

MARKER CODE				



Student Enrolment Number (SEN)							

TONGA FORM SIX CERTIFICATE

ENGLISH

2017

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 places in this booklet.

SECTION		Pages	Total Skill Level	Time
A	Language for Social Interaction : (Multimedia)	2-14	10	60
B	Language for Information: (Writing)	15-18	20	40
C	Language for Response and Expression: (Literature)	19-25	40	80
TOTAL		27	70	180

3. Check that this booklet contains 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
(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.

- **This section contains FOUR questions, Questions 1 to 4.**
- **Choose and Answer ONLY ONE Question.**
- **DO NOT Answer ALL of them. (You will only be marked for one).**
- **Put a $\checkmark$ in the ☐ box, of the question you have chosen.**

EITHER:

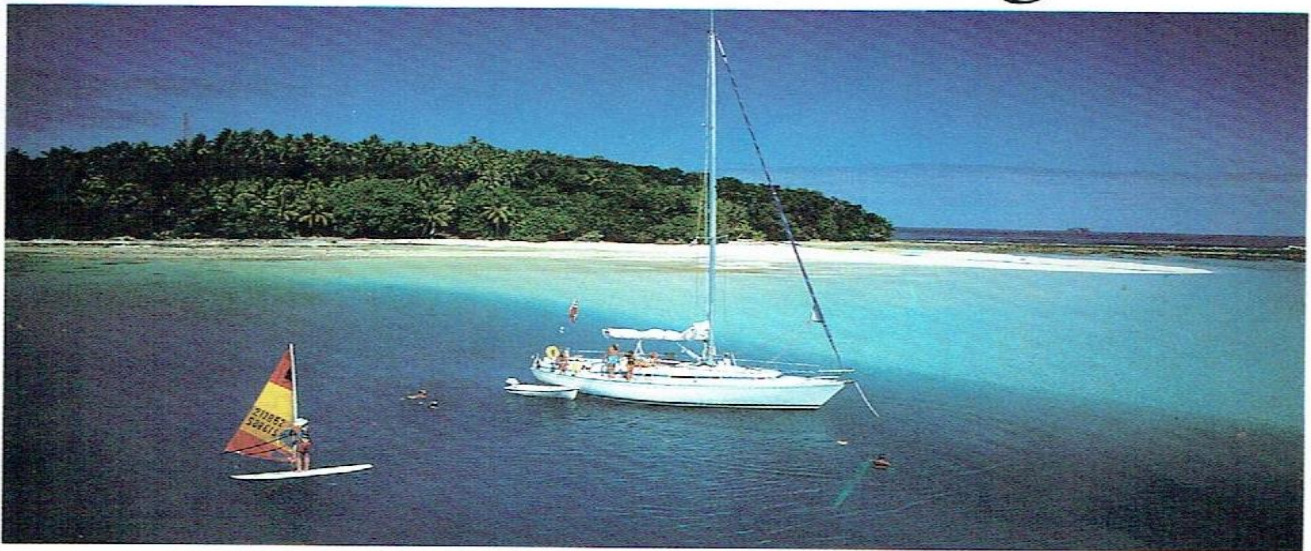


QUESTION 1:

Advertisement

Use the given resource to answer the following questions.

You Only Go Around Once In Life. And It Ought To Be Around Tonga.



Some people wait — and save — a lifetime to visit Paradise. You could be there in a few hours.

On a superb Moorings charter yacht, you can sail some of the most romantic waters on earth: Hunga, Foeata, Luahiapo. Mounu. Taunga. Kenutu. Mauninta. And the hundreds of coral atolls and barrier reefs that form the Island Kingdom of Tonga.

You'll find more than 50 world class anchorages throughout the Kingdom's Vava'u Island Group. Each one beautiful and unique. And further east, sail the other half of Paradise, the magnificent leeward islands of Tahiti.

Remember Polynesia of the movies?

It's *infinitely* better in real life. Towering volcanic peaks, palm fringed beaches, exquisite sunsets and sunrises, the friendliest people in the South Pacific.

With just one phone call, a Moorings New Zealand agent can arrange every detail of your Tongan or Tahitian holiday — from airline tickets to hotel reservations to everything in between.

From our base at Port of Refuge in Tonga, or Raiatea in the Tahitian Islands, you can charter a bareboat Moorings yacht from 37 up to 51 feet.

Our fleet is the newest, best equipped, best maintained in the industry. And *no* charter service offers you more luxury, comfort or personal service than The Moorings.

Write or call us for more information and a free brochure on any of our superb sailing holidays worldwide. Ask about our new video "*Sail The Enchanted Pacific.*"

For one magnificent, incredibly romantic moment in your life, let yourself go.



The Moorings

The Best Sailing Holidays In The World

Kingdom of Tonga • Tahiti • British Virgin Islands • St. Martin • Guadeloupe
Martinique • St. Lucia • Grenada • The Bahamas • Sea of Cortez
Thailand • Greece • Turkey • Yugoslavia • Italy • France • Spain

The Moorings - USA
19345 US Hwy. N. 4th Floor, Clearwater, FL 34624-3193, USA.
Tel: +1 (813) 535 1446

The Moorings - New Zealand
PO Box 8327, Symonds Street, Auckland, New Zealand.
Tel: +64 (9) 377 4840

PO Box 119, Vava'u, Tonga. Phone: +676 70016. Fax: +676 70428

1. Identify the **target audience** of this advertisement.

Skill level 1	
1	
0	
NR	

2. Identify **ONE** (1) **technique** from the resource that shows that the company is incomparable.

Skill level 1	
1	
0	
NR	

3. State what the advertiser meant by, '**You Only Go Around Once In Life**'?

Skill level 1	
1	
0	
NR	

4. Identify an example of the use of '**imperative**', from the resource.

Skill level 1	
1	
0	
NR	

5. Identify how a person can find more information on what is being advertised in the resource.

Skill level 1	
1	
0	
NR	

6. Identify a **language technique** that is commonly used in the type of multimedia given.

Skill level 1	
1	
0	
NR	

7. Describe how **emotive language** is used to influence the reader.

Skill level 2	
2	
1	
0	
NR	

8. Describe how the picture contributes to the effectiveness of the advertisement.

Skill level 2	
2	
1	
0	
NR	

OR



QUESTION 2:

Newspaper Front-page

Use the given resource to answer the following questions.

DAILY EXPRESS
THE WORLD'S GREATEST NEWSPAPER express.co.uk
 WEATHER: **SUNNY SPELLS AND SHOWERS** FRIDAY JUNE 9, 2017 55p

NOW 10p
CHEAPER THAN THE DAILY MAIL AND 15p CHEAPER THAN THE DAILY MIRROR AND TEN TIMES BETTER

 **TRUMP IS BRANDED A LIAR BY THE FBI BOSS HE SACKED**
SEE PAGE 6

MAY'S FIGHT TO STAY IN POWER

4AM SPECIAL
Shock results point to hung Parliament

By Macer Hall Political Editor
 THERESA May was facing a battle to cling on in Downing Street last night after her General Election gamble backfired.
 Early results put the country on course for a hung Parliament with the Tories 12 seats
TURN TO PAGE 2


Theresa May and her husband Philip arrive at election count last night



Own it! with
Littlewoods.com

1. Name the newspaper from which the resource is from.

Skill level 1	
1	
0	
NR	

2. Identify the feature that the line “4AM SPECIAL / **Shock results point to hung parliament**” is an example of.

Skill level 1	
1	
0	
NR	

3. Identify how a person can find more information about the newspaper.

Skill level 1	
1	
0	
NR	

4. State the **tone** of the cover story used in the resource.

Skill level 1	
1	
0	
NR	

5. Identify **ONE** (1) purpose of a ‘teaser’ in this medium.

Skill level 1	
1	
0	
NR	

6. Give a definition for the term, “**Branded**” as used in the resource.

Skill level 1	
1	
0	
NR	

7. Describe **TWO** (2) important information that the resource intends to provide apart from the lead story.

Skill level 2	
2	
1	
0	
NR	

8. Describe how the photos add to the effectiveness of this newspaper front page.

Skill level 2	
2	
1	
0	
NR	

OR



QUESTION 3:

Poster

Use the given resource to answer the following questions.



1. Identify the **target audience** for this medium.

Skill level 1	
1	
0	
NR	

2. Give a definition for the term '**stress**' as shown by the information given in the resource.

Skill level 1	
1	
0	
NR	

3. Identify **ONE** (1) **linguistic technique** evidently used in the resource.

Skill level 1	
1	
0	
NR	

4. Identify the purpose of **colors** in the resource.

Skill level 1	
1	
0	
NR	

5. State **ONE** (1) tip that involves helping another person.

Skill level 1	
1	
0	
NR	

6. Give **ONE** (1) feature of this medium that makes it different from any other form of multimedia.

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 how the **pictures** add to the effectiveness of this resource.

Skill level 2	
2	
1	
0	
NR	

OR

**QUESTION 4:****Interview**

Use the given resource to answer the following questions.

Q. *What inspires you to be creative?*

A. Inspiration comes from many places for me. It can come from something relatively standard, like watching another artist produce great work. Reading is big for me, too. It really gets my mind working, pushes me mentally. I start looking up new words, and I feel my **imagination crackle to life**.

Q. *Is there anything special that you do to get into a creative mindset?*

A. I usually do one of the four things. I read, for aforementioned reasons. I watch my favorite scenes from movies I own. I think about all the loved ones I left behind when I moved here. And, I think about how hard life is for just about everyone. I feel like it's my duty and honor to make people laugh and FEEL. I want to give them something beautiful, precious, funny, offensive.... something to get their blood flowing.

Q. *What message, if any, do you try to put into your work?*

A. Be yourself. Offer others what makes YOU special. Don't waste your time imitating what makes SOMEONE ELSE special. I despise arrogance and cruelty. Those things confound me. My work stands for humor, kindness and humility.

Q. *Do you ever find yourself unable to express your creativity to the fullest? What kinds of things inhibit you?*

A. Yeah. Laziness. Good songs take a lot of time, thought, and focus to compose. They require rewrites, pondering, frustrating moments. Multiple drafts, and faith in self. Not knowing if great amounts of time and work will give birth to anything that anyone will enjoy in the least can easily lead to laziness.

Then sometimes, I'm not lazy, and it's just that I can't think of anything exciting to say or sing.

1. State the interviewee's profession.

Skill level 1	
1	
0	
NR	

2. Give an example of **colloquial language** used in this medium.

Skill level 1	
1	
0	
NR	

3. What does the interviewee mean by “**my imagination crackle to life**”?

Skill level 1	
1	
0	
NR	

4. State an important advice given by the interviewee.

Skill level 1	
1	
0	
NR	

5. Identify **ONE** (1) purpose of asking open-ended questions in an interview.

Skill level 1	
1	
0	
NR	

6. Identify a word from the resource that means to ‘**prevent**’ something.

Skill level 1	
1	
0	
NR	

7. Describe the effect of using personal pronouns in the resource.

Skill level 2	
2	
1	
0	
NR	

8. Describe how the interviewer enabled the central theme of the interview to be achieved.

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.

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

Choose ONLY ONE of the following writing styles and topics:

Expository Essay

- Either**
- a. Young people must take action to inherit a greener and cleaner world.
 - b. A happy family is the foundation of a stable society.
 - c. Technology makes us forget the real purpose of our lives.
 - d. Success is the result of hard work; luck has nothing to do with it.
 - e. Teenagers are experiencing too much pressure from parents.

OR

Formal Speech:

- f. The World Health Organisation claims that there is a significant increase in diabetes, heart disease and obesity among young people. One of the major causes of these diseases is living an inactive lifestyle. This is a matter of concern to your community.

As a health worker in your community, you have been invited to present a speech on the importance of participation in sport and physical activity and how an active lifestyle could combat diseases.

Write the text of your speech.

OR

Formal Letter

- g. You have had many electricity and water disruptions in your area.

Write a letter to the editor of your local newspaper expressing your views and feelings about this.

OR

Information Report

- h. Recently you witnessed an incident of shoplifting at your local store. The owner of the store has asked you to submit your personal report of the incident.

Write a detailed report outlining what had happened and include your own recommendation to the owner of the store.

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.	2	Structure is effective, well developed and well finished and is relevant to text form.					
vi.	2						
vii.	2						
viii.	2	Language described is appropriate, lively, varied, fluent and competent to suit purpose.					
ix.	2	Effectively express views on an issue/s.					
x.	3	Appropriate use of style, convincing, relevant and insightful use of examples to support argument.					
xi.	3	Show originality of thought and content and effectively develops and sustain a coherent argument.					

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[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 – 5).

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 and spelling of Author, Poet, Playwright and Director as well as the Title of chosen genre.						
ii.	1	Identify correct full name and spelling of the Title of chosen genre.						
iii.	1	An effective structure is clearly outlined and developed in response to the task						
iv.	3	Discuss the correct/relevant feature/s of chosen genre eg. character, setting, theme etc.						
v.	3	Language chosen is effectively expressed, fluent, persuasive and accurate to create meaning from text						
vi.	3	Discuss the chosen content (ideas and issues) effectively and show appreciation of text						
vii.	4	Evaluate the chosen text in response to the task adding expressive personal responses						
viii.	4	Analyze and interpret the text showing cohesion in the development of ideas and information						

QUESTION 1: SHORT STORY

Either Option A

Discuss the endings of **TWO** short stories you have studied and evaluate why the ending made for a satisfactory conclusion.

OR Option B

Discuss at least **ONE important idea** each from the **TWO** short stories studied in class and evaluate how this idea helped you to understand an **important message for teenagers**.

QUESTION 2: NOVEL

Either Option A

Discuss **ONE important decision** in the novel and evaluate how that decision changed at least one **important relationship or character**.

OR Option B

“The beginning of the novel has to attract the reader’s attention”

Examine **TWO** ways the author has created suspense in the first chapter in a novel you have studied and evaluate how they have been effective in relation to the final chapter.

QUESTION 3: POETRY

Either Option A

Discuss at least **ONE important technique** used in **TWO** poems you have studied and evaluate how the technique created an **emotional response** in you. *[Note: techniques could include figures of speech, syntax, word-choice, symbolism, structure or narrative point-of-view.]*

OR Option B

With close reference to **TWO** poems you have studied, evaluate how they effectively re-create an incident or scene or character through the careful and effective use of words.

QUESTION 4: DRAMA**Either Option A**

Discuss at least **ONE conflict** in a play you have studied and evaluate why the conflict was important to the play as a whole.

OR Option B

“A play can help us understand things that are difficult to deal with.”

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

QUESTION 5: FILM**Either Option A**

With reference to a film you have studied, evaluate how an important **theme** is portrayed in the film.

OR Option B

Evaluate what happens at the end of a film you have studied AND why it is memorable.

Option

[illegible]

Assessor's Use Only

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

Option

[illegible]

Assessor's Use Only

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

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