to traditional food systems.

1. ADVERTISEMENT

2. POSTER

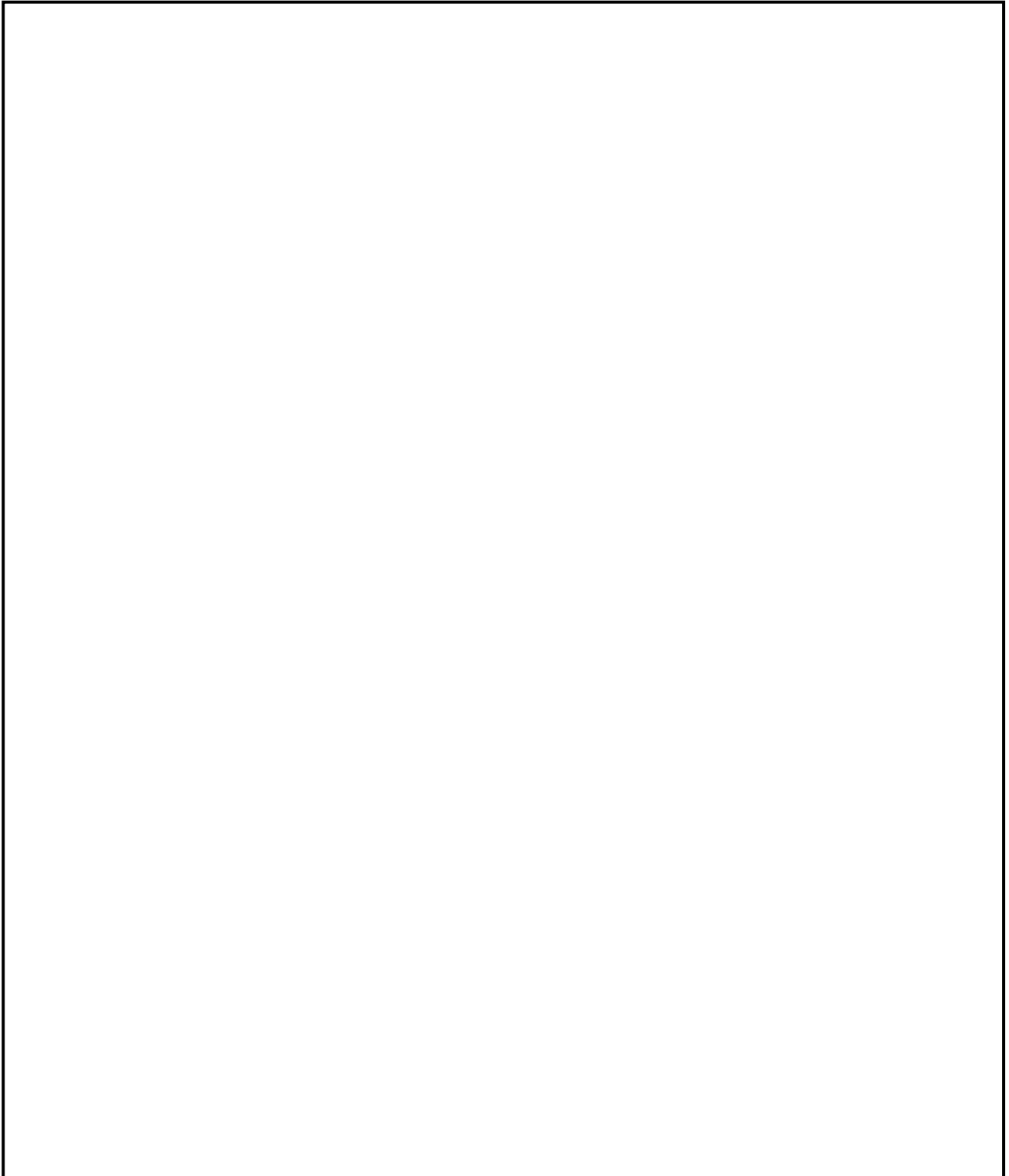
3. INTERVIEW

You will be assessed using this Assessment Schedule

Item #	i	ii	iii	iv	v	vi
SLO Skill Level	1	1	1	2	2	3
	Write a Title to identify chosen text form	Identify purpose of text form in chosen method	Identify target audience of chosen method	Language used is varied, appropriate and relevant to the text form	Text form is confidently arranged and presented to suit target audience	Range of skills used to develop and sustain coherent argument to produce a quality presentation
	LEVEL 1	LEVEL 1	LEVEL 1	LEVEL 2	LEVEL 2	LEVEL 3
	1	1	1	2	2	3
	0	0	0	1	1	2
	NR	NR	NR	0	0	1
				NR	NR	0
					NR	

MULTIMEDIA #:	ADVERTISEMENT OR POSTER
1 2	Circle only ONE

Title: _____

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for a student to draw or write their advertisement or poster.

MULTIMEDIA: OR INTERVIEW

3

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.

Assessor's Use Only

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SECTION B:**LANGUAGE FOR INFORMATION****QUESTION THREE:****INFORMAL WRITING**

- ✓ You may begin or end your story with **ONE** (1) of the following writing Prompts.
- ✓ Write a story of at least 200 words.
- ✓ Write a **TITLE** for your story.

1. Personal letter:

Dear Mom,

Life here is totally new but I ...

2. This news did not make my friend happy.

3. My appetite for living has suddenly returned.

4. Journal entry:

I still can't believe what

5. It was the last day of the school holidays and I had been ...

6. We did our best in the field and yet

7. Why does trouble always follow me around?

You will be assessed using this Assessment Schedule

SLO Skill level	1	2	2	2	3
Evidence	Appropriate title	Quality of mechanical control : language features used and accuracy in specific mechanics.	Quality of thought and content : knowledge and control of the chosen content.	Quality of the structure and organization : effective and well developed	Quality of expression and style : effectiveness of chosen language, lively, original and creates sense of person.
	LEVEL 1	LEVEL 2	LEVEL 2	LEVEL 2	LEVEL 3
	1	2	2	2	3
	0	1	1	1	2
		0	0	0	1
					0

QUESTION TWO: INFORMAL WRITING

WRITING PROMPT #:

1 2 3 4 5 6 7 Circle only **ONE**

YOUR OWN TITLE: _____

Uni-structural	i	Multi-structural	ii	iii	iv	Relational	v
1		2				3	
0		1				2	
NR		0				1	
		NR				0	
						NR	

QUESTION FOUR: FORMAL WRITING

Choose **ONE** of the topics below and write about 200 words giving your ideas.

- ✓ Choose **ONE** of the formal writing styles and topics below to express your thoughts and opinions.
- ✓ Support your ideas with details and relevant examples.
- ✓ Write at least 200 words.
- ✓ Give your piece of writing a **TITLE**.

1. FORMAL SPEECH: ‘Climate Change’ is the biggest issue facing our world today.’

Writing task: Write a formal speech about how important it is to prepare students with the knowledge and skills they will need to address this issue.

2. FORMAL LETTER WRITING: Your school does not offer vocational subjects such as Agriculture, Home Economics, Industrial Arts and Visual Arts. You feel that your future career depends on a particular subject your school does not have.

Writing task: You want to take this subject at your school. You are to write a formal letter to the Minister of Education and Training explaining the subject you want to learn and the reasons for taking up such a subject.

3. FORMAL NEWSPAPER ARTICLE: Some of the factors that adds to teenage problems come from the home environment. Concerns about social problems regarding youths and teenagers are increasing and this has alerted the local newspapers and social media.

Writing task: Write an article for a local newspaper raising people’s awareness on how to solve these problems at home and in the family.

4. FORMAL ESSAY: Choose only **ONE** of the following topics and write a formal essay. Follow the instructions given.

Writing task:

EITHER:

A. We are very much influenced by social media such as ‘Facebook’ and ‘Twitter’. **Discuss the cause and effects of such changes in people’s social and cultural behaviours.**

OR

B. With the advancement of technology we are able to communicate more efficiently and effectively.

Discuss the cause and effects of such changes in students’ academic performances.

SLO Skill level	1	2	2	2	3
Evidence	Appropriate title	Quality of mechanical control : language features used and accuracy in specific mechanics.	Quality of thought and content : knowledge and control of the chosen content.	Quality of the structure and organization : effective and well developed.	Quality of expression and style : effectiveness of chosen language and style in sustaining a coherent argument.
	LEVEL 1	LEVEL 2	LEVEL 2	LEVEL 2	LEVEL 3
	1	2	2	2	3
	0	1	1	1	2
	NR	0	0	0	1
		NR	NR	NR	0
					NR

Circle only **ONE**

YOUR OWN TITLE: _____

[illegible]

Assessor's Use Only

Uni-structural	i	Multi-structural	ii	iii	iv	Relational	v
1		2				3	
0		1				2	
NR		0				1	
		NR				0	
						NR	

SECTION C: LANGUAGE FOR RESPONSE AND EXPRESSION**Instructions:**

There are **FIVE** questions in this Section. Question **FIVE** to **NINE**.

Answer only **TWO** Questions.

Write your answers in the lined pages provided.

CIRCLE the Question and Option numbers you have chosen to write on.

QUESTION FIVE

POETRY

QUESTION SIX

FICTION / NON-FICTION

QUESTION SEVEN

DRAMA

QUESTION EIGHT

SHORT STORY

QUESTION NINE

FILM

Writing a Literature Essay.

OUTCOMES:

- Provide quality thinking and knowledge of chosen content.
- Provide quality language and organization of ideas and information.

YOUR ESSAY WILL BE ASSESSED USING THIS ASSESSMENT SCHEDULE.

Item #	SLO Skill Level	Evidence	4	3	2	1	0	N R
i	1	Identify correct / full name and spelling of: Title/s and Author, Playwright, Poet and Director of chosen genre.				Correct for both Title and Author, Playwright, Poet and /Director.	Incorrect	
ii	2	Describe the correct and appropriate feature/s of chosen genre: e.g. setting etc.			High quality description of the selected feature.	Superficial	Limited	
iii	2	Describe the chosen content employing effective mechanical control .			High quality use of mechanical control.	Superficial	Limited	
iv	3	Explain the chosen content with effective expression and style of language appropriately.		High quality and effective use of expression and style throughout the work.	Medium quality of expression and style.	Superficial	Limited	
v	3	Explain the chosen content with		High quality and well-structured and	Medium quality of structure	Superficial	Limited	

		effective structure and organization of ideas and information.		organized work.	and organization .			
vi	4	Evaluate the chosen thought and content with outstanding and high quality of thinking and knowledge demonstrated in the work.	Very high quality, control and effective use of thought and content.	High quality and effective communication of thought and content	Medium quality of thought and content.	Superficial	Limited	

QUESTION FIVE:**POETRY**

- Choose **ONE** of the two options below.
- Use **AT LEAST TWO** poems you have studied in your answer.
- Write **AT LEAST 250** words.
- Support your ideas with examples and details from the poems.
- Give the poets' names and title of the **TWO** poems before you answer.

- i. **Poet:** _____
Title of the Poem: _____
- ii. **Poet:** _____
Title of the Poem: _____

EITHER

- A. *'The beauty of poetry relies entirely on poetic devices used by the poet.'*
 Evaluate with close reference to **TWO** of the poems you have studied this year.

OR

- B. Evaluate the reasons why you are interested in learning about the **TWO** poems you have studied this year.

QUESTION SIX:**FICTION / NON-FICTION**

- Choose **ONE** of the two options below.
- Write **AT LEAST 250** words.
- Support your ideas with examples and details from a fiction / non-fiction you have studied.
- Give the author's name and title of the fiction / non-fiction before you answer.

- **Author:** _____
- **Title of the Fiction / Non Fiction:** _____

EITHER

- A. Evaluate the way(s) in which **TWO** of the following helped you appreciate a fiction or non-fiction you have studied this year.

- Imagery
- Characterization
- Moral

OR

- B. Evaluate the nature and function of symbolism in a fiction or non-fiction you have studied this year.

QUESTION SEVEN:**DRAMA**

- Choose **ONE** of the two options below.
- Write **AT LEAST 250** words.
- Support your ideas with examples and details from a drama you have studied.
- Give the playwright's name and title of the drama before you answer.
 - **Playwright:** _____
 - **Title of the Drama:** _____

EITHER

- A. Evaluate how the main theme of a play you have studied this year was developed.

OR

- B. Evaluate how **ONE** conflict in a play you have studied this year was resolved.

QUESTION EIGHT:**SHORT STORY**

- Choose **ONE** of the two options below.
- Use **AT LEAST TWO** short stories you have studied in your answer.
- Write **AT LEAST 250** words.
- Support your ideas with examples and details from the short stories.
- Give the authors' names and title of the **TWO** stories before you answer.
 - i. **Author:** _____
Title of the Short Story: _____
 - ii. **Author:** _____
Title of the Short Story: _____

EITHER

- A. Evaluate the significance of the titles of **TWO** short stories you have studied this year.

OR

- B. Evaluate the presentation and importance of the setting in **TWO** short stories you have studied this year.

QUESTION NINE**FILM**

- Choose **ONE** of the two options below.
- Write **AT LEAST 250** words.
- Support your ideas with examples and details from the **film**.
- Give the director's name and title of the **film** before you answer.

i. **Director:** _____
 Title of the Film: _____

EITHER

- A. ***“Scenery and character are key elements in revealing an important message.”***
Evaluate the above statement with reference to a film that you have studied this year.

OR

- B. With reference to a film you have studied this year, evaluate **TWO** of its features which attracted audiences to the film.

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

[illegible]

[illegible]

LITERATURE 2

QUESTION: _____ POETRY/ FICTION/ NON-FICTION/ DRAMA/ SHORT STORY/FILM
(Circle only **ONE**)

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

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Assessor's Use Only

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