

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA SCHOOL CERTIFICATE

2021

ENGLISH

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours

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	STRANDS	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 space 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 24 - 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.

Dear Xavier High School, and Ms Lockwood, and Messrs Perin, McFreely, Batten, Maurer and Congiusta:

I thank you for your friendly letters. You sure know how to cheer up a really old geezer (84) in his sunset years. I don't make public appearances anymore because I now resemble nothing so much as an iguana.

What I had to say to you, moreover, would not take long, to wit: Practise any art, music, singing, dancing, acting, drawing, painting, sculpting, poetry, fiction, essays, reportage, no matter how well or badly, not to get money and fame, but to experience becoming, to find out what's inside you, to make your soul grow.

Seriously! I mean starting right now, do art and do it for the rest of your lives. Draw a funny or nice picture of Ms. Lockwood, and give it to her. Dance home after school, and sing in the shower and on and on. Make a face in your mashed potatoes. Pretend you're Count Dracula.

Here's an assignment for tonight, and I hope Ms. Lockwood will flunk you if you don't do it: Write a six line poem, about anything, but rhymed. No fair tennis without a net. Make it as good as you possibly can. But don't tell anybody what you are doing. Don't show it or recite it to anybody, not even your girlfriend or parents or whatever, or Ms Lockwood. OK?

Tear it up into teeny-weeny pieces, and discard them into widely separated trash recepticals. You will find that you have already been gloriously rewarded for your poem. **You have experienced becoming, learned a lot more about what's inside you, and you have made your soul grow.**

God bless you all!

Kurt Vonnegut

Source: https://www.huffpost.com/entry/kurt-vonnegut-xavier-letter_n_4964532

1. Identify the purpose of this text.

Skill level 1	
1	
0	
NR	

2. Identify **ONE (1)** feature of informal language.

Skill level 1	
1	
0	
NR	

3. Describe how the recipients (*to whom the letter is written*) might feel about the letter.

[illegible]

Skill level 2	
2	
1	
0	
NR	

4. In your **OWN** words, discuss the significance of the last sentence (*lines 21 - 22*) to the whole text.

[illegible]

Skill level 2	
2	
1	
0	
NR	

5. Explain how the writer created the tone of the text. (*Must state the tone*).

[illegible]

Skill level 3	
3	
2	
1	
0	
NR	

PASSAGE 2:

Study the text carefully and answer the questions that follow.

Background information

It was 1921 when Osovae and Lemigao saw their first papalagi. He was a missionary, and he was accompanied to Malaelua by two Samoan pastors and a group of youths carrying their baggage. The missionary party was visiting every village which had a London Missionary Society congregation. At that time Osovae was the leader of the pastor's school which all the young people of Malaelua except Lemigao attended. Eight years before Lemigao had refused to attend, and that was that, even though his grandparents gave him a series of beatings. But when he heard of the papalagi's visit he persuaded Osovae to let him rejoin the school at least for the duration of the papalagi's stay.

- The school divided into three groups in the afternoon. The missionary and his two pastor colleagues were to test the students on their knowledge of the Bible, arithmetic, and reading. The missionary tested Osovae's class first. At the beginning of the interrogation no students made any mistakes. When the missionary reached Osovae he asked him to describe the story of Noah and the Flood. Halfway through Osovae's fluent narration the missionary told him to stop and let the youth behind him continue the story. This was Lemigao. A still hush fell over the students. Lemigao gazed directly at the missionary as if he hadn't heard. Some of the girls started to giggle. The missionary smiled at Lemigao and repeated his request. Osovae wondered how his friend was going to get out of his predicament. To his relief and surprise Lemigao groaned sharply and began to massage his burden (club foot). The missionary rushed over to him and, holding his foot, asked him if he was all right. Lemigao nodded, and his painful groaning diminished quickly but he kept massaging his foot. The missionary comforted him and told him he would be all right. By the time the missionary returned to his seat he had forgotten his request to Lemigao, and the students were relieved that he wouldn't disgrace them in front of this very important papalagi and church leader.

***Pouliuli* by Albert Wendt: pp. 41, 44 – 45**

Glossary

papalagi – person of European stock

club foot – a foot so deformed

6. Identify the text type of passage 2.

Skill level 1	
1	
0	
NR	

7. Describe how Lemigao avoided being questioned by the teacher.

[illegible]

Skill level 2	
2	
1	
0	
NR	

8. Explain how you could relate to any **ONE (1)** aspect (*e.g., character, idea, event etc.*) as revealed in passage 2.

[illegible]

Skill level 3	
3	
2	
1	
0	
NR	

QUESTION TWO: LANGUAGE

PART A:

Dictionary Skills

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

B

b, B *noun* the second letter of the alphabet, between A and C

BA *abbr* bachelor of arts ○ *She has a BA in Italian and music.* (Note: written after the name: Jane Bushell BA)

baa *verb* to make the sound that a sheep makes with its *voice* ▪ *noun* the sound that a sheep makes with its voice

babble *noun* **1.** a little sound made by water as it flows ○ **the babble of the stream** **2.** the sound of people talking together ○ *a babble of voices in the next room*

▪ *verb* **1.** (of water) to make a sound as it flows ○ *We sat on the grass by a babbling brook.* **2.** to speak in a confused way ○ *She babbled a few words and collapsed.* ○ *What's he babbling on about?*

babe *noun* **1.** a baby **2.** an attractive young man or woman ○ *She's a real babe!* **3.** a girl (*informal, sometimes offensive*) ○ *Come on babe let's hit the town.*

baboon *noun* A type of large African monkey

1. Write the long form of the abbreviated **BA**.

2. Identify the Part of Speech of the word '**babble**' in the following sentence.

'The old lady kept on **babbling** about her sickness until the doctor arrived with her medication.'

3. Write **ONE (1)** sentence that clearly illustrates the noun form of the word '**baa**'.

4. How many entry words are there in this dictionary?

5. State **ONE (1)** important element that should be included in this dictionary.

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

PART B:

Language Analysis

Study the poem below and answer the questions that follow.

For Poets

by Al Young

Stay beautiful
but don't stay down underground too long
 Don't turn into a mole
 or a worm
 5 or a root
 or a stone

Come on out into the sunlight
 Breathe in trees
 Knock out mountains
 10 Commune with snakes
 & be the very hero of birds

Don't forget to poke your head up
 & blink
 think
 15 Walk all around
 Swim upstream

Don't forget to fly

6. State the figurative device used in the first stanza.

7. Describe the meaning of 'but don't stay down underground too long.' (line 2)

Skill level 1	
1	
0	
NR	

Skill level 2	
2	
1	
0	
NR	

8. Give an example of contraction used in the poem.

Skill level 1	
1	
0	
NR	

9. Describe the main idea of the poem.

Skill level 2	
2	
1	
0	
NR	

PART C:

Word Formation

Use the correct form of the word in brackets to complete the following passage.

A reading programme may be so planned that children become involved in seeing, hearing, speaking, and writing words and fully **10.** _____ (**understand**) their meanings. During the early stages of **11.** _____ (**learn**) to read, a child looks at a picture and a word while listening to a **12.** _____ (**record**) voice telling him what it is, so the child looks and listens with **13.** _____ (**comprehend**).

Number	Skill level 1					
10	1		0		NR	
11	1		0		NR	
12	1		0		NR	
13	1		0		NR	

SECTION B:

LANGUAGE FOR INFORMATION

QUESTION THREE: WRITING

Select only ONE (1); 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 (1)** of the following Writing Prompts.
- ✓ Write a story of at least 200 words.
- ✓ State a **TITLE** for your Writing / Story.

1. The next morning, he woke up to the sound of his mother's voice.
2. I was shocked. I hung my arm over my friend's shoulder, sniffing back my own tears.
3. "Dad, you're absolutely my rock", she whispered.
4. "Thanks everyone!" he cried.

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 : 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

PART B:**FORMAL WRITING**

- ✓ Spend about 35 minutes on this Question.
- ✓ Choose **ONE (1)** 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:**i. WRITING TASK:**

- You are one of the competitors for the Secondary School Speech Competition, 2021. The topic is:

‘If you could be anything you wanted to be, what would you choose? Anything is possible.’
- Write a script for this speech which is based on the above-mentioned topic. The competition is hosted by the Ministry of Education and Training and the Guest of Honour is the Director of Education. The rest of the audiences are distinguished guests, senior education officers and parents.

ii. SPEECH: Write a script for a speech based on the following:

Theme:	Our roles in fighting drugs in Tonga
Imaginary role:	Leader of your community youth group
Place:	Village or Community Hall
Occasion:	Youth Speech Competition is hosted by the Ministry of Justice
Audiences:	Minister of Justice, youth groups across Tongatapu, parents, , and fellow employees.

2. EXPOSITORY / DISCUSSION ESSAY

Choose only ONE (1) topic from the following:

- i. “Re-cycling” should be encouraged in every village community.
- ii. The cost of living in Tonga has risen during COVID-19.
- iii. The Tonga Government supports studying on-line.
- iv. “Social Media” has changed our Tongan cultural values.

A. INFORMAL: WRITING PROMPT# Circle only ONE 1. 2. 3. 4.

B. FORMAL: WRITING PROMPT#: Circle only ONE

1. i. ii.

2. i. ii. iii. iv.

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.

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	

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

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

Answer only **TWO (2)** 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 how **TWO** poems you have studied this year helped you to understand more about challenges or opportunities in life.

Or

- B.** Discuss how the use of poetic devices in **TWO** poems you have studied this year enabled you to understand the main message of each of the poem.

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

- A.** Discuss how an important incident in a novel you have studied this year highlights its major theme.

Or

- B.** Discuss how a character in a novel you have studied this year contributes to your understanding of the values of 'family life'.

QUESTION SIX: DRAMA**Either**

- A.** Discuss the ways in which an important scene in a drama you have studied this year reveals a worthwhile lesson.

Or

- B.** Discuss how a playwright makes his/her major character portray real life situations.

QUESTION SEVEN:**SHORT STORY****Either**

- A.** Discuss the ways a major conflict teaches you about human nature in **TWO** short stories you have studied this year.

Or

- B.** Discuss the ways the setting of **TWO** short stories you have studied this year contributes to your understanding of **ONE (1)** of the following.
- character
 - mood
 - symbolism

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 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 ommunication of thought and content.	Superficial/ limited knowledge of content.	Incorrect and irrelevant knowledge provided.	

A. or B.

[illegible]

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	

FIVE

SEVEN

A. **or** **B.**

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	