

MARKER CODE			



Student Personal Identification Number					

TONGA GOVERNMENT
MINISTRY OF EDUCATION AND TRAINING

TONGA FORM SIX CERTIFICATE

2015

ENGLISH

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours

INSTRUCTIONS

1. Write your **Student Personal Identification Number (SPIN)** on the box on the right corner of this booklet and on **page 23**.
2. There are **THREE SECTIONS** in this paper, all of which are **COMPULSORY**. Answer **ALL** questions and allocate your time as follows:

			<u>Suggested Time</u>
SECTION I:	READING COMPREHENSION	40 marks	60 mins
SECTION II:	FORMAL WRITING	20 marks	40 mins
SECTION III:	RESPONSE TO TEXTS	40 marks	80 mins
	TOTAL	100 marks	180 mins

3. Answer the questions in the spaces provided in this booklet. If you need more space for your answers, ask the supervisor for extra paper. Write your **SPIN** on all extra sheets used and number the questions clearly.
4. Check that this booklet contains pages **2-23** in the correct order. Pages 20-22 has been deliberately left blank.

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

TOTAL MARKS

100

SECTION I:

READING COMPREHENSION

(40 MARKS)

Read ALL FIVE passages and answer ALL the questions that follow each passage. You should spend about 60 minutes on this section.

PASSAGE 1

(16 marks)

1 When James Egan Moulton and his young bride arrived in Tonga, on May 30, 1865, **the people were ripe for intellectual advance** and they provided an especially interesting field for the **experiment** of the mental development of an island-people with an evangelical basis.

5 To the **educational enthusiast**, no more highly **interesting problem** could be presented than that of adapting European educational methods to meet the needs of the Pacific islander, and few more difficult. But the young missionary was not deterred by the inevitable difficulties of the situation, and he faced it with his natural courage
10 and resourcefulness.

To teach in a foreign tongue, after the first step of acquiring the language itself, there still remain great difficulties in the imparting of instruction. The **foreign atmosphere of thought and ideas is so totally different** that, while one may easily undertake to make
15 oneself understood, it is quite a different matter to be able to think as **they** would think and to explain as they would explain.

To the language then first, as the only possible stepping-stone, Mr. Moulton applied himself with **characteristic zeal**. The first Sunday, we are told, he read the hymns and lessons. In three months
20 he preached his first sermon. This is index enough of his capacity to learn a new language. The **tenacity of his memory** in this department came as a great benefit to him, and he added to this by employing a native instructor, so that the correct pronunciation was at once readily acquired. Immediate difficulties could be easily remedied by ready
25 application to the Rev. J. Whewell, who had first welcomed him to the work, and in whose hospitable home he and Mrs. Moulton lived for some time until a new house was built, and **built to a great extent by himself**, for carpenters were few and far between in those days of pioneering mission life.

Adapted from *Moulton of Tonga* by J. Moulton

A. MULTIPLE CHOICE (6 marks)

Write the letter of your choice in the box on the right of each question.

1. An “**educational enthusiast**” (line 5) is someone who is _____ educational ideas.

- A. supportive of
B. biased towards
C. impartial to
D. discouraged by

1 mark	
1	
0	
NR	

2. The “**interesting problem**” (line 5), refers to the _____.

- A. presentation of Pacific Islanders highly interesting problems
B. adaptation of European style to meet Pacific Islanders needs
C. Pacific Islanders not deterred by the difficulties of situations
D. Pacific Islanders not facing difficulties with courage

1 mark	
1	
0	
NR	

3. The pronoun “**they**” (line 16) is referring to _____.

- A. foreigners
B. Tongans
C. Missionaries
D. educators

1 mark	
1	
0	
NR	

4. According to paragraph 4, Moulton was **mostly** keen to _____.

- A. learn the language
B. know the stepping stone
C. read the hymn
D. preach and sing

1 mark	
1	
0	
NR	

5. The “**tenacity of his memory**” (line 21) meant that Moulton _____.

- A. gripped his memory tightly
B. teamed with others to remember
C. indexed his memory capacity
D. was skilled in remembering

1 mark	
1	
0	
NR	

6. This writing style of this passage would be best described as _____.

- A. narrative
B. descriptive
C. persuasive
D. expository

1 mark	
1	
0	
NR	

B. SHORT ANSWERS**(10 marks)****Answer the following questions using information from Passage 1.**

7. Describe in your own words what the writer meant, “...**the people were ripe for intellectual advance...**” (line 2).

2 marks	
2	
1	
0	
NR	

8. What experiment was the author referring to in paragraph one?

2 marks	
2	
1	
0	
NR	

9. From the passage, why was Moulton not deterred by the inevitable difficulties?

1 mark	
1	
0	
NR	

10. Give two specific examples from the passage that show Moulton’s characteristic zeal.

2 marks	
2	
1	
0	
NR	

11. Explain why the author would write, “**the foreign atmosphere of thought and ideas is so totally different**”(line 13 & 14).

2 marks	
2	
1	
0	
NR	

12. What did the author mean when he stated that Moulton’s house was “....**built to a great extent by himself...**”(line 27&28)?

1 mark	
1	
0	
NR	

PASSAGE 2

6 marks

- 1 The air was cool on his skin, almost crisp, and the sky was a haze of different colours; black directly above him like a mountain peak, then blues of infinite range, becoming lighter until it met the horizon, where gray took its place. He took a few deep breaths, smelling pine trees and
- 5 brackish water, and began to reflect. **This had been part of what he'd missed most when he had lived up north.** Because of the long hours at work, there had been little time to spend on the water. Camping, hiking, paddling on rivers, dating, working... **something had had to go.**
- 10 For the most part he'd been able to explore the countryside on foot whenever he'd had extra time, but in fourteen years he hadn't canoed or kayaked once. It had been one of the first things he'd done when he returned.

(Taken from *The Notebook* by Nicholas Sparks)

13. Identify a metaphor from the first sentence.

1 mark	
1	
0	
NR	

14. How might the narrator have been feeling in this sentence "
- This had been part of what he'd missed most when he'd lived up north**
- (line 5 & 6)?"

2 marks	
2	
1	
0	
NR	

15. The author used "...
- something had had to go**
- ..."(line 8) to emphasise... _____

2 marks	
2	
1	
0	
NR	

16. Complete this sentence, "Canoeing and Kayaking was ...

1 mark	
1	
0	
NR	

PASSAGE THREE

(6 marks)

The Spider

by Kenneth Mackenzie

- 1 Just as my fingers close about the pen
a spider, **smaller than a grain of sand**,
proceeds from nail to knuckle; he pauses; then
starts the vast exploration of my hand.
- 5 Hastily tramping through warm wastes it goes
Careless of curving hairs and rutted skin,
Earthquakes of muscle, great volcanic throes
Of blood and flesh beneath, scorning the din
Of monstrous nostril-gales that blast its way
- 10 From wrist to elbow, where the white ascent
Of one world-column starts. 'Now fail!' I say.
It does not even ponder what I meant,
But moves up through an atmosphere grown colder
Towards the uncharted mountain of my shoulder.

17. What is the purpose of the poet stating that the spider was "**smaller than a grain of sand**"(line 2)?

1 mark	
1	
0	
NR	

18. Identify one alliteration from the poem and state one function this alliteration has in this poem.

2 marks	
2	
1	
0	
NR	

19. What noise faces the spider as it makes its way up from wrist to elbow?

1 mark	
1	
0	
NR	

20. List TWO differences between the poet's thinking and that of the spider's view.

2 marks	
2	
1	
0	
NR	

PASSAGE FOUR

(6 marks)

1 At the Honolulu Airport, while waiting for my flight back to Fiji, I met an old friend, a Tongan who is twice my size and lives in Berkeley, California. He is not an educated man. He works on people's yards, trimming hedges and trees, and laying driveways and footpaths. But every three months or so he
5 flies to Fiji, buys eight to ten thousand dollars worth of kava, takes it on the plane flying back to California, and sells it from his home. He has never heard of dependency, and if he were told of it, it would hold no real meaning for him.

10 There are thousands like him, who are flying back and forth across national boundaries, the International Dateline, and the Equator, far above and completely **undaunted** by the deadly serious discourse below on the nature of the Pacific Century, the Asia/Pacific co-prosperity sphere, and the dispositions of the post-cold war Pacific Rim, cultivating their every growing universe in their own ways, which is as it should be, for therein lies their
15 independence. No one else would give it to them – or to us.

(Adapted from *A New Oceania: Rediscovering our Sea of Islands* by 'Epeli Hau'ofa.)

21. Explain in your own words why the author has commented that dependency would hold no real meaning for his Tongan friend.

2 marks	
2	
1	
0	
NR	

22. Why would many like the author's friend be "**undaunted**"(line 11) by the serious discourse?

2 marks	
2	
1	
0	
NR	

23. The reason why the author listed the topics for serious discourse, is to... :

1 mark	
1	
0	
NR	

24. What is the cause of the people's independence?

1 mark	
1	
0	
NR	

PASSAGE FIVE**(6 marks)**

- 1 The Deep Sea Mining Campaign is an association of organisations and citizens from Papua New Guinea, Australia and Canada concerned about the likely impacts of DSM on marine and coastal ecosystems and communities. The aims of the campaign are to achieve Free, Prior and Informed Consent from affected communities and the application of the precautionary principle.
- 5 Put simply we believe that:
- Affected communities should participate in decisions about deep sea mining and indeed have the right to veto proposed mines, and that
 - Deep Sea mining should be permitted only after being independently verified
 - research has demonstrated that neither communities nor ecosystems will suffer long term negative impacts.

Huge Risks – Shonky Science

Very little is understood about the possible impacts of individual deep sea mines let alone the cumulative impacts of the many mines likely to be developed. We also barely understand deep sea ecosystems although they occupy more than 90% of ocean space. Conditions around hydrothermal vents are unlike anywhere else on the planet and these have resulted in unique associations of species.

(Taken from *Deep Sea Mining: The Pacific Experiment* by Deep Sea Mining Campaign: A project of the Ocean Foundation

<http://www.deepseaminingoutofourdepth.org/deep-sea-mining-the-pacific-experiment/>)

25. Give TWO reasons given by the author for how affected communities should participate in the Deep Sea Mining Campaign.

2 marks	
2	
1	
0	
NR	

26. According to this passage, what is the role of research in the DSM Campaign?

1 mark	
1	
0	
NR	

27. Explain what “Huge Risks-Shonky Science” means to you.

1 mark	
1	
0	
NR	

28. What is the purpose of this passage and give a specific example from the passage to support your answer.

2 marks	
2	
1	
0	
NR	

SECTION II:**FORMAL WRITING****(20 marks)****(Spend about 40 minutes on this section.)****QUESTION 30****Write an essay of about 200-300 words on ONE of the following topics.****Present your ideas in a clear, well-developed and convincing manner.****You should allow time for planning, drafting and editing.****The blank page is for your planning and will not be assessed.**

1. The most common challenges faced by leaders in Tonga.
2. The Tongan people are well-prepared to deal with sea level rising situations.
3. The languages in the Pacific are dying languages.
4. How Tonga can improve its chances to win the Rugby World Cup.
5. Why it is difficult for Tongans to live a healthy lifestyle.
6. Should women be town officers in Tonga?
7. Technical and vocational education is the way forward for secondary school students.

USE THIS PAGE FOR PLANNING AND DRAFTING OF YOUR ESSAY.
(Work on this page will not be assessed.)

Q.30 TOPIC**Write your chosen topic in the box.**

For Markers Use Only

Criteria	Marks	8	7	6	5	4	3	2	1	0	NR
Thought & Content											
Structure & Organisation											
Expression & Style											
Mechanical Control											
TOTAL MARKS		/20									

SECTION III: RESPONSE TO TEXTS**(40 marks)**

This section contains **SIX questions**, each of which offers **TWO** options.

Answer **TWO** questions from this section.

For each question you choose, answer **EITHER A OR B**.

Write an essay of about 200-300 words on each question.

State the title and writer of the works you have chosen to answer the questions.
Use examples from your chosen works in your answer.

Do NOT use the same text or the same writer in your two essays.

Spend about 40 minutes on **each** question.

QUESTION 29: NOVEL**EITHER**

- A. Choose **ONE** of the main characters in a novel you have studied. Discuss how this main character changes throughout the novel and what she or he is learning about life and the role she or he plays in it.

OR

- B. Discuss what human values or experiences the author is aiming to convey to his/her readers in ONE novel you have studied. (20 marks)

QUESTION 30: SHORT STORIES**EITHER**

- A. In ONE of the short stories you have studied, give an example of a significant conflict between two characters (external conflict). In a SECOND short story you have studied, give an example of a significant conflict between a character and his/her conscience (internal conflict). How do these conflicts reveal human weaknesses and strengths?

OR

- B. Describe two important events (one from each of the two stories you have studied), and explain how these two events contributed to significant changes in the stories. (20 marks)

QUESTION 31: DRAMA**EITHER**

- A. Identify the most interesting scene in a drama you have studied. Discuss why you found this scene most interesting and what the writer did to catch your interest. (20 marks)

OR

- B. Using a drama you have studied, compare and contrast the way TWO characters think and make decisions, considering their behaviour and personality. (20 marks)

QUESTION 32: POETRY**EITHER**

- A. What is the important mood in TWO poems you have studied? Discuss the techniques the writer used to create this mood. (20 marks)

OR

- B. Who is the speaker (persona) in the poem and how would you describe this persona? Discuss, with close reference to TWO poems you have studied.

QUESTION 33: NON-FICTION**EITHER**

- A. Were you surprised by the ending and was it what you expected? Give specific examples to support your answer, from a work of non-fiction which you have studied. (20 marks)

OR

- B. With reference to a work of non-fiction, discuss how the author raises social, cultural or moral issues.

QUESTION 34: FILM**EITHER**

- A. Does the film consistently focus on one point of view, on one character's perspective, or does it shift between viewpoints? Discuss with reference to a film you have studied. (20 marks)

OR

- B. In your opinion, does the movie you have studied, show good craftsmanship? In your answer, refer to the use of the script, acting and scenery.

Q.____ TOPIC

Write your chosen topic in the box.

For Markers Use Only

Criteria	Marks	8	7	6	5	4	3	2	1	0	NR
Thought & Content											
Structure & Organisation											
Expression & Style											
Mechanical Control											
TOTAL MARKS		/20									

Q.____ TOPIC

Write your chosen topic in the box.

For Markers Use Only

Criteria	Marks	8	7	6	5	4	3	2	1	0	NR
Thought & Content											
Structure & Organisation											
Expression & Style											
Mechanical Control											
TOTAL MARKS		/20									

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2015
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QUESTION	MARKER		CHECK MARKER
SECTION I	40		
SECTION II	20		
Write the NUMBER and LETTER of the Literature questions that you have answered in the circles below.			
SECTION III	20		
SECTION III	20		
TOTAL	100		