

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA NATIONAL FORM SEVEN CERTIFICATE

2020

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 booklet.
2. This paper consists of **TWO SECTIONS** and is out of 70 Weighted Scores.

SECTIONS	TOPICS	TOTAL SKILL LEVEL
A	LANGUAGE FOR INFORMATION: Analysis of Text	30
B	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 all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.
6. Check that this booklet contains pages **2-23** in the correct order and that pages 21-23 have been deliberately left blank.

YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR BEFORE YOU LEAVE THE EXAMINATION ROOM.

SECTION A: **LANGUAGE FOR INFORMATION:**
ANALYSIS OF TEXT

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

Passage A: Prose

Adapted from the 2019 winning speech by Robbie White: New Plymouth Boys' High School, Year 11. Theme: Speaking for Justice, Working for Unity

...

Up, down, out and then in. The *Tui* weaves the nest. The nest of *He tangata*, the nest of the people. Humans woven together united regardless of where they come from, their individual beliefs or the colour of their skin.

- 5 Unfortunately, there is one thing that is keeping these sticks, these individuals from working as one together. Defects which are keeping each of these vital components from joining and crafting into the strong nest that is a unified nation. A stray protruding branch, an awkward bent or a rotten skeletal portion lacking in strength. This is racism.
- 10 Dis-inclusion, unconscious bias against different ethnicities and **casual racism**. The comments and jokes we all hear too frequently often on a day to day basis. Words that are so commonly used to now beginning to be accepted as the norm. Why do we give in to this racism which is holding us apart? How can we put an end to these weaknesses while also giving people the chance to overcome their own prejudice? This is where the role of the *Tui* comes into play.
- 15 *Tuis* create nests. They unite and bring multiple individual pieces together crafting them into a mesh. They create a structure which has the potential to be immensely stronger than that of each individual piece on its own. A safe home in which young can thrive. What is a *Tui*? A leader, a call, a march, a movement, a stand, a physical structure. The voice of unity bringing people together with common purpose, understanding and
- 20 connection.
- ... other *Tuis* which also weave the nest to unite people from multiple different ethnicities and worldviews come in many different forms. From essential government stance supporting the creation of buildings of national significance such as *Te Papa* in Wellington which are extremely important in providing educational spaces in which we can learn to
- 25 appreciate other cultures. To at a regional level where local councils support events such as the recent multi ethnic extravaganza. A parade which stages a showcase allowing us to celebrate the diversity in our communities. Both these examples are *Tuis* and are effective at weaving the nest of the people by helping us see that as humans our similarities far outweigh our differences.
- 30 To be unified means to be joined as one whole. Now I am not talking about my friend and I agreeing on something or the groups at our school getting along. I am talking something much more monumental. The unity of all different kinds of people everywhere. In the past when I think of great unity on this huge scale I think of war, disaster, segregation, death.

- 35 Why is it that in our most recent history it so often takes a tragedy or adverse event for all different kinds of people to unite? To see past the colour, to see past the jobs, to see past the religious beliefs. Here in New Zealand take the recent forest fires in Nelson, the earthquakes in *Kaikōura* and Christchurch and most prominently and recently the terror Mosque shootings two months ago.
- 40 Although the situations were different the outcome was the same. Humans coming together and forming a tight nest. These tragedies, these downs, these breaks in our nest are devastating and it is important that we do support those who are affected. But as equally important to see that there are opportunities for us to focus on what we all as humans have in common every second of the day. Our need for shelter, love, care and
- 45 support. So all of us sticks, components to the nest should all be proud individuals for our attributes but also understand that together we can complement each other and create something much bigger and stronger than ourselves.

- For once, we, pieces of this grand nest discard that protruding branch, bend or scab and say no to those racial attitudes and jokes which are pushing the sticks in our nest further
- 50 and further apart, the nests in our communities will be grand and strong. They will be the safe place for the bird of Aotearoa New Zealand to grow and develop. A beautiful, strong bird which can one day soar away onto great things. '*Ma te huruhuru, ka rere te manu*' without the feathers the bird cannot fly. With feathers of knowledge, compassion and understanding and a strong nest made of many different sticks of many different shapes,
- 55 sizes and colours to call home this bird will achieve truly spectacular things.

Kia Ora

Source: <https://www.hrc.co.nz/our-work/race-relations-and-diversity/race-unity-speech-awards/>

NZ Human Rights. Human Rights Commission, Te Kāhui Tika Tangata. National Winner of the Race Unity Speech Awards.

QUESTIONS

1. Identify the method of narration used in the text.

2. Outline the meaning of the phrase, "**casual racism**" (line 9).

Skill level 1	
1	
0	
NR	

Skill level 2	
2	
1	
0	
NR	

3. Interpret the key figurative meaning within the text.

This image shows a blank 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.

Skill level 3	
3	
2	
1	
0	
NR	

4. Summarise paragraphs 7 and 8 giving their main points.

[illegible]

Skill level 3	
3	
2	
1	
0	
NR	

5. Critically analyse any chosen aspect from the text.

[illegible]

Skill level 4	
4	
3	
2	
1	
0	
NR	

Passage B: Poetry

LET each man learn to know himself;
 To gain that knowledge let him labor,
 Improve those failings in himself
 Which he condemns so in his neighbor.

5 How lenient our own faults we view,
 And **conscience's voice adeptly smother,**
 Yet, oh, how harshly we review
 The self-same failings in another!

And if you meet an erring one
10 Whose deeds are blamable and thoughtless,
 Consider, ere you cast the stone,
 If you yourself are pure and faultless.
 Oh, list to that small voice within,
 Whose whisperings oft make men confounded,
15 **And trumpet not another's sin;**
You'd blush deep if your own were sounded.

And in self judgement if you find
 Your deeds to others' are superior,
 To you has Providence been kind,
20 As you should be to those inferior.
 Example sheds a genial ray
 Of light which men are apt to borrow,
So first improve yourself today
And then improve your friends' tomorrow.

- *Author Unknown*

Source: Evans, R. L. 1980. Richard Evans' Quote Book, USA, pg. 222

QUESTIONS

1. Identify the effect of using the personification “**conscience’s voice adeptly smother**’ (line 6).

Skill level 1	
1	
0	
NR	

2. Identify the poet’s view in stanza 2.

Skill level 1	
1	
0	
NR	

3. Describe **ONE** relevant value given in lines **15 – 16** that people need to have.

Skill level 2	
2	
1	
0	
NR	

4. Interpret the literal meaning of lines **17 – 20**.

[illegible]

5. Analyse how the ideas in the poem are organized.

6. Justify from the poem, your own interpretation of the last **TWO** lines (lines. **23-24**).

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.

Skill level 3	
3	
2	
1	
0	
NR	

7. Discuss with details a common situation revealed in **Passage A** and **Passage B**.

Skill level 4	
4	
3	
2	
1	
0	
NR	

**SECTION B: LANGUAGE FOR RESPONSE AND EXPRESSION:
LITERATURE**

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

Choose Only **TWO** questions from this section (**Questions 1 – 7**).

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

Each question is worth 20 scores. Each essay should be at least 400 words long.

For each questions 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 plan to use elsewhere in the paper.

QUESTION 1: SHAKESPEAREAN DRAMA

***Either* OPTION A:**

“In tragedy, conflict and suffering draw out the true nature of the chief characters’ inch by inch” (John Russell Brown)

Discuss what you learned in this way about ‘the true nature’ of the main characters in a Shakespearean drama you have studied in class this year.

***Or* OPTION B:**

Discuss the uniqueness of the language used in the 18th and 19th century in a Shakespearean drama you have studied in class this year.

QUESTION 2: NON-SHAKESPEAREAN DRAMA

***Either* OPTION A:**

Evaluate the effectiveness of using imageries in a non-Shakespearean drama you have studied in class this year.

***Or* OPTION B:**

Reflect on the events that revealed the historical background of the playwright in a non-Shakespearean drama you have studied in class this year.

QUESTION 3: POETRY

Either OPTION A:

The poet Alexander Pope said that in poetry “the sound must seem an echo to the sense”.

With reference to **TWO** poems you have studied in class this year, show how sound and/or rhythm can reinforce meaning.

Or OPTION B:

Explore the background of the poet in **TWO** poems you have studied in class this year and explain how it has influenced their writing.

QUESTION 4: NOVEL

Either OPTION A:

“Above all else, the novel is a picture of the age in which it was written”

To what extent do you agree with this statement in a novel you have studied in class this year.

Or OPTION B:

With close reference to a novel you have studied in class this year, evaluate ways the author affects the way you think about the world in general.

QUESTION 5: SHORT STORY

Either OPTION A:

“The endings of short stories are often the key to understanding the issues which the stories raise”

Discuss this statement with close reference to the endings of **TWO** short stories you have studied in class this year.

Or OPTION B:

Discuss how the author of **TWO** short stories you have studied in class this year made their characters believable.

QUESTION 6: NON-FICTION***Either* OPTION A:**

What methods does the writer use to convince the reader of the significance of **TWO** events in a biography, autobiography or other non-fiction book you have studied in class this year?

***Or* OPTION B:**

With close reference to detail from a biography or autobiography you have studied in class this year, discuss how convincingly the book creates a sense of the social environment in which the subject grew up.

QUESTION 7: FILM***Either* OPTION A:**

“A good beginning and a brilliant ending are crucial to a successful film”.

Discuss this statement with detailed reference to a film you have studied in class this year.

***Or* OPTION B:**

Discuss the characteristic of **ONE** film you have studied in class this year that have made it a commercial or artistic success.

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: _____

[illegible]

Uni - Structural	i	ii	Multi - Structural	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	

QUESTION: _____ OPTION: _____

[illegible]

THIS PAGE HAS BEEN DELIBERATLY LEFT BLANK.

THIS PAGE HAS BEEN DELIBERATLY LEFT BLANK.

THIS PAGE HAS BEEN DELIBERATLY LEFT BLANK.