

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA SCHOOL CERTIFICATE

2018

ENGLISH

QUESTION AND ANSWER BOOKLET

Time Allowed: 3 Hours + 10 minutes reading

INSTRUCTIONS:

1. Write your **Student Enrolment Number (SEN)** on the top right-hand corner of this page.
2. This paper consists of **THREE SECTIONS** and is out of **70 Skill Level**.

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

3. Answer ALL QUESTIONS. Write your answers in the spaces provided in this booklet.
4. Use a **BLUE** or **BLACK** ball point pen only for writing. Use a pencil for drawing and coloured pens can be used for multimedia.
5. If you need more spaces for answers, ask the supervisor for extra paper. Write your **Student Enrolment Number (SEN)** on each additional sheet, number the questions clearly and insert them in the appropriate places in this booklet.
6. Check that this booklet contains pages **2-27** in the correct order and that pages 26-27 has been deliberately left blank.

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.

- 1 Tonga is highly vulnerable to the deleterious impacts of climate change reflecting its geographical, geological and socio-economic characteristics. These impacts have the potential to be a calamity for the environment and the people of Tonga and their livelihoods. Tonga is the first country in the Pacific Islands region to have established a Joint National Plan on
- 5 Climate Change Adaptation and Disaster Risk Management. The primary goal of this plan is to ensure that the communities establish adaptation and mitigation measures to address the impact of climate change. A considerable burden is placed upon the people of Tonga, their knowledge and their understanding of this issue. Literature indicates that the knowledge about climate change should be distributed equally at all levels to enhance effective and successful
- 10 coping mechanisms for its impacts.

This research was conducted on Tongatapu Island, one of the islands in Tonga that is extremely **susceptible** to the impacts of climate change. The participants were selected from different locations including coastal villages that are prone to the impacts of climate change as well as less hazard prone areas.

- 15 The aim of this research is to unearth the existing knowledge of the people about the issue, their views on the impacts of climate change, and adaptation options they plan to implement in order to reduce the effects of climate change. Understanding of climate change issue varies for a number of reasons. Those who design national policies on climate change may view climate change from a scientific perspective that would be different from how rural villagers might
- 20 consider the issue.

Adapted from: <https://researchcommons.waikato.ac.nz/handle/10289/9075>

MULTIPLE CHOICE

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

1. Identify the synonymous meaning of the word ‘**susceptible**’ in line 12.

- A. powerful
- B. adequate
- C. vulnerable
- D. hidden

Skill level 1	
1	
0	
NR	

2. State the literature’s implication about Tongans’ knowledge of climate change.

- A. Inadequate knowledge with good attitudes.
- B. Adequate knowledge available for all levels.
- C. Equal distribution of knowledge is evidenced.
- D. Uneven distribution of knowledge creates problems.

Skill level 1	
1	
0	
NR	

3. Identify the section where this information report belongs.

- A. Abstract
- B. Conclusion
- C. Acknowledgement
- D. Literature

Skill level 1	
1	
0	
NR	

SHORT ANSWERS

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

4. Identify the target audience of this report.

Skill level 1	
1	
0	
NR	

5. State **ONE** (1) way in which the participants for this research were selected.

Skill level 1	
1	
0	
NR	

6. Give a word from the passage that describes the disastrous effects of climate change in Tonga.

Skill level 1	
1	
0	
NR	

7. According to the passage, state an example of how the Government of Tonga addressed the issue of climate change.

Skill level 1	
1	
0	
NR	

8. Identify the main purpose of this information report.

Skill level 1	
1	
0	
NR	

9. Identify the perspective held by policymakers' on climate change.

Skill level 1	
1	
0	
NR	

10. Indicate an advantage of studying or reading this type of information report.

Skill level 1	
1	
0	
NR	

QUESTION TWO: ANALYSIS OF MULTIMEDIA

Read the following instruction and use it to answer the questions.

THEME: Promoting PEACE and UNITY.

It is through the media that we must help our nation to consider **PEACE** and **UNITY** as important values to fight violence. The main activity in this section is for you to choose only ONE form of media to show your support in what you can do to promote PEACE and UNITY in your preferred school.

1. ADVERTISEMENT

As a senior student of a secondary school you are asked to design an advertisement that advertises a training program so-called '***Our schools need Peace and Unity now***'. Such program aims at training leadership roles for school teachers, prefects, students and parents. The advertisement must be related to the theme of 'Promoting PEACE and UNITY'.

2. POSTER

Your school is running a school magazine competition to create a poster on the theme of 'Promoting PEACE and UNITY' for the 2018 School Magazine. The poster must clearly deliver the message of the stated theme.

3. INTERVIEW

As the Head Prefect of your own or selected school, you are interviewed by one of the television station media where you shared who you are and your role in this activity. Your role is to seek public support in promoting PEACE and UNITY in secondary schools. Write the interview giving FIVE QUESTIONS and RESPONSES that you participated in.

You will be assessed using this Assessment Schedule

Item #	i	ii	iii	iv	v	vi
SLO Skill Level	1	1	1	2	2	3
	Identify ONE text form correctly	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 #:

1 or **2** Circle only **ONE**



Assessor's Use Only

[illegible]

MULTIMEDIA #:

3

Title : _____

[illegible]

Assessor's Use Only

[illegible]

SECTION B: LANGUAGE FOR INFORMATION

QUESTION THREE: INFORMAL WRITING

- You may begin or end your writing / story with **ONE** of the following writing prompts.
- Write a story of at least 200 words.
- Write a **title** for your Writing / Story.

1. Personal letter:

Dear Dad,

I've been thinking about becoming a doctor so that ...

2. I wish I could turn back time.
3. I felt a real sense of achievement.
4. The choice is mine.
5. Imagine a world without cars, or trucks or buses.
6. "It's important to know who you are and what it is that you want to do".

You will assessed using this Assessment Schedule

SLO Skill level	1	2	2	2	3
Evidence	Appropriate title for your writing / story.	Quality of thought and content : knowledge and control of the chosen content.	Quality of the structure and organization : effective and well developed	Quality of mechanical control : language features used and accuracy in specific mechanics.	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 THREE: INFORMAL WRITING

WRITING PROMPT #:

1 2 3 4 5 6 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	

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.
- Support your ideas with details and relevant examples.
- Write at least 200 words.

1. **SPEECH:**

Writing task: Select either **A** or **B**. Write a speech sharing your ideas and showing the appropriate conventions of this register.

Either

A. ‘Unemployment is becoming a problem in Tonga’.

Or

B. ‘Bullying has become a social problem in Tonga.’

2. **LETTER WRITING:** Your school does not have enough resources to support your studies and your future career.

Writing task: You wanted to have specific resources for areas like a school library and a science laboratory. You are to write a formal letter to the Minister of Education and Training explaining the type of resources you need and the reasons for having these resources.

3. **NEWSPAPER ARTICLE:** There are many ways to earn a living.

Writing task: Write an article for a local newspaper raising people’s awareness on certain ways that people could earn a living.

4. **FORMAL ESSAY:** Choose only **ONE** of the following topics and write a formal essay. Follow the instructions for the writing task that is appropriate to the topic you have selected.

Writing task - Select either **A** or **B**.

Either:

A. We are very much influenced by imported foodstuff.

Discuss the cause and effects of imported foodstuff in peoples’ lives.

Or

B. Parents should listen to their children’s social concerns.

Discuss your point of view based on this statement.

SLO Skill level	1	2	2	2	3
Evidence	Appropriate register used in your writing.	Quality of thought and content : knowledge and control of the chosen content.	Quality of the structure and organization : effective and well developed.	Quality of mechanic control : language features used and accuracy in specific mechanics.	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
		0	0	0	1
					0

Circle only **ONE**

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

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

LITERATURE SECTION**QUESTION FIVE: POETRY****EITHER**

- A. Discuss **ONE** of the following in **TWO** poems you have studied this year and evaluate their significance in revealing key messages in each poem.
- i. emotive language
 - ii. imagery
 - iii. repetition

OR

- B. Discuss the main concerns of **TWO** poems you have studied this year and evaluate their relevance to today's young people in each poem.

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

- A. Discuss the **SETTING** of a fiction or non-fiction text you have studied this year and evaluate how it contributes to your understanding of a main character's action.

OR

- B. Discuss a major **THEME** of a fiction or non-fiction text you have studied this year and evaluate how the author revealed the theme.

QUESTION SEVEN: DRAMA**EITHER**

- A. Discuss a strong relationship between **TWO** characters in a play you have studied this year and evaluate the importance of such a relationship.

OR

- B. Discuss an external conflict in a play you have studied this year and evaluate how the conflict affected the setting of the play.

QUESTION EIGHT: SHORT STORY**EITHER**

- A. Discuss a problem that a character faced in **TWO** short stories you have studied this year and evaluate how the problem contributed to the ending of each story.

OR

- B. Discuss ONE major incident in **TWO** short stories you have studied this year and evaluate how it affects the main character of each story.

QUESTION NINE: FILM**EITHER**

- A. Discuss **TWO** of the following techniques and evaluate its significance to influencing your first impression in a film text you have studied this year.
- i. sound effects
 - ii. lighting
 - iii. dialogue

OR

- B. Discuss **ONE** important feature of the film text you have studied this year and evaluate the worthiness of studying such a film.

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	NR
i	1	State correct genre (type of text) for chosen question.				Correct genre	Incorrect genre.	
ii	2	Outline correct and full name of: Title and Author .			Correct / full name of both Title and Author.	Only one correct: Title/ Author.	Incorrect Title/Author.	
iii	2	Describe correct and appropriate feature(s) of chosen genre. (e.g. setting, character etc)			Correct and appropriate description of relevant feature(s)	Partially correct/ limited description of feature(s) in chosen genre	Incorrect description of feature (s) in chosen genre.	
iv	3	Discuss the first part of the question correctly with effective expression and style and mechanical control .		High quality content and effective use of expression and style and mechanical control.	Medium quality content and satisfactory expression and style and mechanical control.	Superficial/ limited content with weak expression and style and mechanical control.	Incorrect and too many errors impeding comprehension.	
v	3	Discuss the first part of the question with correct and effective examples . Effective structure and organization of ideas is shown.		High quality content and well-structured and organized work.	Medium quality content and satisfactory structure and organization	Superficial/ limited content and incomplete structure.	Incorrect/ No form of structure provided.	
vi	4	Evaluate the second part of the question with outstanding and high quality thinking and knowledge demonstrated in the work.	Very high quality control and effective use of thought and content.	High quality and effectiveness of communication of thought and content	Medium quality of thought and content.	Superficial/ limited knowledge of content.	Incorrect/ knowledge provided.	

Assessor's Use Only

[illegible]

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

Assessor's Use Only

[illegible]

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