

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA FORM SIX CERTIFICATE 2019 ENGLISH

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours + 10 minutes reading time

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.

SECTIONS	TOPICS	TOTAL SKILL LEVEL
A	LANGUAGE FOR SOCIAL INTERACTION: READING COMPREHENSION	15
B	LANGUAGE FOR INFORMATION: FORMAL WRITING	15
C	LANGUAGE FOR RESPONSE AND EXPRESSION: LITERATURE	40
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 contains pages **2-19** in the correct order and that pages 17-19 has 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:
READING COMPREHENSION**

(Spend about 30 minutes in this section)

OUTCOME: The Student independently read the two passages for comprehension and confidently answers the questions that follow each passage.

There are TWO passages. Read **Passage A** and **Passage B** carefully and answer ALL the questions following EACH passage.

PASSAGE A: PROSE

THE WALL STREET JOURNAL.

WSJ.com

OCTOBER 15, 2011

Seeing Red: To Write Is to Edit

The singer-songwriter on what his father taught him about editing.

By **JOSH RITTER**

The dreaded red pen lay like a dragon's tail across the path of every paper I wrote from the time I was 13 until I went away to college. No matter how large or small the subject, how important or petty the paper, I'd write the first draft, assuming that surely this time I had achieved perfection.

I would then give the paper to my dad, him of the red pen. Half an hour later, it would come back, dead of a thousand cuts and dashes. **I'd mourn. Then I'd get mad.**

How, I'd wonder to myself, could such a beautifully written thesis statement regarding cacti and sunlight be so thoroughly misinterpreted by my genius dad? How could my eloquence on the subject of bicameral government be called into question? I would wonder over my sanity. Sometimes I would wonder over his.

Clothes torn and teeth gnashed, I'd sit down again, re-examine my word choices, reshuffle note cards, and, late in the night, send another poor piece of copy out to meet its inevitable demise.

To be a teenager is to be hyperbolic and hysterical. Hormones. That my dad was willing to subject himself to my fits of rage and despair over a stupid piece of teenage writing seems to me now to be equal parts mystery and masochism.



I now think back on it and recognize it as one of the most admirable
 20. and self-sacrificing acts anyone has ever done for me. Not only that, it's
 given me a career. To write, my dad taught me, is to edit.

Doing good work and having creative thoughts means very little unless
 you're able to express that work and those thoughts to others in as
 straightforward a way as possible. To edit yourself isn't an admission of
 25. lack of talent; it's sticking up for that talent by taking the time to make
 sure that everyone can understand what you're trying to say.

Perhaps the most aggravating part of the process to me was that my dad
 never wrote anything for me. "You know how it should be—you write it," I
 can imagine myself saying then. But instead, he was doing what all great
 30. editors do; he was posing questions for me to answer, giving me problems
 to solve.

Then, one day, I discovered songwriting.

Overnight, songs became the most important thing in my life. Here,
 suddenly was a language I loved. Here was a way to describe to others
 35. whatever I felt or saw or thought.

Here also, I now realize, was the **editorial process at its purest**.
 There's little room to stray off topic in a song. I had to know what I was
 trying to say and then, word after word, line after line, make sure the
 thing read right, sang right, and just felt right. Editing is getting it right.
 40. Nothing else.

When I sat down a few years ago to write my first novel, I thought that
 I'd be able to relax from the editorial stringency of lyrics. After years of
 working to get every word just right, I wrote the first draft in a blur, making
 my way by the light of enthusiasm and inspiration alone, never looking
 45. back at what I had written.

When I was done, I was proud of the pile of paper in front of me. But if
 I thought I'd found a form with enough space that I could escape from the
 long, tough slog of editing, I was wrong.

Just like the first draft of that teenage paper on cacti, I had a good
 50. idea, but it wasn't in a form that would convey that idea to others. I
 mourned. I got mad. Then I went out and bought a box of red pens.

**—Mr. Ritter's latest album is "So Runs the World Away." His
 first novel is "Bright's Passage."**

MULTIPLE CHOICE:

Circle the **BEST** answer.

1. Identify the literary device used in line 1.

- A. Personification
- B. Metaphor
- C. Simile
- D. Hyperbole

Skill level 1	
1	
0	
NR	

2. The passage is most likely to be taken from _____.

- A. a text book
- B. an article
- C. a formal speech
- D. a panel discussion

Skill level 1	
1	
0	
NR	

SHORT ANSWERS:

3. Identify the main concern of the passage.

Skill level 1	
1	
0	
NR	

4. Describe how the author created a particular feeling or tone in the passage.

Skill level 2	
2	
1	
0	
NR	

5. Describe the meaning of the phrase '**I'd mourn. Then I get mad**' (line 8).

Skill level 2	
2	
1	
0	
NR	

6. Explain what the author meant by **'editorial process at its purest'** (line 36).

[illegible]

Skill level 3	
3	
2	
1	
0	
NR	

PASSAGE B:**POETRY****Life**

- Life is an opportunity, benefit from it.
 Life is a beauty, admire it.
 Life is bliss, taste it.
 Life is a dream, realize it.
 5 Life is a challenge, meet it.
 Life is a duty, complete it.
 Life is a game, play it.
 Life is costly, care for it.
 Life is wealth, keep it.
 10 Life is love, enjoy it.
 Life is mystery, know it.
 Life is a promise, fulfill it.
 Life is a sorrow, overcome it.
 Life is a song, sing it.
 15 Life is a struggle, accept it.
 Life is a tragedy, confront it.
 Life is an adventure, dare it.
 Life is luck, make it.
 Life is too precious, do not destroy it.
 20 Life is Life, fight for it!
 – Mother Teresa

SHORT ANSWERS:

Skill level 1	
1	
0	
NR	

1. Identify the writer of this passage. _____

Skill level 1	
1	
0	
NR	

2. Identify the tone of this passage.

3. Explain the meaning of **ONE** (1) sentence from the passage.

Skill level 3	
3	
2	
1	
0	
NR	

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

(Spend about 40 minutes in this section)

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

Choose a style of writing to write about **ONE** of the topic options below **(a) – (h)**. The writing styles may be; **Expository Essay, Formal Speech, Formal Letter Writing or Formal Report**. Write at least 200 words.

Choose from ONLY ONE (1) of the following topics:

- a. Climate change is a priority in the Pacific region.
- b. A healthy lifestyle is the number one factor to combat non-communicable diseases.
- c. Ladies and gentlemen, young people need to be well guided in the use of technology
- d. Sports bring unity to the people of a nation.
- e. Leadership is everyone's business.
- f. Dear Sir/Madam,
It is of the utmost importance that food vendors at or around school areas be carefully and regularly inspected.
- g. On the occasion of this year's School Anniversary, the Principal and staff agreed to give special recognition to the **Pioneers** of the school.
- h. The safety of children tops the priority agenda of families today.

Your essay will be assessed using this Assessment Schedule

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	NR
i.	1	Identify/state relevant/appropriate elements of written text.						
ii.	1	State primary purpose of chosen text.						
iii.	1	Show clear, correct format in presentation and mechanical control.						
iv.	2	Structure is effective, well developed, and relevant to text form.						
v.	3	Appropriate language, lively, varied, fluent and competent to suit purpose.						
vi.	3	Appropriate use of style, convincing, relevant and insightful use of examples to support argument.						
vii.	4	Show originality of thought and content and effectively develops and sustain a coherent argument.						

Writing Style**Topic:** *(Write the letter of the topic option used, e.g. **a**)*

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

[illegible][illegible]

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

(Spend about 80 minutes in this section)

OUTCOME : The student interprets, analyzes, appreciates and evaluates 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 options for the same question.

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

Do not use materials you have used or planned to use elsewhere in this exam paper.

Item #	SLO Skill	Evidence	STUDENT RESPONSE					
	Level		LEVEL					
			4	3	2	1	0	NR
i.	1	Identify correct full name and spelling of Author, Poet, Playwright or Director.						
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 use of suspense in **TWO** short stories you studied in class and evaluate why this technique sustains your interest throughout the stories.

OR Option B

Discuss how **TWO** (2) short stories you have studied in class have drawn your attention to an important issue about human behavior.

QUESTION 2: NOVEL**Either Option A**

Discuss how a novel you have studied in class taught you about some important lessons in life.

OR Option B

Discuss how the setting of a novel you have studied in class influenced the actions of **TWO** of the characters.

QUESTION 3: POETRY**Either Option A**

With reference to **TWO** poems studied in class, discuss how the poet effectively captured and sustained your interest.

OR Option B

The use of poetic devices in poetry makes up for the limitation of words. With close reference to **TWO** poems you have studied in class, evaluate the effectiveness of poetic devices.

QUESTION 4: DRAMA**Either Option A**

Discuss how the main character's choices contributed to the theme of a drama you have studied in class.

OR Option B

Discuss how the playwright of a drama you have studied in class presented a conflict and how it was resolved.

QUESTION 5: FILM**Either Option A**

Discuss how your interest was captured and maintained throughout a film you have studied in class through the use of film techniques.

OR Option B

Discuss how the ending of a film you have studied impacted you.

[illegible]

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		

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		

QUESTION: _____ SHORT STORY/ NOVEL/ DRAMA/ FILM
(Circle only **ONE**)

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

[illegible]

Assessor's Use Only

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

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