MARKER CODE				

STUDENT ENROLMENT NUMBER (SEN)									

TONGA NATIONAL FORM SEVEN CERTIFICATE

ENGLISH

2017

QUESTION and ANSWER BOOKLET

Time allowed: 3 Hours

INSTRUCTIONS:

1. Write your **Student Enrolment Number (SEN)** 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 spaces for answers, ask the Supervisor for extra paper. Write your SEN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.

TOPICS	Total Skill Level
SECTION A Language for Social Interaction (ANALYSIS OF MULTIMEDIA)	10
SECTION B Language for Information (ANALYSIS OF TEXT)	20
SECTION C Language for Response and Expression (LITERATURE)	40
TOTAL	**70**

Check that this booklet contains pages 2-23 in the correct order and that page 23 has been deliberately left blank.

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

SECTION A: Language for Social Interaction

ANALYSIS OF MULTIMEDIA

Choose only **ONE** of the components of Multimedia that you studied in class this year and use the **text** to answer the instructions given.

You will choose from either:

1. ***Note – taking,***
2. a ***Formal Interview or***
3. a ***Formal Debate***

Inclusive Education

UNESCO sees inclusive education as a process of addressing and responding to the diversity of needs of learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes in content, approaches, structures and strategies, with a common vision which covers all children within an appropriate age range. It embodies the conviction that it is the responsibility of the mainstream education system to educate all children.

Inclusive education seeks to address the learning needs of all children, young people and adults, with a specific focus on those who are vulnerable to marginalization and exclusion. Schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other impairments. They should provide for disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other marginalized areas or groups.

Rieser, R.2008. Implementing Inclusive Education, Commonwealth Secretariat, U.K. p.21.

1. **Note-taking**

   Create significant notes from the text using a clear and concise style of note-taking.

2. **Formal Interview**

   Devise appropriate questions and answers for a formal interview on the main message presented in the text.

3. **Formal Debate**

   Design an open formal debate script to show possible arguments from both the opposing sides based on the information given in the text.

Provide an appropriate title for your work.

Your work will be assessed using the following Assessment Schedule

SLO Skill Level	**1**		**2**		**2**		**2**		**3**	
Evidence	State an appropriate title.		Outlines correct, clear and concise format of chosen multimedia.		Devise relevant and significant notes, questions and arguments from given text.		Describes ideas effectively according to given text.		Employs a wide range of skills and strategies to respond to specific aspects of given text.	
	1		**2**		**2**		**2**		**3**	
	0		**1**		**1**		**1**		**2**	
	NR		**0**		**0**		**0**		**1**	
			NR		**NR**		**NR**		**0**	
									NR	

Assessor's Use Only

SLO	**1**		**2**		**2**		**2**		**3**	
Skill	**1**		**2**		**2**		**2**		**3**	
Level	**0**		**1**		**1**		**1**		**2**	
	NR		**0**		**0**		**0**		**1**	
			NR		**NR**		**NR**		**0**	
									NR	

SECTION B: Language for Information

ANALYSIS OF TEXT

Read **Passage A** and **Passage B** carefully, and answer ALL the questions following EACH passage.

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

Passage A: Prose

CYBER BULLYING AND HARRASSMENT – WHAT IS IT

Cyber bullying or harassment is bullying using technology: when a person is hurt, threatened, intimidated and/or humiliated by another person who:

- texts **derogatory** or threatening messages on a mobile phone;
- sends derogatory or threatening emails to the person and/or wider audience;
- creates a derogatory or threatening website, often using photographs taken with a mobile phone;
- uses chat rooms/YouTube/Facebook/Twitter or other social networking websites or tools to abuse a person;
- employs other uses of technology to bully.

HOW IS CYBER BULLYING THE SAME AS FACE-TO-FACE BULLYING?

Cyber bullying is the same as face to face bullying because such actions:

- are deliberate and designed to hurt, threaten, intimidate or humiliate;
- involve an imbalance of power;
- are often repeated;
- leave the victim feeling defenceless and vulnerable.

HOW IS CYBER BULLYING DIFFERENT TO FACE-TO-FACE BULLYING?

Cyber bullying is different to face-to-face bullying because such actions are verbal and psychological bullying:

- are deliberate and usually intended to hurt, threaten, intimidate or humiliate;
- often reach to a much wider audience;
- are written and so have a greater impact;
- can occur and be accessed 24 hours a day and 7 days a week;
- can be stored and have transmission point anywhere;
- can be anonymous;
- are less detected by adults and have greater long term effect.

ORIGIN SITE OF THE CYBER BULLYING

Cyber bullying could be transmitted from both inside and outside the school.

Outside – on mobile phones and/or using the internet.
Inside – on mobile phones and/or on school internet.

The illegal use of equipment in the school will be responded to according to the Bullying and Harassment and Computer Use policies.

WHAT CAN YOU DO?

- If the bullying is by text message generated within the school, treat it the same way as face-to-face bullying by speaking to a teacher, Year Level Coordinator, Chaplain, Guidance Counsellor or Deputy Principal. The message will be copied and deleted. It is important to allow this to be dealt with in order to stop the bullying.
- If the bullying originates on the intranet, show the screen to your teacher. This is an illegal use of school IT resources and will be dealt with according to the Bullying and Harassment and Computer Use Agreement.
- If the bullying occurs outside the school, you should:
  - speak to your parents about this;
  - retain mobile phone text messages, emails, the addresses of websites etc;
  - change your mobile phone number/email address;
  - contact the police.

- Be aware that bullying using telephones or computers is an illegal use of equipment and can be prosecuted under the Telecommunications and Broadcasting Acts.
- Taking a photo without knowledge is illegal under the Privacy Act (State). Using the photograph without permission on a website is illegal under Federal Law. These matters may be referred to the police.

Albany Creek State High School, Homework & Assessment Organizer, 2011.

1. Define the term “derogatory” (lines 3-5) as used in the passage.

_____

_____

_____

Skill level 1	
1	
0	
NR	

2. Describe **ONE** (1) effect of Cyber Bullying on the victim.

Skill level 2	
2	
1	
0	
NR	

3. Explain how Cyber Bullying is a **different** and more **vicious** form of bullying.

Skill level 3	
3	
2	
1	
0	
NR	

4. Discuss how as a student you can avoid or stop any form of Cyber Bullying at your school.

Skill level 3	
3	
2	
1	
0	
NR	

Passage B: Poetry

THOMAS BRACKEN 1843-98

NOT UNDERSTOOD

Not understood, we move along asunder;
Our paths grow wider as the seasons creep
Along the years; we marvel and we wonder
Why life is life, and then we fall asleep
5. Not understood.

Not understood, we gather false impressions
And hug them closer as the years go by;
Till virtues often seem to us **transgressions**;
And thus men rise and fall, and live and die
10. Not understood.

Not understood! Poor souls with stunted vision
Oft measure giants with their narrow gauge;
The poisoned shafts of falsehood and derision
Are oft impelled 'gainst those who mould the age,
15. Not understood.

Not understood! The secret springs of action
Which lie beneath the surface and the show,
Are disregarded; with self-satisfaction
We judge our neighbours, and they often go
20. Not understood.

Not understood! How trifles often change us!
The thoughtless sentence and the fancied slight
Destroy long years of friendship, and estrange us,
And on our souls there falls a freezing blight;
25. Not understood.

Not understood! How many breasts are aching
For lack of sympathy! Ah! day by day
How many cheerless, lonely hearts are breaking!
How many noble spirits pass away,
30. Not understood.

O God! that men would see a little clearer,
Or judge less harshly where they cannot see!
O God! that men would draw a little nearer
To one another, - they'd be nearer Thee,
35. And understood.

'Our Favourite Poems : New Zealanders choose their best-loved poems.'
2007. Craig Potton Publishing, p.209

5. Give a similar word for the term '**transgressions**' (line 8).

Skill level 1	
1	
0	
NR	

6. Discuss the main idea in stanzas 5 and 6.

Skill level 3	
3	
2	
1	
0	
NR	

7. Explain how the poem which was written in the Eighteenth century is still relevant today.

Skill level 3	
3	
2	
1	
0	
NR	

Question 8 refers to both Passage A and B.

8. Evaluate how 'Cyber bullying' in **Passage A** and 'Not Understood' in **Passage B** show similar aspects in the way people conduct themselves.

Skill level 4	
4	
3	
2	
1	
0	
NR	

SECTION C: Language for Response and Expression

LITERATURE

Choose Only **TWO** questions from this section.

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 materials you have used or plan to use elsewhere in the paper.

QUESTION 1: Shakespearean Drama

Either A

"Time has not invalidated the relevance of Shakespeare's insight into what it means to love, live and die".

Evaluate the extent to which this statement is true in a Shakespearean drama you have studied this year.

OR B

"Yet Shakespeare's tragedies are not morbid or depressing, as many modern plays are. This is because his hero or heroine learns important things before dying. There is always light and comfort at the end; dying is seldom seen as disastrous".

Evaluate this claim in a Shakespearean drama you have studied this year.

QUESTION 2: Non-Shakespearean Drama

Either A

Evaluate how a non-Shakespearean drama script you have studied this year, dealt with a serious topic or issue.

OR B

Evaluate the ways in which an aspect of the production of a non-Shakespearean play you have studied this year could be used to enhance the conflict that is central to the drama.

QUESTION 3: Poetry

Either A

In what ways do you believe the language of poetry is "different" from everyday language?

Evaluate **TWO** poems, you have studied this year, to illustrate this.

OR B

"The poet is both the prophet and the interpreter of his age".

Evaluate this statement in the work of any one poet in **TWO** poems that you have studied this year.

QUESTION 4: Novel

Either A

"The role of the novelist is to ask questions and explain issues about our society"

Evaluate this statement with detailed reference to a novel you have studied this year.

OR B

From a novel you have studied this year, evaluate to what extent it is a story about people travelling towards **"truth"** or **"reality".**

QUESTION 5: Short Story

Either A

"Short Stories generally focus on individuals, rather than on communities"

Evaluate this statement with close reference to **TWO** short stories you have studied this year.

OR B

"The title of a short story usually gives a clear indication of the writer's point of view. With the title he/she focuses your attention where he/she wants it to be"

Evaluate how this is true in **TWO** short stories you have studied this year.

QUESTION 6: Non-Fiction

Either A

Evaluate the insight offered into a world other than your own in a non-fiction text you have studied this year.

OR B

"What distinguishes non-fiction from fiction is its insistence on documented evidence"

Evaluate the extent to which this is true of a work of non-fiction you have studied this year.

QUESTION 7: Film

Either A

"Oscars are awarded each year for such things as best cinematography, best soundtrack, best special effects, best screenplay and so on. But in the end the success of any film depends on the director".

Evaluate this statement with reference to a film you have studied this year.

OR B

"It was all right, but it wasn't as good as the book"

Evaluate the truth of this statement in a film you have studied this year.

Literature Essay

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/spelling of author, poet, playwright and Director of chosen genre.						
ii	1	Identify correct/full name/ spelling of title of chosen genre.						
iii	2	An effective structure is clearly outlined and developed in response to the task.						
iv	2	Describe correct, relevant feature/s of chosen genre e.g. character , setting, theme etc.						
v	2	Use writing conventions accurately and shows mechanical control.						
vi	2	Outlines relevant literary devices and techniques.						
vii	3	Language chosen is effectively expressed, discussed, fluent, persuasive and accurate to create meaning from text.						
viii	3	Discusses the content thoroughly and show appreciation of text.						
ix	4	Evaluates the chosen genre and critically responds to certain aspects of the text.						

QUESTION: _____ **OPTION**: _____

Assessor's use only

Uni	i	ii	Multi	iii	iv	v	vi	Relational	vii	viii	Extended Abstract	ix
1			**2**					**3**			**4**	
0			**1**					**2**			**3**	
NR			**0**					**1**			**2**	
			NR					**0**			**1**	
								NR			**0**	
											NR	

QUESTION: _____ **OPTION**: _____

Assessor's use only

Uni	i	ii	Multi	iii	iv	v	vi	Relational	vii	viii	Extended Abstract	ix
1			**2**					**3**			**4**	
0			**1**					**2**			**3**	
NR			**0**					**1**			**2**	
			NR					**0**			**1**	
								NR			**0**	
											NR	

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