MARKER CODE				

STUDENT ENROLMENT NUMBER (SEN)									

TONGA NATIONAL FORM SEVEN CERTIFICATE

2023

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 booklet.
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 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

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

Passage A: Prose

Turning the Tide

On the way to her hometown, she found herself wishing she still lived there. Gazing at the island's rugged **silhouette**, she became lost in the distant world of her childhood. Most vivid amongst the memories was the beautiful, magical stand where she used to sell her rocks. She remembered the sturdy, splintered wood pillars that held up a wide plank, where she displayed her collection proudly.

She would wake up before the sun peeked above the horizon and chase the cool breeze down to the beach. The generous tide always offered up endless treasures for her to eye keenly and chew her chapped lips over in excited contemplation. Then, she would bound to her stall with rocks, stones, shells, and bits of sand tumbling about in her scratched up bucket as the town began to stir.

Her speciality was weird-shaped rocks of all sizes, and smooth, shiny shells. She didn't charge very high prices and would often give away stones to her regular customers, especially when she felt they had a personal significance. The rarest, and her favorite form, of payment were hard-boiled sweets from the mainland.

When officers visited her island from the city, many would pass by her stand. At first, they were curious upon discovering her unusual collection. Chuckling, they gravitated towards the young girl with her open face and sand in her hair, who flashed a toothy grin their way. Upon discovering her unusual collection, they became intrigued and amused.
They would linger over the stretch of colours, textures and shapes set in the rich greens of seaweed snaking around the plank and pillars. *How luxurious*, they would say. Some days, their attention provided her with a pocketful of brightly coloured translucent sweets, with which she would skip home to share with Ari, her best friend.

One day, she woke especially early and scampered down to the beach, her hair fluttering against the striking golden light. Spellbound by the multitude of rocks leaping between the sapphire waves, she felt drawn to a large glinting stone. It had a streak of silver running through its centre that was only visible when you held it up to the light. She traced her fingers over its jagged edges, which had been softened slightly by the sea.

As she rearranged her stall, her mind immersed in the iridescence of her newfound stone, a light wind flurried at her feet bringing her attention to a shadow gliding towards her. Her grip on the rock tightened. She wouldn't sell it. She wouldn't part with it not even for one hundred of those mouth-watering, sumptuous sweets.

This promise she made to herself sealed her fate. Her special stone provided the shield and the strength that she needed to sail her through the tough years ahead. **Soon, she will find it turning the tide in her favour one last time**.

[Adapted from: Zhu, B. 2021, 'Turning the Tide', (Online), Available: https://exposure.org.uk/2021/11/short-story-about-memories-turning-the-tide/]

QUESTIONS:

1. Define the word '**silhouette**' (*line 2*).

Skill level 1	
1	
0	
NR	

2. Describe a figurative device in paragraph 2 (*lines 6 – 10*).

Skill level 2	
2	
1	
0	
NR	

3. Analyse how the <u>underlined words</u> (*lines 16 – 21)* help you to understand the girl's 'unusual collection'.

Skill level 3	
3	
2	
1	
0	
NR	

4. Comment on how the finding of the special stone reveals an important aspect of the girl's character.

Skill level 3	
3	
2	
1	
0	
NR	

5. Discuss the relevance of the title to the last sentence in the story (*lines 33 – 34*).

Skill level 4	
4	
3	
2	
1	
0	
NR	

Passage B: Poetry

Time

Long long ago my
Ancestors knew time
They counted moons
They watched sunrises
5 No one needed hours
Nor tiny little seconds
Days were enough
Shadows told time
Time was on our side
10 We were simple but
We were free brown
People of the blue sea
Simple lives uncomplicated
Then a new dawn came
15 With the shipwreck
Of a ship from the east
Days of the pale race
My fathers my mothers
And theirs and theirs theirs
20 Life changed and time
Time was theirs to control
Now life revolves around
A face with endless
Circling hands ticks
25 Tocks became rules
Now moons go un-noticed
Sunrises sunsets unlearned
Hearts beat to a new
Time as was known to
30 My people of brown
Now unsung and
Never untied

By **Canisius Filibert**

Source: https://uogguafak.omeka.net/items/show/3495

QUESTIONS:

6. Identify the focus of the poet in the words '**Long long ago**' (*line 1*).

Skill level 1	
1	
0	
NR	

_____

_____

7. State the word that shows the shift in idea in the poem.

Skill level 1	
1	
0	
NR	

_____

8. Describe **ONE (1)** significant use of a repetition in the poem.

Skill level 2	
2	
1	
0	
NR	

9. Discuss how the **two** contrasting ideas in the poem are presented.

Skill level 3	
3	
2	
1	
0	
NR	

10. Discuss **ONE (1)** significance of the use of the word "Now" *(lines 22, 26, 31)* to the message of the poem.

Skill level 3	
3	
2	
1	
0	
NR	

11. Analyse **ONE (1)** concept of time from the following lines in the poem:

Time was on our side (*line 9*)

Time was theirs to control (*line 21*)

Skill level 3	
3	
2	
1	
0	
NR	

Use passages A and B to answer this question.

12. Reflect on how **Passage A** and **Passage B** are relevant to young people in the Pacific.

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:**

Describe the setting of a Shakespearean drama you have studied in class this year. You can choose to describe in detail **one** particular setting. Discuss how your chosen setting influenced the main character to make an unwise decision.

***Or* OPTION B:**

"Shakespeare's innovative use of imagery is unequaled"

With reference to a Shakespearean drama you have studied in class this year, describe **two or more** imageries used in the drama. Discuss how your chosen imageries justify the quotation above.

QUESTION 2: NON-SHAKESPEAREAN DRAMA

***Either* OPTION A:**

With reference to a non-Shakespearean drama you have studied in class this year, discuss how it is both entertaining and educational at the same time.

***Or* OPTION B:**

"The quality of a play is the quality of its ideas"

With reference to a non-Shakespearean drama you have studied in class this year, describe **one** or **two** ideas from the play. Discuss these ideas according to the above statement.

QUESTION 3: POETRY

***Either* OPTION A:**

Discuss how **TWO** poems you have studied in class this year are uniquely different.

***Or* OPTION B:**

"Poetry provokes a specific emotional response in the reader"

With reference to **TWO** poems you have studied in class this year, describe **one** specific emotional response created by the poet in each poem. Discuss how the responses are revealed in the poems.

QUESTION 4: NOVEL

***Either* OPTION A:**

With reference to a novel you have studied in class this year, discuss how the setting is significant to determining the author's concerns. Include at least **two** of the author's concerns.

***Or* OPTION B:**

"Some books you read, some books you enjoy but some books just swallow you up, heart and soul"

With reference to a novel you have studied in class this year, describe **two** features of the novel. Discuss how these features create the feelings in the above statement in the context of the novel.

QUESTION 5: SHORT STORY

***Either* OPTION A:**

With reference to **TWO** short stories you have studied in class this year, discuss how the beginning in each story is an allusion to a conflict that is to happen.

***Or* OPTION B:**

"The character was the glue that kept everything and everyone together"

With reference to **TWO** short stories you have studied in class this year, describe the main character in each story. Discuss how the characters reflect the above statement in the stories.

QUESTION 6: NON-FICTION

***Either* OPTION A:**

With reference to a Non-Fiction Prose work you have studied in class this year, describe an aspect of the prose that you found enlightening. Discuss how it adds to your current knowledge of people and places.

***Or* OPTION B:**

"Non-Fiction informs readers about true events where the character is real"

With reference to a Non-Fiction Prose work you have studied in class this year, describe **one** true event where the main character was involved in. Discuss the above statement in relation to the event and character.

QUESTION 7: FILM

***Either* OPTION A:**

With reference to a film you have studied in class this year, describe the ending of the film. Discuss how the Director used the ending to draw the attention and the emotion of the viewers to remember the film.

***Or* OPTION B:**

"Films are usually categorized into either one of action, horror, comedy, family or cartoons"

With reference to a film you have studied in class this year, describe **one** of the categories which define the film you studied. Discuss how the film belongs to your chosen category by using **one** feature from the film to support your answer.

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 - 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**: _____

Assessor's use only

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	
											NR	

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