INSTRUCTIONS

1. Write your Student Personal Identification Number (SPIN) on the box on the right corner of this booklet and on page 19.
2. There are THREE SECTIONS in this paper, all of which are COMPULSORY. Answer ALL questions and allocate your time as follows:

<table>
<thead>
<tr>
<th>SECTION</th>
<th>Marks</th>
<th>Time</th>
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<tbody>
<tr>
<td>I: READING COMPREHENSION</td>
<td>40</td>
<td>60 mins</td>
</tr>
<tr>
<td>II: FORMAL WRITNG</td>
<td>20</td>
<td>40 mins</td>
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<tr>
<td>III: RESPONSE TO TEXTS</td>
<td>40</td>
<td>80 mins</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
<td>180 mins</td>
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</table>

3. Answer the questions in the spaces provided in this booklet. If you need more space for your answers, ask the supervisor for extra paper. Write your SPIN on all extra sheets used and number the questions clearly.

4. Check that this booklet contains pages 2-19 in the correct order.

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

TOTAL MARKS: 100
SECTION I: READING COMPREHENSION (40 MARKS)

Read ALL FIVE passages and answer ALL the questions that follow each passage. You should spend about 60 minutes on this section.

PASSAGE 1 (16 Marks)

1. We live in a fast changing world, where we have fast cars, fast food, fast money and dare I say, fast language. By fast language, I refer to the acquisition of the most easily accessed language within our host country, easily accessed in terms of majority use, and more conveniently used. Our mobility in migration from one country to another tends to be a relatively fast process and even though the Pacific Island communities are recent arrivals and are regarded as emerging communities in Australia and Aotearoa New Zealand, the attrition rate of our native languages has come at a rapid pace that this is a major concern. A quick glance around our communities suggests that English has fast become the accepted language for our younger generations. While a proper research could better inform us with regards to the Australian case, various studies on Pacific Island communities have been carried out elsewhere to highlight this concern (Otska & Hongokng, 2007; Vamarasi, 2008; Taumoefolau, Stark, Davis & Bell, 2002; Sakiyama, 2007).

15. The foregoing paragraph raises two questions: What does the “loss of language” (refering to Pacific Island native languages) mean with regard to our identity? Do we need to preserve our native languages in our foreign settings? The first question is clearly concerned with the future of our talanoa [dialogue] and the potential loss of the languages that have defined and shaped our identity. The second question, on the other hand, engages us in a choice, that the future of our languages lies in our hands, either we participate in a positive shift towards the preservation and the revitalisation of our native languages or to immerse into the majority language of our host country and perpetuate the trend that we already discern. My position is not so much to look at English as necessarily a bad evil that has overtaken the use of our native languages; but that for our native languages to survive, we must take ownership and become actively involved in the maintenance and the reviilasation process. It is our responsibility to ensure that if we are to remain relevant, and to convey meaning and the quality of life for our children and the future generations, then it is imperative that we actively participate in native languages dialogue and discourse, and more importantly in the transmission to our children and the future generations.

The ability to speak English is important if we are to participate successfully in the mainstream society and to access the services and assistance that are already available and benefit those in our host country. Similarly, if we are to make an impact to our mainstream society then we need to be able to express this in English. It is to our advantage therefore that we become bilingual. In appreciating our native Pacific island languages that inform and shape our identity, we also appreciate the differences in other people and their cultures and this contributes to living harmoniously in our host countries.

Adapted from “Loss of Language: Implications for identity and culture” by Rosaline Uaniva Havea.
A. **MULTIPLE CHOICE** (6 marks)

Write the **LETTER** of your choice in the **box** on the right of each question.

1. What is the author’s main concern in the passage?
   A. The slow destruction of our native language.  
   B. The need to preserve language in a foreign setting.  
   C. Our abilities to have access to the benefits of host countries.  
   D. Choosing the culture for our identity.

2. According to the passage, Pacific Island communities are regarded as ‘emerging’ (line 6) because they ____________________________.
   A. are the same with the host country  
   B. just arrived and have progressed very quickly  
   C. have recently arrived and are gradually developing  
   D. cease to prove their existence in the host country

3. What is a word that can replace ‘revitalisation’ (line 22)?
   A. Disintegration  
   B. Aggravation  
   C. Stabilization  
   D. Restoration

4. From the passage, why is English important?
   A. To have access to all the benefits of the host country.  
   B. To participate successfully in the mainstream society.  
   C. To show the impairments of mobility in migration.  
   D. To appreciate differences in other people and their cultures.

5. The phrase ‘living harmoniously’ (line 39) means to ________________.
   A. live pleasantly  
   B. live fairly  
   C. live mournfully  
   D. live rigorously

6. What is the most likely source of the passage?
   A. An article  
   B. A formal speech  
   C. A sermon  
   D. A research
B. SHORT ANSWERS  
(10 marks)
Answer the following questions using ideas from the passage.

7. Give another word for ‘attrition’ (line 7).

____________________________________________________________________________  
(1 mark)

8. Explain what the author means by “perpetuate the trend that we already discern” (line 23-24)?

____________________________________________________________________________  
____________________________________________________________________________  
(1 mark)

9. According to the passage, what does it mean to be “bilingual” (line 36)?

____________________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  
(1 mark)

10. In your own words, what does the writer see as our responsibility to our native language?

____________________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  
(2 marks)

11. According to the author, what could be the benefit for us if we appreciate the language that shapes our identity?

____________________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  
(2 marks)

12. What is the main idea of the passage?

____________________________________________________________________________  
(1 mark)

13. From your understanding of the passage, what could be a disadvantage of the potential loss of the native language that has shaped our identity?

____________________________________________________________________________  
____________________________________________________________________________  
____________________________________________________________________________  
(2 mark)
The gorilla provides protection and leadership for his family. When an enemy attacks, the timid group of wives and children flee into the tangled green jungles or scurry behind rocks, shrieking as they go. The fearless male holds his ground. He stands erect as a post, screams his challenges, beats his chest with his fist, and then charges to fight the enemy. With just one swing of his mighty arm he can stun a lion, cripple a buffalo, or kill a man. His great strength and savage appearance makes the gorilla one of the most feared beasts of the jungle.

Adapted from “PAPA GORILLA”: Paul Thresen.

14. Quote an example of a simile from the passage.

____________________________________________________________________________

(1 mark)

15. Identify a common noun that is repeated in the extract.

____________________________________________________________________________

(1 mark)

16. Identify TWO (2) characteristics of the gorilla that makes it feared in the jungle.

Characteristic 1:

____________________________________________________________________________

Characteristic 2:

____________________________________________________________________________

(2 marks)

17. Give an example of a collective noun from the passage.

____________________________________________________________________________

(1 mark)

18. What is another word for ‘timid’ (line 2)?

Word:

____________________________________________________________________________

(1 mark)
Energy is a fundamental building block for Tonga in its social and economic development and in enhancing the livelihood and wellbeing of the population. Tonga faces challenges as many other pacific island states which include; no fossil fuel reserves of its own and remoteness which also means that fuel has to be imported from far away at exorbitant costs to the economy. It is detrimental to smaller, less populated nations such as Tonga with limited resources, fewer shipping lines services, higher shipping tariffs and therefore higher fossil fuel costs.

To diversify away from nearly total dependence on fossil fuel for its economic development will require the development of available, viable renewable energy technologies. Employing of energy efficiency measures would, not only be the least cost approach but the other means of reducing dependency on imported fuels. Renewable energy is energy generated from resources that do not deplete the stock of energy found on the earth, such as sunlight, wind, tides and biofuel. Most forms of renewable energy generate no or low levels of greenhouse gas emissions.

Tonga, through Tonga Energy Road Map has set voluntary renewable energy targets to be achieved through implementation of renewable energy projects and various energy efficiency and conservation measures.

(Adapted from the TONGA ENERGY DIVISION ANNUAL REPORT 2012-2013)

19. Identify TWO (2) challenges that Pacific Island states face with regards to energy sources?

1. __________________________

2. __________________________

(2 marks)

20. Give ONE (1) strategy that the Energy Division proposes as a solution for the challenges?

__________________________________________

(1 mark)


__________________________________________

__________________________________________

(2 marks)

22. According to the passage, why is the cost of fossil fuel detrimental to small countries like Tonga?

__________________________________________

__________________________________________

(1 mark)
The Cockroach

I watched a giant cockroach start to pace,
Skirting a ball of dust that rode the floor.
At first he seemed quite satisfied to trace
A path between the wainscot and the door,
But soon he turned to jog in crooked rings,
Circling the rusty table leg and back,
And flipping right over to scratch his wings
As if the victim of a mild attack
Of restlessness that worsened over time.

After a while, he climbed an open shelf
And stopped. He looked uncertain where to go.
Was this due payment for some vicious crime
A former life had led to? I don’t know,
Except I thought I recognised myself.

KEVIN HALLIGAN

23. Identify the figurative technique shown throughout the whole poem and explain its effect.

Technique: ________________________________
Effect: ____________________________________
____________________________________________________________________________

(2 marks)

24. Identify a sound device from the poem and quote an example to support your answer.

Device: ________________________________
Example: ________________________________
____________________________________________________________________________

(1 mark)

25. What does the word ‘restlessness’ (line 9) reveal about the way the speaker views his own life?

____________________________________________________________________________

(1 mark)

26. Explain what the poet means by the last line: “Except I thought I recognised myself”.

____________________________________________________________________________

____________________________________________________________________________

(2 mark)
My life has been long, and believing that life loves the liver of it, I have dared to try many things, sometimes trembling, but daring, still.

You may not control all the events that happen to you, but you can decide not to be reduced by them. Try to be a rainbow in someone’s cloud. Do not complain. Make every effort to change things you do not like. If you cannot make a change, change the way you have been thinking. You might find a new solution. Never whine. Whining lets a brute know that a victim is in the neighborhood. Be certain that you do not die without having done something wonderful for humanity.

I gave birth to one child, a son, but I have thousands of daughters. You are Black and White, Jewish and Muslim, Asian, Spanish-speaking, Native American and Aleut. You are fat and thin and pretty and plain, gay and straight, educated and unlettered, and I am speaking to you all.

(Adapted from “Letter to my daughter”: Maya Angelou).

27. What is the most likely source of the passage?

______________________________________________________________________________

(1 mark)

28. Give an example of a hyperbole from the above passage.

______________________________________________________________________________

(1 mark)

29. Explain the meaning of the phrase ‘a rainbow in someone’s cloud’ (line 4).

______________________________________________________________________________

______________________________________________________________________________

(2 marks)

30. Identify the target audience for the author’s message.

______________________________________________________________________________

(1 mark)

31. What is a message that you have learnt from the passage?

______________________________________________________________________________

(1 mark)
SECTION II: WRITING (20 marks)
(Spend about 40 minutes on this section.)

QUESTION 32
Write an essay of about 200 - 300 words on ONE of the following topics.
Present your idea in a clear, well-developed and convincing manner.
You should allow time for planning, drafting and editing.
The blank page is for your planning and will not be assessed.

TOPICS:

1. It is shocking to see how young people today are behaving.
2. Our environment has been spoilt by humans.
3. Ladies and gentlemen, we have a duty to save resources for future generations.
4. Unemployment should be taken more seriously.
5. Schools should do more activities to improve the health and fitness of pupils.
6. Growing up has never been harder.
7. TV and radio are as much for education as entertainment.
Q. 32  TOPIC

Write your chosen topic in the box.

__________________________________________________________________________________
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SECTION III: RESPONSE TO TEXTS (40 MARKS)

This section contains SIX questions, each of which offers TWO options. Answer TWO questions from this section.

For each question you choose:

- Answer **EITHER A OR B**.
- Write an essay of about **200-300** words on each question.
- State the titles and writers of the works you have chosen to answer the questions.
- Use examples from your chosen works in your answer.

Do NOT use the same text OR the same writer in your TWO essays.

Spend about 40 minutes on each question.

**QUESTION 33: NOVEL (20 Marks)**

**EITHER**

A. “A setting may serve simply as background for characters or events or it may help create the atmosphere from which the story evolves.” Use a novel you have studied to:
   
i) Describe the setting.
   
ii) Discuss why this setting is important to the novel as a whole.

**OR**

B. Discuss the ways in which the author of a novel you have studied have used figurative language to explore important ideas in the novel.

**QUESTION 34: SHORT STORIES (20 Marks)**

**EITHER**

A. “Short stories are often used to shed a clear light onto ordinary lives.” Using TWO short stories you have studied, discuss how the authors have done this.

**OR**

B. In short stories, a particular mood or feeling is created (such as horror, excitement, sadness or joy). With reference to TWO short stories you have studied, describe the mood(s) and explain how the writer created them.
QUESTION 35: DRAMA  (20 Marks)

EITHER

A. “Plays are full of dramatic ironies”. With reference to a play you have studied, choose TWO of these dramatic ironies and discuss how it contributed to the success of the play.

OR

B. Choose ONE character from a play you have studied and comment closely on how the author presents and develops him/her.

QUESTION 36: POETRY  (20 Marks)

EITHER

A. With reference to TWO poems you have studied, compare the ways in which the poets present the difficulties of human life.

OR

B. “The best poetry often challenges us to look at a topic or issue in a fresh, new way.” Discuss this statement with close reference to TWO poems you have studied.

QUESTION 37: NON-FICTION  (20 Marks)

EITHER

A. Using a non-fiction work that you have studied, choose a character that was particularly interesting to you and discuss the traits that made him stand out.

OR

B. Select a scene from a non-fiction work that you have studied which stayed vivid in your mind. How did the author sustain your interest in this particular scene?

QUESTION 38: FILM  (20 Marks)

EITHER

A. “The language of film is a succession of images; the director is the manipulator of these images.” How has the director of a film have viewed and studied manipulated the images? Discuss.

OR

B. With reference to a film you have studied, discuss what the producer might have wanted you to talk about as you were leaving the cinema.
SECTION 3: First Answer

Questions 33  34  35  36  37  38

Circle the QUESTION

Option A or B

Circle the OPTION
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# TONGA FORM SIX CERTIFICATE

## ENGLISH

### 2014

**FOR MARKERS’ USE ONLY**

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<tr>
<th>QUESTION</th>
<th>MARKER</th>
<th>CHECK MARKER</th>
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<tr>
<td>SECTION I</td>
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<tr>
<td>SECTION II</td>
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</tbody>
</table>

Write the **NUMBER** and **LETTER** of the Literature questions that you have answered in the circles below.

| SECTION III | 20     |
| SECTION III | 20     |
| TOTAL       | 100    |