

MARKER CODE			



Student Personal Identification Number (SPIN)					

TONGA GOVERNMENT
MINISTRY OF EDUCATION AND TRAINING

Tonga National Form Seven Certificate

ENGLISH

2015

QUESTION and ANSWER BOOKLET

Time allowed: Three Hours

INSTRUCTIONS

1. Write your **Student Personal Identification Number (SPIN)** on the top right hand corner of this booklet.
2. Answer ALL QUESTIONS. Write your answers in the spaces provided in this booklet.
3. If you need more space for answers, ask the Supervisor for extra paper. Write your SPIN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.

	Pages	Time (mins)	Total
SECTION A Exploring Language: Close Reading of Text (including both Passage A and Passage B) Question 1	2 – 7	60	20
SECTION B Response to Texts (Two Questions from Questions 2 – 8) Question 2 – 8	8 - 15	120	40
TOTAL	15	180	60

Check that this booklet contains pages 2-15 in the correct order.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

SECTION A : EXPLORING LANGUAGE: CLOSE READING OF TEXT (20 MARKS)

[Spend about 60 minutes on this Section.]

EngA: Students will be able to respond critically to unfamiliar written texts through close reading, using supporting evidence.

Question 1 Passage A : Prose

The following excerpt is from part of the opening address of the former Hon. Acting Prime Minister, the late Dr. Senipisi Langi Kavaliku where he addressed the issue of change in Tonga.

A TIME OF CHANGE

....

The socio-political and economic situation – let alone the issue of our spiritual life – places us in a mood of anxiety and doubt on the one hand and challenge and hope on the other. In despair we blame new forces, overseas trained scholars, the so-called elite, the TV and video, alcohol, drugs, night clubs, breakdown of traditional family control etc.

- 5 Again in despair we blame the King and the Royal Family, the chiefs, the ministers; the heads of departments; the church leaders and well-to-do: we blame things *palangis*; our parents, our past and our society.

- 10 But we never blame ourselves. **We have never taken the time to look at the total situation and at our own actions and the role we had played and are playing.** Perhaps the humourist P.J.O'Rourke was correct:

"Because the enormous uncertainty of life has been so padded for so long, we've forgotten (what it's like to be human), And let's not kid ourselves: An economic pinch doesn't bring out the best in anybody."

And at the end President Bush I believe was right when he stated

- 15 *"People think the problem in our world is crack, or suicide, or babies having babies. Those are symptoms. The disease is a kind of **moral emptiness**."*

- 20 Tonga is at a time both of anxiety and despair and of opportunity and hope. It is not a totally new situation for Tonga nor for us. Where it is new is in the new level of seemingly insurmountable problems created by such tremendous amount of profound changes and even more potentially profound changes they will bring.

Between anxiety and hope, doubt and opportunity I prefer to look at the whole plethora of changes and potential changes as a challenge – as a time "for thought and reflection and times for initiative and action" it is not the time to despair. [Abridged]

Palanais – Europeans

(334 words)

Adapted from: Kavaliku, S. L., 1994, '**A Time of Change: The Need for Effective Leadership**' Opening address of seminar on management and staff development. Nuku'alofa, Tonga.

After carefully reading the whole of Passage A, answer the following questions in the spaces provided.

Assessor's use only

- 1 State the contrasting mood that has arisen from the existing situations and issue.

Skill Level 1	
1	
0	
NR	

- 2 Discuss what the speaker means by "We have never taken the time to look at the total situation and at our own actions and the role we had played and are playing" in lines 8-9.

Use your own words to answer this question.

Skill Level 3	
3	
2	
1	
0	
NR	

- 3 Describe what "moral emptiness" in line 16 implies.

Skill Level 2	
2	
1	
0	
NR	

State the speaker's own choice of action for such changing times.

- 4 Use your own words to answer this question.

Skill Level 1	
1	
0	
NR	

- 5 State one link between the title "A Time of Change" and the article.

Skill Level 1	
1	
0	
NR	

Question 1 Passage B : Poetry

This poem is about the poet's advice to his son.

	IF –
	‘Brother Square-Toes’ – <i>Rewards and Fairies</i>
	If you can keep your head when all about you Are losing theirs and blaming it on you, If you can trust yourself when all men doubt you, But make allowance for their doubting too;
5	If you can wait and not be tired by waiting, Or being lied about, don't deal in lies, Or being hated, don't give way to hating, And yet don't look too good, nor talk too wise:
10	If you can dream – and not make dreams your master; If you can think – and not make thoughts your aim; If you can meet with Triumph and Disaster And treat those two imposters just the same;
15	If you can bear to hear the truth you've spoken Twisted by knaves to make a trap for fools, Or watch the things you gave your life to, broken, And stoop and build 'em up with worn-out tools:
20	If you can make one heap of all your winnings And risk it on one turn of pitch-and-toss, And lose, and start again at your beginnings And never breathe a word about your loss;
25	If you can force your heart and nerve and sinew To serve your turn long after they are gone, And so hold on when there is nothing in you Except the Will which says to them: ‘Hold on!’
30	If you can talk with crowds and keep your virtue, Or walk with Kings – nor lose the common touch, If neither foes nor loving friends can hurt you, If all men count with you, but none too much; If you can fill the unforgiving minute With sixty seconds' worth of distance run, Yours is the Earth and everything that's in it, And – which is more – you'll be a Man, my son!
	Rudyard Kipling 1865 – 1936
	<i>pitch-and-toss</i> – is a game

After carefully reading the whole of Passage B, answer the following questions in the spaces provided.

- 6 What does the poet mean by “But make allowance for their doubting too” line 4.

Skill Level 1	
1	
0	
NR	

- 7 Describe the link between the word “imposters” line 12 and “Triumph and Disaster” line 11.

Skill Level 2	
2	
1	
0	
NR	

- 8 State a moral conduct that the poem advocates.

Skill Level 1	
1	
0	
NR	

- 9 Identify a Personification from the poem.

Skill Level 1	
1	
0	
NR	

- 10 Explain the significance of the last two lines “Yours is the Earth and everything that’s in it” line 31 “And – which is more – You’ll be a Man, my son!” line 32.

Skill Level 3	
3	
2	
1	
0	
NR	

Questions 11 and 12 refer to both Passages A and B.

- 11 State one common mood outlined in both passages A and B.

Skill Level 1	
1	
0	
NR	

- 12 Compare what Kavaliku in Passage A and Kipling in Passage B thinks is most important for people to know.
Use your own words to answer this question.

Skill Level 3	
3	
2	
1	
0	
NR	

SECTION B: RESPONSE TO TEXTS**(40 marks)**

[Spend about 120 minutes on this Section.]

EngB: Develop a critical response to specified aspect(s) of a text using supporting evidence

Choose **TWO** questions from this Section (Questions 2 - 8).

Answer only **ONE** option from each of the questions you have selected.

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

Do not use material you have used or planned to use elsewhere in the paper.

QUESTION 2: SHAKESPEAREAN DRAMA**Either Option A**

“Deep down, we are more excited about the attributes of the villain than those of the hero”

Describe the attributes of the **villain** in a Shakespearean drama you have studied and explain the extent to which you agree with the above statement.

OR Option B

Describe how a major **conflict** was resolved in a Shakespearean drama you have studied and explain the significant lessons that were learned from this conflict.

QUESTION 3: NON-SHAKESPEAREAN DRAMA**Either Option A**

Describe the **protagonist** in a Non-Shakespearean drama you have studied and explain how the protagonist is shown as a real life hero.

OR Option B

Describe the **messages** in a Non-Shakespearean drama you have studied and explain how these messages are relevant to dealing with the major issues in the world today.

QUESTION 4: POETRY**Either Option A**

Describe a major **concern** of the poet in two poems you have studied and explain how the poets' concern is clearly presented to the reader.

OR Option B

Describe the **figurative language** of two poems you have studied and explain the significance of the poets' use of figurative language.

QUESTION 5: NOVEL**Either Option A**

Describe the **setting** of a novel you have studied and explain how it unlocks the writer's purpose.

OR Option B

Describe an important **event** in a novel you have studied and explain how it depicts the way society thinks and acts.

QUESTION 6: SHORT STORY**Either Option A**

Describe a major **character** in two short stories you have studied and explain how the character has impacted its readers.

OR Option B

Describe the **symbolism** in two short stories you have studied and explain how it sheds light on the writer's message.

QUESTION 7: NON-FICTION**Either Option A**

Describe a major **conflict** in a non-fiction text you have studied and explain the significance of that conflict to the text as a whole.

OR Option B

Describe the **setting** of a non-fiction text you have studied and explain how it supports the writer's message.

QUESTION 8: FILM**Either Option A**

Describe the main **actor/actress** in a film you have studied and explain how he/she highlighted an important aspect of human nature.

OR Option B

Describe two **techniques** in a film you have studied and explain how those film techniques made the film worth watching.

QUESTION _____ OPTION _____

[illegible]

1	1 2	2 1	2 2 Make	3 1	3 2 Use	4 1	4 2 Adaptively
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1. 1 Select appropriate text(s)		1.2 Make relevant points		2.1 Structure essay		2.2 Make connections between points		3.1 Write fluently		3.2 Use writing conventions accurately		4.1 Develop convincing argument		4.2 Adeptly modify material to address question	
LEVEL 1		LEVEL 1		LEVEL 2		LEVEL 2		LEVEL 3		LEVEL 3		LEVEL 4		LEVEL 4	
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NR		NR		0		0		1		1		2		2	
				NR		NR		0		0		1		1	
								NR		NR		0		0	
												NR		NR	

QUESTION _____ OPTION _____

Assessors Use Only

1.1 Select appropriate text(s)		1.2 Make relevant points		2.1 Structure essay		2.2 Make connections between points		3.1 Write fluently		3.2 Use writing conventions accurately		4.1 Develop convincing argument		4.2 Adeptly modify material to address question	
LEVEL 1		LEVEL 1		LEVEL 2		LEVEL 2		LEVEL 3		LEVEL 3		LEVEL 4		LEVEL 4	
1		1		2		2		3		3		4		4	
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