

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA SCHOOL CERTIFICATE

2020

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.

SECTION/ 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 (Informal OR Formal)	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 contain pages **2-27** in the correct order and that pages 26-27 have been deliberately left 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.

Abstract

Unhealthy food consumption is a key driver of the global pandemic in non-communicable diseases (NCDs). The Government of Tonga has prioritized NCD prevention due to the very high rates of NCDs in the Kingdom. This research examines the nature and context of the *me'akai* (food) consumed by Tongan children in *Ha'apai* using wearable cameras.

5 Thirty-six randomly selected 11-year old children used wearable cameras to record their lives for three days, as part of the wider Kids' Cam Tonga project. Images were analysed to assess the participants' food consumption according to a new data analysis protocol for Tonga. Core foods were defined as including breads and cereals, fresh fruit, vegetables, meat and alternatives, and staple vegetables. Non-core food types included confectionery, unhealthy snack foods, edible ices, and processed meat. Tongan researchers led the research in partnership with the Government of Tonga.

Overall, children were observed to have consumed a mean of 4.5 (95% CI 3.3, 6.7) non - core and 2.3 (95% CI 1.8, 2.9) core foods per 10 h day, excluding mixed meals. Unhealthy snack foods, confectionery, and cookies, cakes and desserts were the most commonly consumed non-core 15 foods, and fresh fruit was the most frequently consumed core food. **Snacking** was the most frequent eating episode observed, with children snacking on non-core foods four times a day (95% confidence interval (CI) 2.5 to 6.2) compared to 1.8 (95% CI 3.1 to 2.6) core food snacks per day.

Most commonly, children were observed eating at home, at school, and on the road while out walking. The most common sources of food were at home, other children, and the supermarket. 20 On average, children consumed one purchased product per day, almost all (90%) of which were non-core. Less than half (45.2%) of all mixed meals observed were traditional foods. This research illustrates the presence, and likely dominance, of energy-dense nutrients-poor (EDNP) foods in the diet of these Tongan children. It highlights a transition from a traditional diet and suggests that these children live in an obesogenic environment, one that promotes as a normal 25 response to an abnormal environment.

Source: file:///C:/Users/CDUJ012019/Downloads/Meakai_in_Tonga_Exploring_the_Nature_and_Context_.pdf

1. State the main objective of this research.

2. Identify the specific location or place of this study.

3. Describe the method that was used in this research.

[illegible]

4. Explain how the data on ‘snacking’ was obtained from this study.

[illegible]

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

Skill level 2	
2	
1	
0	
NR	

Skill level 3	
3	
2	
1	
0	
NR	

5. Explain how the effect of EDNP contributes to the development of NCDs in Tonga.

This image shows a blank 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.

Skill level 3	
3	
2	
1	
0	
NR	

PASSAGE 2

Study the play script carefully and answer the questions that follow.

Sally (*a little timourously*).

It doesn't seem right, though, keeping watch on them. Why, I've known Ethel Goodman ever since they moved in. We've been good friends -

Charlie.

- 5 That don't prove a thing. Any guy who'd spend his time lookin' up at the sky early in the morning – well there's something wrong with that kind of person. There's something that ain't legitimate. Maybe under normal circumstances we could let it go by, but these aren't normal circumstances. Why look at this street! Nothin! but candles. Why it's like goin' back into the dark ages or
- 10 somethin'!

(A track shot of Steve from several yards down as he walks down the steps of his porch, walks down the down the street over to Les Goodman's house and then stops at the front of the steps. Goodman stands there, Mrs. Goodman behind him very frightened.)

- 15 **Goodman.**

Just stay right where you are, Steve. We don't want any trouble but this time if anybody sets foot on my porch – that's what they're going to get – trouble!

Mrs. Goodman

- 20 That's exactly what he does. Why this whole thing it's ... it's some kind of madness or something?

Steve (*nods grimly*).

That's exactly what it is – some kind of madness.

(Adapted from: 'The Monsters are due on Maple Street' by Rod Serling.)

Circle the letter of the BEST answer.

6. From Passage 2, the word '*timourously*' in line 1 implies Sally's feeling of

- A. appreciation
- B. nervousness
- C. excitement
- D. disappointment

Skill level 1	
1	
0	
NR	

7. Describe Charlie and Steve's reaction to Mr. Goodman's action.

Skill level 2	
2	
1	
0	
NR	

8. Describe how the conversational style of this script is created.

Skill level 2	
2	
1	
0	
NR	

QUESTION TWO:**LANGUAGE****PART A:****Word Formation**

Use the correct form of the word in brackets to complete the following passage. An example is provided in number 1.

The Media Interview

An interview with the press, radio, or TV may come about as a result of a press release. It may be (**deliberate**) 1. deliberately set up by the (**organise**) 2. _____ of which you are a member, or it may come out of the blue.

As remarked (**early**) 3. _____, the media have a (**hungry**) 4. _____ for new material. This does not mean, however, that if you agree to an interview, they will necessarily give you an easy time. You may well find that your agenda and that of the person (**interview**) 5. _____ you are radically different. In fact, as likely as not you will be. This is not surprising. Journalists are entertainers; if they fail to keep the interests of their audiences, they fail (**total**) 6. _____.

Number	Skill level 1					
2	1		0		NR	
3	1		0		NR	
4	1		0		NR	
5	1		0		NR	
6	1		0		NR	

PART B:**Language Analysis**

Study the poem below and answer the questions that follow.

Mama is a Sunrise

When she comes slip-footing through the door,
 she kindles us
 like lump coal lighted,
 and we wake up glowing.
 She puts a spark even in Papa's eyes
 and turns out all our darkness.

When she comes sweet-talking in the room,
 she warms us
 like grits and gravy,
 and we rise up shining.
 Even at night-time Mama is a sunrise
 that promises tomorrow and tomorrow.

Evelyn Tooley Hunt

7. State **ONE** phrase which describes Mama's effect on her family.

Skill level 1	
1	
0	
NR	

8. Describe the kind of impression of Mama that you have from the phrase in **number 7**.

Skill level 2	
2	
1	
0	
NR	

9. From the poem, quote an example of a **simile**.

Skill level 1	
1	
0	
NR	

10. Describe the mood of this poem.

Skill level 2	
2	
1	
0	
NR	

PART C:**Dictionary Skills**

A dictionary tells you much more than the spelling and meaning of a word.

Study the sample of a dictionary below and answer the questions that follow.

L

la·bel (lā ' b ' l) **n.** [OFr., a rag, strip] **1.** a card, strip of paper, etc. marked and attached to an object to show what it is **2.** a descriptive word or phrase applied to a person, group, etc. **3.** an identifying brand of a company – **v.** **-beled** or **-belled**, **-bel·ing** or **-bel·ling** **1.** to attach a label to **2.** to classify as; call; describe

lab·o·ra·to·ry (lab' rə tōr ' ē, -ər ətōr ' ē) **n.**, pl. **-ries** [<Fr. < L. labor] **1.** a room or building for scientific experimentation or research **2.** a place for preparing chemicals, drugs, etc.

lac·quer (lak ' ər) **n.** [< Fr, < Port. < laca, gum lac] a resin varnish obtained from certain trees, used to give a hard, smooth, highly polished finish to wood – **v.** to coat with or as with lacquer

11. State one example of an entry word.

Skill level 1	
1	
0	
NR	

12. Identify the number of definitions of the word 'label'.

Skill level 1	
1	
0	
NR	

13. State the language from which the abbreviation 'Fr' stands for.

Skill level 1	
1	
0	
NR	

14. Identify one part of speech where the word 'lacquer' can be used.

Skill level 1	
1	
0	
NR	

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

Select only ONE; either INFORMAL or FORMAL

PART 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.
- ✓ State a **TITLE** for your Writing / Story.

1. The year 2020 has been a challenging year.
2. “The doctor told me that I needed rest,” Mum said softly.
3. Days were just plain dull, like strips of dried old seaweed.
4. Grandpa, standing close by, would nod in agreement.

You will be assessed using this Assessment Schedule.

SLO Skill level	2	2	2	4
	i.	ii.	iii	iv.
Evidence	Quality of thought and content : knowledge and control of the chosen content.	Quality of structure and organization : effective and well developed.	Quality of mechanical control : language used and accuracy in specific mechanics.	Quality of expression and style : 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

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	

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	

PART B: FORMAL WRITING

- ✓ Spend about 35 minutes on this Question.
- ✓ Choose **ONE** of the formal writing styles and topics below to express your thoughts on.
- ✓ Support your ideas with details and relevant examples.
- ✓ Write at least 200 words.

1. SPEECH:

Write a speech on the following situation:

Family counseling should be enforced at home.

Your role: President of the Church Youth Committee.

Setting: Church building or Church hall

Audiences: Church President, priests, congregation and youth.

Occasion: Church youth Camp.

2. LETTER TO THE EDITOR:

Write a letter to the Editor on

Either

A. Supporting the roles of the Community Police in your village.

Or

B. Supporting the idea of wearing seatbelts in Tonga.

Authority Addressed: Minister of Police

3. EXPOSITORY / DISCUSSION ESSAY

Write an essay on

Either

A. Life-long learning must begin at home.

Or

B. Music has become so popular these days.

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

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 STORY

LITERATURE

QUESTION FOUR: POETRY

Either

- A. Discuss the **ways** in which the poet of **TWO** poems you have studied this year used **language techniques** to make the poems *memorable or interesting*.

Or

- B. Discuss the **ways** in which **TWO** poems you have studied this year have helped you to prepare yourself for *life in the future*.

QUESTION FIVE: FICTION (NOVEL)

Either

- A. With reference to a novel you have studied this year **discuss how ONE social issue** helps you to understand more about *life in your society*.

Or

- B. With reference to a novel you have studied this year **discuss how the setting affects any character** in the story

QUESTION SIX: DRAMA

Either

- A. Discuss how **ONE major conflict** affects the *ending* of a drama you have studied this year.

Or

- B. Discuss how **ONE important visual or audio technique** contributes to the *theme* of a drama you have studied this year.

QUESTION SEVEN: SHORT STORY

Either

- A. Discuss the **ways** in which the *writers captured or sustained your interest* in **TWO** short stories you have studied this year.

Or

- B. Discuss **your reaction** to *different cultures, people or events* in **TWO** short stories you have studied this year.

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	2	Outline correct/full name/spelling of: Title and Author .		–	Correct/full name/spelling of both Title and Author.	Only one correct full name/ spelling of: Title or Author.	Incorrect Title or Author/ Spelling of both.	
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 and communication of thought and content.	Superficial/ limited knowledge of content.	Incorrect and irrelevant knowledge provided.	

Scorer's Use Only

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

LITERATURE 2

QUESTION: **Circle only ONE** **FOUR** **FIVE** **SIX** **SEVEN**

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

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

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

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

THIS PAGE HAS BEEN DELIBERATELY LEFT BLANK.

THIS PAGE HAS BEEN DELIBERATELY LEFT BLANK.