

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA FORM SIX CERTIFICATE

2022

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.

SECTION	STRANDS	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 none of the pages is 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 reads 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**

School began in earnest the next day. A profound impression was made upon me, I remember, by the roar of voices in the schoolroom suddenly becoming **hushed** as death when Mr. Creakle entered after breakfast, and stood in the doorway looking round upon us like a giant in a story-book surveying his captives.

- 5 Tungay stood at Mr. Creakle's elbow. He had no occasion, I thought, to cry out 'Silence!' so ferociously, for the boys were all struck speechless and motionless.

Mr. Creakle was seen to speak, and Tungay was heard, to this effect.

- 10 'Now, boys, this is a new half. Take care what you're about, in this new half. Come fresh up to the lessons, I advise you, for I come fresh up to the punishment. **I won't flinch.** It will be of no use your rubbing yourselves; you won't rub the marks out that I shall give you. Now, get to work, every boy!'

- When this dreadful introduction was over, and Tungay had stumped out again, Mr Creakle came to where I sat, and told me that if I was famous for biting, he was famous for biting too. He then showed me the cane, and asked me what I thought of that, for a tooth? Was it a sharp tooth, hey?
 15 Was it a double tooth, hey? Had it a deep prong, hey? Did it bite, hey? At every each question he gave me a fleshy cut with it that made me writhe; so I was very soon near to tears.

- Not that I mean to say these were special marks of distinction, which only I received. On the contrary, a large majority of the boys (especially the smaller ones) were visited with similar instances of notice, as Mr. Creakle made the round of the schoolroom. Half the establishment
 20 was writhing and crying, before the day's work began; and how much of it had writhed and cried before the day's work was over, I am really afraid to recollect, lest I should seem to exaggerate.

adapted from David Copperfield, Charles Dickens

MULTIPLE CHOICE:

Circle the **BEST** answer.

1. The best word to define ‘**hushed**’, as used in line 2 is

- A. active
- B. cold
- C. quiet
- D. loud

Skill level 1	
1	
0	
NR	

2. The passage is most likely to have been taken from a _____.

- A. textbook
- B. storybook
- C. novel
- D. report

Skill level 1	
1	
0	
NR	

SHORT ANSWERS:

3. Identify the speaker in the passage.

Skill level 1	
1	
0	
NR	

4. What makes Mr. Creakle’s statement, “**I won’t flinch.**” (line 9) ironic?

Skill level 1	
1	
0	
NR	

5. Identify the **figurative language** used in **the passage** to emphasize the dominant presence of Mr. Creakle after he has entered the schoolroom and quote an example of this figurative language from that same passage.

Skill level 2	
2	
1	
0	
NR	

[illegible]

Skill level 3	
3	
2	
1	
0	
NR	

PASSAGE B:**POETRY****Carbon Footprint**

I'm your deadly carbon footprint
 Lurking spectre grim and grey
 Growing larger, never smaller
 I will never fade away
 5 Stalking stealthily behind you
 While you live your life on Earth
 I'm your stain, your deep impression
 I'm your legacy, your curse

 I'm your dirty carbon footprint
 10 Don't ignore my warning sign
 I'm your carelessness, your cancer
 Soon consuming humankind
 As you use your power electric
 Coal and petrol, oil and gas
 15 Killing nature with pollution
 While you're counting up your cash

 I'm your lethal carbon footprint
 Leaving you a bitter taste
 Eating up all our planet
 20 Thriving on your piles of waste
 I'm your rubbish not recycled
 I'm the sting that's in your tail
 If you want to see tomorrow
 Then you need to shrink me...now!

SHORT ANSWERS:

1. Identify the purpose of the poem above.

Skill level 1	
1	
0	
NR	

2. Identify the tone of the poem above.

Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

3. State the effect the punctuation mark in line 24 has on the poem's message.

4. The whole poem portrays an extended metaphor/image of the title. Discuss how **TWO** (2) words or phrases from the poem help to achieve that extended metaphor/image.

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 style used may be **ONLY ONE (1)** of the following: **Expository Essay, Formal Speech, Formal Letter Writing or Formal Report.**

Write at least 200 words.

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

- The Hunga Tonga and Hunga Ha’apai volcanic eruption was the worst nightmare anyone could experience.
- Health is wealth.
- Imagine you are graduating next week. Write a graduation speech to your fellow students. What would you say to inspire them? What would you like them to remember?
- “People are not born heroes or villains; they’re created by the people around them” (Chris Colfer, Actor)
- “Winning means you’re willing to go longer, work harder, and give more than anyone else.” (Vince Lombardi, US Football Coach)
- Dear Sir/Madam,
Bullying at school should not be tolerated
- “If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” (John Quincy Adams, US President)
- On the 2nd of February 2022, a national lockdown was instigated by the government of Tonga to reduce the transmission of Covid-19 in the community, resulting in a prolonged school closure.

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	State clear use of mechanical control.						
iv.	2	Demonstrate relevant structure that is relevant to the chosen text form.						
v.	3	Express the chosen language in essay writing in affluent, persuasive and accurate standard.						
vi.	3	Demonstrate appropriate use of style, relevant and insightful use of examples to support argument standard.						
vii.	4	Formulate originality of thought and content and effectively develops and sustain a coherent argument.						

Writing Style **Topic:** 8
(Write the letter of the topic option used, e.g. **a**)

Topic:

--

This image shows a single 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.

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 – 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, clearly indicate 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.

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 correct full name and spelling of Author, Poet, Playwright or Director of specific genre studied in class.						
ii	1	State correct full name and spelling of the Title of chosen genre.						
iii	1	Show clear use of mechanical control.						
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.						
vii	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 in detail **TWO** short stories that you have studied this year that you feel are successful and clearly indicate what makes them successful.

(You may refer to elements such as structure, setting/atmosphere, theme, etc.)

OR Option B

Discuss **TWO** short stories that you have studied this year that have depended heavily on their endings to interest or affect the reader.

QUESTION 2: NOVEL**Either Option A**

In reference to a novel you have studied this year, analyze how a character's actions uncovered important differences between appearance and reality.

OR Option B

Discuss how your studied novel this year, has been enhanced by being set in a particular time period, place, country, set of circumstances or particular group of people.

QUESTION 3: POETRY**Either Option A**

Using at least **TWO** poems you have studied this year, show how the study of poetry has helped you to understand the world around you.

OR Option B

With reference to **TWO** poems your have studied this year by the same poet, discuss how a consistent theme or idea has been developed effectively.

QUESTION 4: DRAMA**Either Option A**

Choose **ONE** episode or scene from a play you have studied this year, and discuss clearly how it affected/involved the emotions of the audience.

OR Option B

“The effect of a play depends largely on the ability of the dramatist to create tension that builds to a climax.”

Show how a play you have studied this year does this.

QUESTION 5: FILM**Either Option A**

“The best films are effective because they shock us into reconsidering our own lives.”

Discuss this idea by referring to a film you have studied this year and its effect on you.

OR Option B

Some elements of film study are: Camera angles, lighting, set design, sound effects, costume choices and editing. Choose only **ONE** (1) aspect and show how important it was in a film you have studied this year.

[illegible]

Assessor's Use Only

[illegible]

[illegible]

Assessor's Use Only

[illegible]

