

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA FORM SIX CERTIFICATE 2020 ENGLISH

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours + 10 minutes reading

INSTRUCTIONS:

- Write your **Student Enrolment Number (SEN)** on the top right-hand corner of this page.
- This paper consists of **THREE SECTIONS** and is out of 70 weighted scores.

SECTION	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

- Answer ALL QUESTIONS. Write your answers in the spaces provided in this booklet.
- Use a **BLUE** or **BLACK** ball point pen only for writing. Use a pencil for drawing if required.
- 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.
- Check that this booklet contain pages **2-19** in the correct order and that page 19 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:**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

"COVID-19 is real but let's keep hope alive,"

Dr. Nneka Osiegbu, Nigeria



Africa Renewal MONTHLY E-NEWSLETTER

29 July 2020

Nneka Osiegbu is a medical doctor with International SOS, Nigeria

Can you tell us a bit about yourself?

My name is Nneka Osiegbu and I'm 32 years old. I live in Lagos, Nigeria, where I am a site doctor for International SOS.

5 How long have you been working as a healthcare worker? What made you choose this career and do you have any fears or regrets?

10 I have been a practicing doctor for about 8 years now. My decision to study medicine was influenced by my mother who felt I had all the qualities to be a doctor. I have compassion for other people; I am respectful and hardworking; and I excelled academically. In addition to my mother's intuition, I loved the idea of being able to help people through diagnosis and treatment. Being able to help people prevent certain medical conditions by encouraging them to adopt a healthy lifestyle.

My biggest fear is not doing enough for my patients. I always ask myself: was there something else I could have done for this patient?

I have no regrets so far. My guiding principle is: learn and look forward.

15 How are you helping fight COVID-19 in your country? How has your work changed since COVID-19 broke out?

Awareness is key in the fight against COVID-19. I am currently focused on enlightening people on its spread and prevention methods, as well as implementing protocols for the identification of suspected cases at the clinic.

20 What affects you most in this COVID-19 situation? How are you coping and what keeps you going?

Without a vaccine, the apparent feeling of helplessness that is gripping the entire world affects me the most. The fact that lives are being lost daily.

25 However, playing my part and holding the line until the **cavalry (cure or vaccine) arrives, keeps me going. Due to social distancing, I am not able to be with family and friends, but technology has cushioned that effect.**

What strategy, in your view, has worked well in the fight against COVID-19 and what has not? What should be done to win the war?

30 I think increased testing, early detection of cases and prompt isolation of positive patients at isolation centers in order to prevent further spread of the disease, have worked well.

35 Self-quarantine at home with lack of, or no efficient, supervision and disjointed lock-downs without the enforcement have not worked well. Some people do not want to live in isolation facilities coupled with a poor understanding of how to isolate effectively.

What is your message to Africa at this time of COVID-19?

My message would be to keep hope alive. In the meantime, believe that COVID-19 is real, continue to observe the safety precautions as advised by the health agencies.

MULTIPLE CHOICE:

Circle the **BEST** answer.

1. Identify the main speaker of the article.

- A. Africa Renewal
- B. Dr. Nneka Osiegbu
- C. Lagos Nigeria
- D. Dr. Nneka's mother

Skill level 1	
1	
0	
NR	

2. The passage is most likely to be _____.

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

Skill level 1	
1	
0	
NR	

SHORT ANSWERS:

3. Identify the main inspiration for the main speaker's passion to be a doctor.

Skill level 1	
1	
0	
NR	

4. Identify the meaning of the word 'cavalry' as used in line 24.

Skill level 1	
1	
0	
NR	

5. Describe what affected the main speaker the most in regards to the COVID-19 situation.

Skill level 2	
2	
1	
0	
NR	

6. Explain the main speaker's experience with the COVID 19 situation by focusing on what affected her and how she coped.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

Skill level 3	
3	
2	
1	
0	
NR	

PASSAGE B: POETRY**Awareness about our environment**

Broken bottles and charred pieces of glass,
 Wadded up newspapers tossed on the grass,
 Pouring of concrete and tearing out trees.
 This is the environment that surrounds me?

5 Poisons and insecticides sprayed on our food,
 Oceans filling with thick oil crude.
 All sea life destined to a slow, awful doom.
 These are the things we are to consume?

10 Mills pumping out iron, expelling yellow fumes,
 Airlines emitting caustic gases from fuels,
 Weapons of destruction tested at desolate sites.
 And this is the air that's to sustain life?

15 There has to be something that someone can do,
 Like raise the awareness to those around you
 That if we don't heed the problem at hand
 It's your life that's at stake the destruction of man.

Sylvia Stults

SHORT ANSWERS:

1. Identify the mood of the poem. _____

2. Identify the main concern of the poem.

3. Quote an example of a sound device used in the poem.

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

4. Explain how the poet effectively uses rhetorical questions in the poem.

This image shows a blank 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.

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. School rules are important for students' wellbeing.
- b. Teenagers should be well guided in leadership responsibilities.
- c. Healthy life-styles promote healthy communities.
- d. Dear Sir/Madam,
Safety and security of students should be the top priority of all schools.
- e. Good teaching impact lives.
- f. Ladies and gentlemen, the decision for real change is on you.....
- g. Yesterday, 12th of August, the Ministry of Internal Affairs celebrated the International Youth Day.
- h. Athletes are heroes with special responsibilities

Your essay will be assessed using this Assessment Schedule

Item #	SLO Skill Level	Evidence	Student Response Level					
			4	3	2	1	0	N R
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	Demonstrate relevant structure that is relevant to the text form.						
v.	3	Express the chosen language in essay writing in a fluent, persuasive and accurate standard.						
vi.	3	Demonstrate appropriate use of style, relevant and insightful use of examples to support argument.						
vii.	4	Formulate originality of thought and content, and effectively develops and sustains a coherent argument.						

Writing Style

Topic:

(Write the letter of the topic option used, e.g. **a**)

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

[illegible]

Assessor's Use Only

[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 – 4**).

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 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.						
ii	1	State correct full name and spelling of the Title of chosen genre.						
iii	1	Show clear, correct format in presentation.						
iv	2	Demonstrate effective structure of the essay.						
v	2	Use language that is appropriate, lively, fluent and competent to suit purpose of writing.						
vi	3	Discuss the correct/relevant feature(s) of chosen genre eg. character, setting theme, etc.						
vii	3	Explain the chosen content with appreciation of text in essay writing.						
viii	3	Demonstrate originality of thought and content, and effectively develop and sustain a coherent argument.						
ix	4	Evaluate the chosen text in response to the task with expressive personal responses.						

QUESTION 1: SHORT STORY

Either Option A

Discuss how the settings in **TWO** short stories you have studied in class contributed to how the stories ended.

OR Option B

“Conflict is important for building suspense in a story”

Discuss this statement with close reference to **TWO** short stories you have studied in class.

QUESTION 2: NOVEL

Either Option A

Discuss how the setting of a novel you have studied in class revealed to you important lessons about human nature.

OR Option B

Discuss how two important events in a novel you have studied in class conveyed the personalities of two main characters.

QUESTION 3: POETRY

Either Option A

“Imagery in poetry creates snapshots in a reader’s mind”

With reference to **TWO** poems you have studied in class, discuss how the poet’s use of imagery effectively engaged a reader’s interest.

OR Option B

With reference to **TWO** poems you have studied in class, discuss how important issues relevant to individual experiences or society in general were revealed.

QUESTION 4: DRAMA**Either Option A**

Discuss how the setting influences the way **TWO** of the main characters behave in a drama you have studied in class.

OR Option B

Discuss how the reader is introduced to the main conflict in a drama you have studied in class and how the conflict's momentum is sustained throughout.

[illegible]

[illegible][illegible]

[illegible]

[illegible][illegible]

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