

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA FORM SIX CERTIFICATE

2023

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	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

- 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 space 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 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 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

	Welcome to 2023, the first year of the post-pandemic era.
5	I heard the first cough as I settled into my seat on a British Airways flight from London to Boston. It had a furtive, apologetic air, but it was followed by a bolder cough from another part of the cabin. It was as though the pilot had just turned off the “no upper-respiratory infections” sign. The soundtrack for the rest of my flight was a symphony of hacking coughs, reverberating sniffles, and extravagant sneezes. That’s when I knew, really knew, that the pandemic era was over.
10	Yes, I’m aware that covid-19 is still with us, still killing. But so, it will be for the foreseeable future. People are simply no longer willing to treat it as an emergency requiring extraordinary measures. For better or worse — and despite the best efforts of many well-intentioned holdouts — 2022 was when we collectively decided it was time to go back to normal.
15	Almost, anyway. “Back” is misleading because we haven’t returned to the normal of 2019. Covid has left a permanent mark, as viruses sometimes do, and normal will never be quite the same again.
20	I don’t have to tell you that work looks different, because there’s a good chance, you’re reading this as you work from home. According to Kastle, which provides security systems for workplaces, daily office attendance in some of the nation’s largest cities currently averages about half of pre-pandemic levels. Washington, D.C., is slightly below average. This is no longer about people who are afraid of getting sick; it’s about a workforce that has discovered how sweet life can be without a daily commute.
	The pandemic seems to have turned us inward, into our families and small groups of close friends, and I’m not sure we’ll ever completely re-establish old patterns of public sociality. We may be out and about, but we have had a major shock, and we’re probably going to remain a little shaky for some time to come.
	By Megan McArdle
	Columnist The Washington Post
	<i>December 30, 2022, at 7:00 a.m. EST</i>

MULTIPLE CHOICE:

Circle the letter of the **BEST** answer.

1. The passage is most likely to be taken from: _____.
- A. an article.
B. a blog.
C. a speech.
D. a panel discussion.

Skill level 1	
1	
0	
NR	

2. The literary device used in line 4 is a _____.
- A. alliteration
B. metaphor
C. pun
D. simile

Skill level 1	
1	
0	
NR	

SHORT ANSWERS:

3. Identify the source of this passage.

Skill level 1	
1	
0	
NR	

4. Describe the main idea of the last paragraph of the passage.

Skill level 2	
2	
1	
0	
NR	

5. Explain the effectiveness of using personal pronouns in achieving the writer's purpose.

Skill level 3	
3	
2	
1	
0	
NR	

PASSAGE B: POETRY

	Atlas If you open up any atlas and take a look at a map of the world, almost every single one of them slices the Pacific Ocean in half.
5	To the human eye, every map centers all the land masses on Earth creating the illusion that water can handle the butchering and be pushed to the edges
10	of the world. As if the Pacific Ocean isn't the largest body living today, beating the loudest heart, the reason why land has a pulse in the first place.
15	So many of us come from water but when you come from water no one believes you. Colonization keeps laughing. Global warming is grinning at all your grief.
20	How you mourn the loss of a home that isn't even gone yet. That no one believes you're from. How everyone is beginning to hear more about your island
25	but only in the context of vacations and honeymoons, but never asks about the rest of its body. The water. <i>(adopted from an excerpt from a longer poem by Terisa Siagatonu)</i>

SHORT ANSWERS:

6. State the tone of the poem.

Skill level 1	
1	
0	
NR	

7. Identify the poet.

Skill level 1	
1	
0	
NR	

8. Give **ONE (1)** word that can **BEST** replace the word ‘water’ as it appears in line 8.

Skill level 1	
1	
0	
NR	

9. Identify the main interest of the poet in this poem.

Skill level 1	
1	
0	
NR	

10. Discuss what the phrase “**the reason why land has a pulse in the first place.**” (line 13) implies.

Skill level 3	
3	
2	
1	
0	
NR	

SECTION B: **LANGUAGE FOR INFORMATION:**
FORMAL WRITING
(Spend about 40 minutes on 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 (1) – (8). 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:

1. Tonga is facing a single-use plastic epidemic.
2. “Education is the most powerful weapon which you can use to change the world.” (*Nelson Mandela, First President of South Africa*)
3. Management of our water resources is of utmost importance.
4. Ladies and gentlemen, a great leader is someone who is.....
5. Dear Sir/ Madam,
High school students’ use of social media should be strictly supervised.
6. “Happiness lies, first of all, in health.” (*Geroge William Curtis, writer & public speaker*)
7. Communities need to come together to tackle teenage gang fights.
8. On the fifth week of Term 2, the high school sporting season began after it was cancelled last year due to covid lockdowns and the HTHH volcanic eruption.

Your essay will be assessed using this Assessment Schedule

Item #	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 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: (Write the letter of the topic option used, e.g.a)

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

[illegible]

[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 – 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	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.						
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 a minor character in **TWO** short stories, you have studied in class this year, influenced the major events of the story.

OR Option B

With reference to **TWO** short stories, you have studied in class this year, discuss how a major issue in our society is mirrored in the stories.

QUESTION 2: NOVEL

Either Option A

Discuss how the author of a novel, you have studied in class this year, revealed an important life lesson to the readers.

OR Option B

With reference to a novel, you have studied in class this year, discuss how one's environment ultimately determines one's behaviour and actions.

QUESTION 3: POETRY

Either Option A

Discuss how the views of the poet may differ from that of the reader using **TWO** poems you have studied in class this year.

OR Option B

With reference to **TWO** poems, you have studied in class this year, discuss how the imageries effectively helped you to understand the poem better.

QUESTION 4: DRAMA

Either Option A

Evaluate the effectiveness of **TWO** dramatic devices in a drama you have studied in class this year.

OR Option B

Discuss how the internal or external conflict that the protagonist goes through, affected his or her relationship with others in a drama you have studied in class this year.

QUESTION 5: FILM

Either Option A

Discuss how **ONE** (1) technique of a film, you studied in class this year, was effectively used to capture and maintain the audience's attention. (Techniques include but are not limited to: *costume and makeup, sound effects, camera angles, set design, lighting etc.*)

OR Option B

“If a million people see my movie, I hope they see a million different movies”

Quentin Tarantino (*Film Producer & Director*)

Discuss how personal belief affects the way we view character behaviours or events that occurred in a film that you studied in class this year.

This image shows a full page of blank, lined paper. It features approximately 28 horizontal black lines spaced evenly across the page, typical of notebook paper. The lines are thin and extend from the left edge towards the right. There is no handwriting or other markings on the page.

Assessor's Use Only

Page 15 of 19

(Circle only **ONE**)

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Assessor's Use Only

Page 18 of 19

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