

MARKER CODE				



Student Enrolment Number							

TONGA FORM SIX CERTIFICATES

2016

ENGLISH

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours + 10minutes Reading Time

INSTRUCTIONS

1. Write your **Student Enrolment Number (SEN)** on the top right-hand corner of this page.
2. Additional sheets of paper can be obtained from your supervisor if necessary. Write your **Student Enrolment Number (SEN)** on each addition sheet number the questions clearly and insert them in the appropriate part of your booklet and tie securely.

SECTION		Pages	Total Skill Level	Time
A	Language for Social Interaction : (Multimedia)	2-3	10	60
B	Language for Information: (Writing)	4-8	20	40
C	Language for Response and Expression: (Literature)	9-15	40	80
TOTAL		15	70	180

3. Check that this booklet contains pages 2-15 in the correct order and that none of the page is blank.

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

SECTION A: LANGUAGE FOR SOCIAL INTERACTION (MULTIMEDIA)

(Spend about 60 minutes on this Section.)

OUTCOME : The Student independently read and view, write and present confidently and competently for different audiences, purposes and situations in a range of increasingly complex text forms and show the ability to identify and understand the characteristics and conventions of text forms.

Use the given resource to answer the following questions using your knowledge learned in class about multimedia.



1. Name a component of multimedia that the resource can be taken from.

Skill level 1	
1	
0	
NR	

2. Identify the target audience for this medium.

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

3. Identify a word from the resource that shows that a person is 'frustrated'.

Skill level 1	
1	
0	
NR	

4. State the tone of the resource.

Skill level 1	
1	
0	
NR	

5. Identify **ONE** purpose of the resource.

6. Give a definition for the term, "**Bullying**" as used in the resource.

Skill level 1	
1	
0	
NR	

7. Describe the information that the resource intends to provide.

Skill level 2	
2	
1	
0	
NR	

8. Describe the way the resource is designed to capture the audiences' attention.

Skill level 2	
2	
1	
0	
NR	

**SECTION B: LANGUAGE FOR INFORMATION
(FORMAL WRITING)**

(Spend 40 minutes on this section)

OUTCOME: The student independently writes and present confidently and competently for different audiences, purposes and situations in a range of increasingly complex text forms.

Write on **ONE** of the topics (a) – (h) given under the headings, Expository Essay, Speech, Letter and Report. Write about 200 words.

Expository Essay

- Either** (a) The effects of climate change can be minimized.
- Or** (b) Positive attitudes brings peace.
- Or** (c) Moral education begins at home.
- Or** (d) The key to Tonga's economic success is ...
- Or** (e) Tonga needs to invest in its youth.

Speech

- Or** (f) Imagine you are the newly elected Town Officer of your village. You have been invited by the village to speak during the monthly village meeting on the best ways to develop your village.

Write the text of your speech.

Letter

- Or** (g) Your name is 'Ilaisaane Fonua. You are the newly elected Town Officer of Ma'ufanga. Your village members would like to start a community vegetable project.

Write to the Project Manager of the Tonga Health, P.O. Box 309, Nuku'alofa, outlining your community plan and enquire regarding any assistance they can offer in starting your villages' Community Vegetable Project.

Report

Or (h) Using the table below, write an information report titled:

Students and Gender enrolment at Technical Institutions – CDTC,
TIST/TMPI/TIOE.

You may use the following headings in the report:

- (i) Introduction
- (ii) Comparative analysis of enrolment in institutions
- (iii) Comparative analysis of gender enrolment
- (iv) Possible reasons for trend
- (v) Conclusion
- (vi) Recommendations (discuss one)

Enrolment at Technical Institutions (2000-2013)

	CDTC	TIST/TMPI	TIOE	Total
2000				
Male	62	232	129	432
Female	98	0	215	313
Total	160	232	344	736
%Female	61.3	0	62.5	42.5
2005				
Male	181	422	91	694
Female	321	0	188	509
Total	502	422	279	1203
%Female	64	0	67%	42.3
2013				
Male	205	253	96	554
Female	552	12	218	782
Total	757	265	314	1336
%Female	73	4.5	69	58.5

WRITING

Your essay will be assessed using this Assessment Schedule

Item #	SLO Skill Level	Evidence	Student Response Level				
			3	2	1	0	NR
i.	1	Identify/state relevant/appropriate elements of written text State primary purpose of chosen text show clear, correct format in presentation and mechanical control					
ii.	1						
iii.	1						
iv.	1						
v.	1						
vi.	1						
vii.	2	Structure is effective, well developed and well finished and is relevant to text form. Language described is lively, varied, fluent and competent to suit purpose Appropriate use of style, convincing and insightful use of examples					
viii.	2						
ix.	2						
x.	2						
xi.	3	Employs a range of skills and strategies to comprehend and organize ideas and information					
xii.	3	Discusses, develop and sustain a coherent argument effectively Effectively express views on an issue/s					

Writing Style

Topic

Write your chosen writing style and topic in the boxes provided above.

[illegible]

Assessor's Use Only

Unistructural	i	ii	iii	iv	v	vi	Multi	vii	viii	ix	x	Relational	xi	xii
1							2					3		
0							1					2		
NR							0					1		
							NR					0		
												NR		

**SECTION C: LANGUAGE FOR RESPONSE AND EXPRESSION
(LITERATURE)**

(Spend 80 minutes on this section)

OUTCOME : The student interpret, analyze, appreciate and evaluate a range of Literary texts to give coherent and expressive personal responses, analysis, evaluation, critical thinking and synthesis skills on the effectiveness and appropriateness of the language chosen as well as development of ideas and information.

Choose **TWO** questions from this Section (Questions 1 – 4).

Answer only **ONE** option from each of the questions you have selected. You **MUST NOT** do both.

For each question answered, indicate clearly the number of the question and the letter of the option you have selected.

Do not use material you have used or planned to use elsewhere in the paper.

Item #	SLO Skill Level	Evidence	STUDENT RESPONSE LEVEL					
			4	3	2	1	0	NR
i.	1	Identify correct/full name of author, poet, playwright of chosen genre						
ii.	1	Identify correct/full name of title of chosen genre						
iii.	1	Identify appropriate feature/s of required genre e.g. character, setting, theme, symbolism etc.						
iv.	1	An effective structure is clearly outlined and developed in response to the task						
v.	2	Describe the correct/relevant feature/s of chosen genre						
vi.	3	Language chosen is effectively expressed, fluent, persuasive and accurate to create meaning from text						
vii.	3	Discuss the chosen content (ideas and issues) effectively and show appreciation of text						
viii.	4	Evaluate the chosen text in response to the task adding expressive personal responses						
ix.	4	Analyze and interpret the text showing cohesion in the development of ideas and information						

QUESTION 1: SHORT STORY

Either Option A

Discuss the setting of two short stories you have studied and evaluate how it influenced the actions of one character in your chosen story.

OR Option B

Evaluate how the author of two short stories you have studied revealed the theme through the use of two of the following features;

- i) Narrative technique
- ii) Characterization
- iii) Flashback
- iv) Symbolism

QUESTION 2: NOVEL

Either Option A

“a good novel is like life, the more you go into it, the more it makes sense”

Evaluate this statement with reference to a novel you have studied.

OR Option B

Discuss the particular style(s) of an author you studied this year and evaluate how it/they revealed important messages in the novel.

QUESTION 3: POETRY

Either Option A

Discuss the figurative language use in two poems you have studied and evaluate how they successfully reveal the message/s.

OR Option B

“A poem begins as a lump in the throat, a sense of wrong, a homesickness, a lovesickness.” (Robert Frost)

Discuss the major concern of the poet in two poems you have studied and evaluate how the poets’ concern is clearly presented to the reader.

QUESTION 4: DRAMA**Either Option A**

Compare two characters in a Play that you have studied and evaluate why you admire one character more than the other.

OR Option B

Discuss the main messages in a Play that you have studied and evaluate how these messages are relevant to the world that you live in.

Option

[illegible]

Assessor's Use Only

Unistructural	i	ii	iii	iv	Multi	v	Relational	vi	vii	Extended Abstract	viii	ix
1					2		3			4		
0					1		2			3		
NR					0		1			2		
					NR		0			1		
							NR			0		
										NR		

Option

[illegible]

Assessor's Use Only

Unistructural	i	ii	iii	iv	Multi	v	Relational	vi	vii	Extended Abstract	viii	ix
1					2		3			4		
0					1		2			3		
NR					0		1			2		
					NR		0			1		
							NR			0		
										NR		