

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA SCHOOL CERTIFICATE

2019

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 weighted scores.

SECTIONS/ QUESTIONS	TOPICS	TOTAL SKILL LEVEL
A	LANGUAGE FOR SOCIAL INTERACTION	30
ONE	READING COMPREHENSION	15
TWO	LANGUAGE	15
B	LANGUAGE FOR INFORMATION	10
THREE	WRITING	10
C	LANGUAGE FOR RESPONSE AND EXPRESSION	30
FOUR - SEVEN	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 if required.
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 none of the pages is blank.

YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR BEFORE YOU LEAVE THE EXAMINATION ROOM.

SECTION A: LANGUAGE FOR SOCIAL INTERACTION

QUESTION ONE: READING COMPREHENSION

There are two passages.

PASSAGE 1

Read the following passage and answer the questions that follow.

I was saved from sin when I was going on thirteen. But not really saved. It happened like this. There was a big revival at my Auntie Reed's church. Every night for weeks there had been much preaching, singing, praying, and shouting, and some very hardened sinners had been brought to Christ, and the membership of the church had grown by **leaps and bounds**.

5. Then just before the revival ended, they held a special meeting for children, "to bring the young lambs to the fold." My aunt spoke of it for days ahead. That night I was escorted to the front row and placed on the mourners' bench with all the other young sinners, who had not yet been brought to Jesus.

- My aunt told me that when you were saved you saw a light, and something happened to you inside! And Jesus came into your life! And God was with you from then on! She said you could see and hear and feel Jesus in your soul. I believed her. I had heard a great many old people say the same thing and it seemed to me they ought to know. So, I sat there calmly in the hot, crowded church, waiting for Jesus to come to me.
- 10.

- The preacher preached a wonderful rhythmical sermon, all moans and shouts and lonely cries and dire pictures of hell, and then he sang a song about the ninety and nine safe in the fold, but one little lamb was left out in the cold. Then he said: "Won't you come? Won't you come to Jesus? Young lambs, won't you come?" And he held out his arms to all us young sinners there on the mourners' bench. And the little girls cried. And some of them jumped up and went to Jesus right away. But most of us just sat there.
- 15.

20. Still I kept waiting to see Jesus.

Finally, all the young people had gone to the altar and were saved, but one boy and me. He was a criminal's son named Westley. Westley and I were surrounded by sisters and deacons praying. It was very hot in the church and getting late now. Finally, Westley said to me in a whisper: "Man! I'm tired o' sitting here. Let's get up and be saved." So, he got up and was saved.

25. Then I was left all alone on the mourners' bench. My aunt came and knelt at my knees and cried, while prayers and songs swirled all around me in the little church. The whole congregation prayed for me alone, in a mighty wail of moans and voices. And I kept waiting serenely for Jesus, waiting, waiting – but he didn't come. I wanted to see him, but nothing happened to me. Nothing! I wanted something to happen to me, but nothing happened.

Adapted from Langston Hughes' autobiography, *The Big Sea* (1940).

MULTIPLE CHOICE

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

1. The idiom "... **by leaps and bounds**" in line 4 means very _____.

- A. modestly
B. brightly
C. quickly
D. slowly

Skill level 1	
1	
0	
NR	

2. Hughes mostly used _____ techniques to express his experiences.

- A. poetic
B. narrative
C. editorial
D. auditory

Skill level 1	
1	
0	
NR	

SHORT ANSWERS

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

3. Describe the main purpose of the passage.

Skill level 2	
2	
1	
0	
NR	

4. Describe an important lesson you learned from the text.

Skill level 2	
2	
1	
0	
NR	

Skill level 3	
3	
2	
1	
0	
NR	

PASSAGE 2

Read and study this drama script between Amanda, the mother and her son, Tom, then answer the questions follow.

AMANDA:	You're going to listen, and no more insolence from you! I'm at the end of my patience! (<i>He comes back toward her.</i>)
TOM:	What do you think I'm at? Aren't I supposed to have any patience to reach the end of, Mother? I know, I know. It seems unimportant to you, what I'm doing – what I want to do – having a little difference between them! You don't think that –
AMANDA:	I think you've been doing things that you're ashamed of. That's why you act like this. I don't believe that you go every night to the movies. Nobody goes to the movies night after night. Nobody in their right minds goes to the movies as often as you pretend to. People don't go to the movies at nearly midnight, and movies don't let out at two A.M. Come in stumbling. Muttering to yourself like a maniac! You get three hours' sleep and then go to work. Oh, I can picture the way you're doing down there. Moping, doping, because you're in no condition.
TOM:	(<i>wildly</i>) No, I'm in no condition!
AMANDA:	What right have you got to jeopardize your job? Jeopardize the security of us all? How do you think we'd manage if you were –

6. From Passage 2, quote an example of a stage direction.

Skill level 1	
1	
0	
NR	

7. Describe the type of language (must provide example) used in this dialogue.

Skill level 2	
2	
1	
0	
NR	

8. Discuss the problem between Amanda and her son.

Skill level 3	
3	
2	
1	
0	
NR	

QUESTION TWO: LANGUAGE

A. CONFUSED WORDS

Choose the correct word from the pairs given and write it on the blank space provided in the sentence.

1. Some people do not realise the _____ of conserving traditional knowledge. (**important / importance**)

Skill level 1	
1	
0	
NR	

2. Parents usually give good _____ during the family times in the evening. (**advice / advise**)

Skill level 1	
1	
0	
NR	

3. The carpenter sent us the _____ for the work he had done. (**bill / pill**)

Skill level 1	
1	
0	
NR	

4. If you change your _____ about coming tomorrow, then just text me. (**mine / mind**)

Skill level 1	
1	
0	
NR	

B. PROOF READING

There is **ONE** (1) mistake in each line. Identify the mistake and then write the correction in the space provided.

1. When you paraphrase material from a source you restate the _____
2. information in your own words instead by quoting directly. _____
3. Unlike a summary, which gives a brief overview of the esential _____
4. information in the original, a paraphrase seek to maintain the _____
5. same level of detail as the original to aid reading in understanding _____
or believing the information presented.

Skill level 1	1	2	3	4	5
1					
0					
NR					

C. LANGUAGE ANALYSIS

Read and study the poem carefully before answering the questions that follow.

Blue Rain

by *Ruperake Petaia* (Samoan)

- One day in Apia,
I ran out of the blue rain
onto the verandah
of a large department store.
5. On it set up against
an **expensive display window**
sat an old woman,
a vendor, her hands folded
in a peaceful cross.
10. Before her lay her life,
Three hand-woven baskets,
wooden pairs of earrings
and a turtle shell ring.
15. I escaped her accusing poverty
back into blue rain
falling.

1. Quote an example of repetition.

Skill level 1	
1	
0	
NR	

2. What does the phrase '**expensive display window**' (line 6) symbolize?

Skill level 1	
1	
0	
NR	

3. Describe **ONE** (1) obvious role of the vendor in order to earn a living.

Skill level 2	
2	
1	
0	
NR	

4. Describe your feelings or reaction toward this poem.

Skill level 2	
2	
1	
0	
NR	

SECTION B: LANGUAGE FOR INFORMATION

QUESTION THREE: WRITING

Select only ONE; either **INFORMAL** or **FORMAL**

A. INFORMAL WRITING

- Spend about 35 minutes on this question.
- You may begin, use in the middle or end your writing / story with ONE of the following Writing Prompts.
- Write a story of at least 200 words.
- Give a TITLE for your Writing / Story.

1. There was a momentary silence, ...
2. Then, after the pause, I heard the first ...
3. “I called her back and explained the situation”.
4. The first person in my family to graduate from high school.

You will be assessed using this Assessment Schedule.

SLO Skill level	2	2	2	4
Evidence	i. Quality of thought and content: knowledge and control of the chosen content.	ii. Quality of structure and organization: effective and well developed.	iii. Quality of mechanical control: language used and accuracy in specific mechanics.	iv. Quality of expression and style and mechanical control: effectiveness of chosen language, lively, original and create sense of person.
	LEVEL 2	LEVEL 2	LEVEL 2	LEVEL 4
	2	2	2	4
	1	1	1	3
	0	0	0	2
				1
				0

WRITING PROMPT#: Circle only ONE 1 2 3 4

TITLE: _____

[illegible]

Scorer's Use Only

Multi-structural	i	Multi-structural	ii	Multi-structural	iii	Extended Abstract	iv
2		2		2		4	
1		1		1		3	
0		0		0		2	
NR		NR		NR		1	
						0	
						NR	

B. FORMAL WRITING

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

- Spend about 35 minutes on this Question.
- 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 Situation: *Students' socio-economic status is important.*

Writing task: Write a speech to discuss how important it is for teachers to know the home background and personal circumstances of their pupils. The target audience for this speech would be the Principal and staff members of your preferred school.

2. LETTER TO THE EDITOR: *Keeping Tonga Clean and Green.*

Many villages throughout Tongatapu and outer-islands showed their support toward cleaning up their respective community to promote cleanliness and healthiness.

Writing task: As a senior high school student, you wanted to sustain this effort. To show your appreciation and acknowledge such good work, you must write a letter to the Editor of a local newspaper expressing your views on how to promote and sustain the idea of 'Keeping Tonga Clean and Green'.

3. EXPOSITORY / DISCUSSION ESSAY: Choose only ONE of the following topics and write a formal essay. Follow the instructions for writing that go along with the topic you have selected.

Writing task**EITHER:**A. *The safety of our children is an important priority.***OR**B. *It is impossible to fight climate change.*

SLO Skill level	2	2	2	4
Evidence	i. Quality of thought and content: knowledge and control of the chosen content.	ii. Quality of the structure and organization: effective and well developed.	iii. Quality of mechanical control: language features used and accuracy in specific mechanics.	iv. Quality of expression and style: effectiveness of chosen language and style in sustaining a coherent argument.
	LEVEL 2	LEVEL 2	LEVEL 2	LEVEL 4
	2	2	2	4
	1	1	1	3
	0	0	0	2
				1
				0

WRITING PROMPT#: Circle only ONE 1 2 3A 3B

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.

Multi-structural	i	Multi-structural	ii	Multi-structural	iii	Extended Abstract	iv
2		2		2		4	
1		1		1		3	
0		0		0		2	
NR		NR		NR		1	
						0	
						NR	

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

There are FOUR questions in this Section. Question **FOUR-SEVEN**.

Answer only **TWO** Questions.

Write at least 250 words.

Write your answers in the lined pages provided.

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

QUESTION FOUR POETRY

QUESTION FIVE FICTION (NOVEL)

QUESTION SIX DRAMA

QUESTION SEVEN SHORT STORIES

LITERATURE SECTION**QUESTION FOUR: POETRY****EITHER**

- A. With reference to **TWO** poems you have studied this year, evaluate their main concerns as well as their relevancy to youths in your society.

OR

- B. With reference to **TWO** poems you have studied this year, evaluate the use of symbolisms and how useful they are in creating visual scenes.

QUESTION FIVE: FICTION (NOVEL)**EITHER**

- A. With reference to a novel you have studied this year, evaluate how an important incident influenced a main character's decision.

OR

- B. With reference to a novel you have studied this year, evaluate how the main strengths or weaknesses of a character contributed to your understanding of human nature.

QUESTION SIX: DRAMA**EITHER**

- A. With reference to a play you have studied this year, evaluate **TWO** important aspects of the play that are significant to your life in the future.

OR

- B. With reference to a play you have studied this year, evaluate **TWO** types of language features that contributed to the presentation of the key messages of the play.

QUESTION SEVEN: SHORT STORIES**EITHER**

- A. With reference to **TWO** short stories you have studied this year, evaluate how the beginning of each story affects its ending.

OR

- B. With reference to **TWO** short stories you have studied this year, evaluate how the main purpose of each of the story is achieved.

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	2	Outline correct/full name/spelling of: Title and Author .			Correct/full name/spelling of both Title and Author.	Only one correct: Title or Author.	Incorrect Title or Author.	
ii	3	Apply correct and appropriate features that support details of chosen genre. (e.g. setting, character etc.)		High quality content of appropriate features that relevantly apply to the supporting details of the question.	Medium quality content of appropriate features that describe supporting details of the question.	Superficial/limited content with weak features to support details.	Incorrect and too many errors impeding comprehension.	
iii	3	Discuss the question with effective use of expression and style of language.		High quality content and effective use of appropriate expression and style.	Medium quality content and satisfactory use of expression and style.	Superficial/limited content with weak expression and style.	Incorrect and too many errors impeding comprehension.	
iv	3	Discuss the question with effective use of structure and organization .		High quality content and well-structured and organized work.	Medium quality content and satisfactory structure and organization.	Superficial /limited content and incomplete structure.	Incorrect and no form of structure provided.	
v	4	Evaluate the question with effective and high quality thought and content .	Very high quality and effective evaluation of thought and content.	High quality and satisfactory communication of thought and content.	Medium quality/communication of thought and content.	Superficial/limited knowledge of thought and content.	Incorrect and irrelevant knowledge provided.	

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

Scorer's Use Only

Multi-structural	i	Relational	ii	iii	iv	Extended Abstract	vi
2		3				4	
1		2				3	
0		1				2	
NR		0				1	
		NR				0	
						NR	

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

Scorer's Use Only

Multi-structural	i	Relational	ii	iii	iv	Extended Abstract	vi
2		3				4	
1		2				3	
0		1				2	
NR		0				1	
		NR				0	
						NR	