



MARKER CODE

STUDENT ENROLMENT NUMBER (SEN)

TONGA NATIONAL FORM SEVEN CERTIFICATE

2021

ENGLISH

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours

INSTRUCTIONS:

1. Write your **Student Enrolment Number (SEN)** on the top right-hand corner of this page.
2. This paper consists of **TWO SECTIONS** and is out of 70 weighted scores.

SECTION	STRANDS	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 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 - 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**A WORD OF
AFFECTION**

Leo Tolstoy, the great Russian writer, tells of the time he was walking down the street and passed a beggar. Tolstoy reached into his pocket to give the beggar some money, but his pocket was empty. Tolstoy turned to the man and said, "I'm sorry, my brother, but I have nothing to give."

- 5 The beggar brightened and said, "You have given me more than I asked for – you have called me brother."

To the loved, a word of affection is a morsel, but to the love-starved, a word of affection can be a feast.

**KIND AND
CONSIDERATE**

- 10 Baron de Rothschild once asked an artist Ary Scheffer to paint his portrait. Though a wealthy financier, Rothschild posed as a beggar, wearing rags and holding a tin cup. During one day of painting, a friend of the artist entered the room. Thinking Rothschild was really a beggar, he dropped a coin in his cup.

- 15 Ten years later that man received a letter from Baron de Rothschild and a check for ten thousand francs. The message read, "You one day gave a coin to Baron de Rothschild in the studio of Ary Scheffer. He has invested it and today sends you the capital which you entrusted to him, together with the compounded interest. A good action always brings good fortune."

Source: Lucado, M. 2010. 'You Changed My Life', Nashville, Tennessee, Thomas Nelson, pg. 39 & 51

1. Identify the text type of the passage.

[illegible]

Skill level 3	
3	
2	
1	
0	
NR	

[illegible]

Skill level 4	
4	
3	
2	
1	
0	
NR	

Passage B: Poetry

A LETTER TO AN ANGRY GARDENER

yesterday morning
 as I passed by your garden
 i was touched
 by the sight
5 of a blooming white ginger
 quietly smiling
 among the weeds and wandering dew
 i stopped
 filled my senses
10 with its subtle fragrance

i wanted others
 to share the sight
 so i began to pull away
 the weeds
15 giving the plant more room
 to grow
 once i thought
 how nice it would be
 to have the plant
20 all to myself
 but then i realised
 what that would mean
 to you
 and others in your garden

25 Now the plant is free
 to add to the beauty
 of the universe
 but you want to cut it down
 because it's attracting
30 too many people
 besides, you want to keep
 the flowers all
 for yourself
 not realising perhaps
35 what that would mean

to the tiny buds that surround
 the flowers
 they will die too

I'm sorry and I guess it was my fault
40 for falling in love
 with a plant
 but I trust that you will understand
 someday soon
 that I'm just a poet
45 who is in love
 with the world

P.S.
 please be gentle
 with that ginger -
50 it's really a very sensitive plant

Source: 1987, 'Hingano', Mana Publications, Suva, Fiji, pg 56 - 57.

[for purposes of the examination the poet is withheld here]

QUESTIONS:

6. Identify the main image created by the poet in the poem.

Skill level 1	
1	
0	
NR	

7. Identify an element in the poem that makes it appealing.

Skill level 1	
1	
0	
NR	

8. Describe the meaning of a figurative device given in the poem.

Skill level 2	
2	
1	
0	
NR	

9. Explain your reasons for the poet's organization of the ideas in the poem.

[illegible]

Skill level 3	
3	
2	
1	
0	
NR	

10. Explain how the title influences any particular aspect of the poem.

Skill level 3	
3	
2	
1	
0	
NR	

11. Explain the impact of the poem on its readers.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a template for handwriting practice or general note-taking. The margins are consistent on all sides.

Skill level 3	
3	
2	
1	
0	
NR	

[illegible]

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 (2)** questions from this section (**Questions 1 – 7**).

Answer only **ONE (1)** 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:**

Discuss the effectiveness of the use of figurative language in a Shakespearean drama you have studied in class this year.

Or OPTION B:

Discuss the significance of the setting in a Shakespearean drama you have studied in class this year.

QUESTION 2: NON-SHAKESPEAREAN DRAMA

***Either* OPTION A:**

Discuss the significant role of the major character/s in a non-Shakespearean drama you have studied in class this year.

Or OPTION B:

Discuss the main concerns in a non-Shakespearean drama you have studied in class this year.

QUESTION 3: POETRY***Either* OPTION A:**

Discuss how **TWO** poems you have studied in class this year challenged your belief(s) or view(s) on certain issues.

Or OPTION B:

Discuss how the structure of **TWO** poems you have studied in class this year highlights the poet's main concerns.

QUESTION 4: NOVEL***Either* OPTION A:**

Discuss the significance of **TWO** main messages in a novel you have studied in class this year.

Or OPTION B:

Discuss how the climax in a novel you have studied in class this year is one of suspense, mystery, tension and /or tragedy.

QUESTION 5: SHORT STORY***Either* OPTION A:**

Discuss the author's particular strengths in **TWO** short stories you have studied in class this year.

Or OPTION B:

Discuss how the symbolism in **TWO** short stories you have studied in class this year emphasizes the author's main concerns.

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

Discuss how a non-fiction book you have studied in class this year, is relevant to the society we live in today.

Or OPTION B:

Discuss the significance of the main character's life in a non-fiction book you have studied in class this year.

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

Discuss how the actions of the main actor/actress in a film you have studied in class this year, made the film worth watching.

Or OPTION B:

Discuss how **TWO** film techniques in a film you have studied in class this year, held the audience spellbound.

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

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[illegible]

QUESTION

OPTION

[illegible]

Unistructural	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	
											NR	

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