

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA FORM SIX CERTIFICATE

2024

ENGLISH

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours + 10 minutes reading

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 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.
6. Check that this booklet contain 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.**

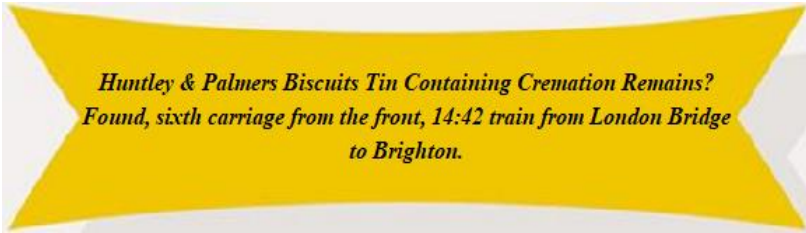
**SECTION A: LANGUAGE FOR SOCIAL INTERACTION:
READING COMPREHENSION**

(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

5	He was glad to be home. Padua was a solid redbrick Victorian villa with honeysuckle and clematis framing the steeply pitched porch. The cool, rose-scented, echoing space of the entrance hall welcomed the man inside from the relentless glare of the afternoon sun. He put down his bag, placed his keys in the draw of the hall table, and hung his panama on the hat stand. He was weary to the bone, but the quiet house soothed him. Quiet, but not silent.
10	There was the steady tick of a long case clock and the distant hum of an ancient refrigerator, and somewhere in the garden a blackbird sang. But the house was untainted by the tinnitus of technology. There was no computer, no television, no DVD or CD player. The only connections to the outside world were an old Bakelite telephone in the hall and a radio. In the kitchen, he let the tap run until the water was icy cold and then filled a tumbler. It was too early for gin and lime, and too hot for tea. Laura had gone home for the day, but she had left a note and a ham salad in the refrigerator for his supper. Dear girl. HE gulped the water down.
15	Back in the hall, he took a single key from his trouser pocket and unlocked a heavy oak door. He retrieved his bag from the floor, entered the room, closing the door softly behind him. Shelves and drawers, shelves and drawers, shelves and drawers. Three walls were completely obscured, and every shelf was laden, and every drawer was full with sad salmagundi of forty years gathered, labelled, and given a home. He took out his finding for the day, labelled it and gave it a home.  Vocabulary: <i>clematis: type of flowering vine</i> <i>salmagundi: cold fish or salad</i> <i>Excerpt from The Keeper of Lost Things, Ruth Hogan, 2017.</i>

MULTIPLE CHOICE:

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

1. A **panama** (line 4) is a type of _____.
 A. coat
 B. hat
 C. scarf
 D. umbrella

Skill level 1	
1	
0	
NR	

2. This excerpt was most likely taken from a _____.

- A. autobiography
- B. fiction novel
- C. science article
- D. historical account

Skill level 1	
1	
0	
NR	

3. The main focus of the writer in this excerpt is to show the _____.

- A. daily activities in the home
- B. absence of modern technology
- C. man organizing his feelings
- D. context of the man's home

Skill level 1	
1	
0	
NR	

4. Identify the phrase that shows the caring relationship between Laura and the man in paragraph 2.

- A. Laura had gone home.
- B. Dear girl.
- C. she had left a note.
- D. his supper

Skill level 1	
1	
0	
NR	

SHORT ANSWERS:

5. Describe the significance of the repetition of 'shelves and drawers' (line 14-15).

Skill level 2	
2	
1	
0	
NR	

6. Explain what these two lines "*Huntley & Palmers Biscuits Tin Containing Cremation Remains? Found, sixth carriage from the front, 14:42 train from London Bridge to Brighton*" imply about the protagonist's line of work.

Skill level 3	
3	
2	
1	
0	
NR	

PASSAGE B: POETRY

	Sonnet XVII
	<i>Craig Santos Perez</i>
1	I don't love you as if you were rare earth metals, diamonds, or reserves of crude oil that propagate war:
	I love you as one loves most vulnerable things, urgently, between the habitat and its loss.
5	I love you without knowing how, or when, the world will end I love you naturally without pesticides or pills
	I love you like this because we won't survive any other way, except in this form in which humans and nature are kin,
10	so close that your emissions of carbon are mine, so close that your sea rises with my heat
	<i>Source: Rising Tide: A collection of Pacific poems about human rights, social and climate justice 2020.</i>

SHORT ANSWERS:

7. Identify the figurative device used in *line 1* of the poem.

Skill level 1	
1	
0	
NR	

8. Name the poet of this poem.

Skill level 1	
1	
0	
NR	

9. Identify the function of commas (,) in this poem.

Skill level 1	
1	
0	
NR	

10. Discuss what the poet suggests about the relationship between humans and nature in *lines 7-8*.

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. Food sustainability begins with growing food in our own backyards.
2. Communities must come together to support mental health initiatives (programs).
3. Tonga should take steps to protect its marine life from illegal fishing.
4. Ladies and gentlemen, a true friend is someone who is
5. “Success is not measured by what you achieve, but by the obstacles you overcome.” (*Booker T. Washington*)
6. Dear Sir/ Madam,
Schools in Tonga should have more cultural activities in their school programmes.
7. Cyberbullying is a huge problem in Tongan communities today.
8. On the 26th of August 2024, high schools in Tonga participated in the opening of the 53rd Pacific Islands Forum Leaders Meeting hosted in Nuku’alofa.

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 number of the topic option used, e.g.1)

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

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This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

Assessor's Use Only

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**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 on 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

Examine how a conflict in **TWO** short stories you have studied in class this year, reveal the central themes of the stories.

OR Option B

With reference to **TWO** short stories, you have studied in class this year, explain how the setting influenced the events **and** / **or** characters in the story.

QUESTION 2: NOVEL

Either Option A

Discuss how the ending of a novel you have studied in class, changed your perception of a character that was introduced at the beginning of the novel.

OR Option B

With reference to a novel you have studied in class this year, discuss how a recurring symbol or idea contributes to your understanding of the novel.

QUESTION 3: POETRY

Either Option A

Analyze how the structure and form of a poem supports the poet's purpose, 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, evaluate how the poet's use of language (word choice or figurative language) supports the poem's theme or message.

QUESTION 4: DRAMA

Either Option A

Using a drama you have studied in class this year, discuss the techniques that the playwright uses to highlight a specific societal issue.

OR Option B

Discuss how the relationship between the protagonist and the antagonist in a drama you have studied in class, highlight key themes in the drama.

QUESTION 5: FILM

Either Option A

Discuss how a particular scene from a film you have studied in class this year has evoked a positive or negative feeling from the audience.

OR Option B

With reference to a film you have studied in class this year, describe **ONE (1)** important technique used in the film and explain how it contributes to the main ideas or issues that the director wants to convey to the audience. (Techniques include but are not limited to: *costume and makeup, sound effects, camera angles, set design, lighting etc.*)

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

[illegible]

[illegible]

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Assessor's Use Only

QUESTION: _____ SHORT STORY/ NOVEL/ POETRY/DRAMA/FILM

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