TONGA GOVERNMENT
MINISTRY OF EDUCATION AND TRAINING

TONGA SCHOOL CERTIFICATE
2014
ENGLISH

QUESTION AND ANSWER BOOKLET

Time Allowed: 3 Hours plus 10 minutes reading.

INSTRUCTIONS

1. You should have ONLY ONE BOOKLET: The QUESTION and ANSWER BOOKLET.
2. Write ALL your answers in this BOOKLET.
3. Answer QUESTIONS ONE, TWO, THREE, FOUR and ANY TWO QUESTIONS from
   the LITERATURE SECTION.

   QUESTION ONE : COMPREHENSION 30 MARKS
   QUESTION TWO : LANGUAGE 20 MARKS
   QUESTION THREE : INFORMAL WRITING 10 MARKS
   QUESTION FOUR : FORMAL WRITING 10 MARKS
   TWO QUESTIONS : LITERATURE 30 MARKS

4. Write your Student Personal Identification Number (SPIN) on the top right hand
   corner of this page and on page 31.
5. Check that this booklet contains pages 2-31 in the correct order. Note that pages
   29-30 are blank.
6. If you need more space for your answers, ask the supervisor for extra paper.
   • Any extra paper you use needs to show clearly the question being answered.
   • Write you SPIN on the top right corner of each sheet and put it securely at the
     appropriate place in this booklet.

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

TOTAL MARKS

100
From Tonga to Tercentenary by Christina Pazzanese

Ed School graduate Moana ‘Ulu’ave is bringing her storytelling culture to a wider world

1 Many students come from great distances to learn at Harvard, but few have traversed such disparate worlds as Moana ‘Ulu’ave. You might even say her journeys would make a fantastic story.

Born to parents and grandparents from the South Pacific island nation of Tonga, ‘Ulu’ave, 26, grew up among the frosty peaks of Salt Lake City, Utah, where her family settled in 1986 to find better economic and educational opportunities……

Her grandfather once farmed taro and manioc (cassava) roots; her mother, Losaline, works at a book bindery; her father, Alama, was until recently a maintenance worker at the University of Utah. All set high expectations for ‘Ulu’ave and her five sisters.

10 “He used to drive us around and point out the law school and the medical school and say, ‘One day you’re going to come here,’” said ‘Ulu’ave, a spoken-word storyteller and writer in the Arts in Education program at Harvard Graduate School of Education (HGSE), who is receiving her master’s degree. “I always thought it was strange that he didn’t have that dream for himself.”

15 Despite living half a world away, Tonga’s rich cultural history and oral traditions were always close at hand. ‘Ulu’ave’s grandmother is known as “a keeper of stories,” while her father often makes videos of storytelling to preserve them for future generations. “I grew up with them telling me stories,” she said. “I didn’t know I was learning those things, but the stories were everywhere. I just had to pick them up and tell them as well.”

…‘Ulu'ave received the Intellectual Contribution award, an honor given annually to one student in each HGSE master’s program.

“So many of her peers nominated her for that award and spoke about being inspired by her as … one of the few Tongan students to ever come to Harvard,” said Seidel1,

25 “but also just as someone who is both growing and curious and evolving and also so deeply rooted in her values and the values of her culture. It’s been inspiring to all of us — certainly inspiring to me.”

As the first in her family to earn an advanced degree, ‘Ulu’ave said dozens of far-flung relatives will join her here to celebrate.

30 “In terms of my community and my family, this is making real a lot of dreams that they’ve had for generations. And when I say, ‘I am graduating,’ the indigenous ‘I’ is always the ‘We.’ So, ‘We are graduating.’ I appreciate all the sacrifices that were made even before I stepped on this campus.”

(excerpts from an article in the Harvard Gazette, May 29, 2014

(This is one in a series of profiles showcasing some of Harvard’s stellar graduates.)

1 One of Moana ‘Ulu'ave’s professors.
MULTIPLE-CHOICE

Choose and write the letter of the BEST answer for each of the Multiple Choice questions in the boxes provided.

1. The words *traversed* and *disparate* in line 2 could be appropriately replaced by

A. negotiated and far
B. navigated and vast
C. crossed and different
D. travelled and unique

2. Although Moana 'Ulu‘ave’s parents were originally from Tonga, she grew up in America in Salt Lake City, Utah. What is being described by the phrase ‘frosty peaks’ in line 5?

A. The mountains covered with snow.
B. The sharp mountain tops.
C. The cold weather in Salt Lake City.
D. The snowy Salt Lake City valley.

3. Using the context of the first 3 paragraphs, why would Moana’s grandfather and parents set high expectations for her and her siblings?

A. They wanted them to return to Tonga to help out.
B. They needed them to work to support the family.
C. They wanted to be praised by others in the community.
D. They wanted a different and better future for the girls.

4. By using the word *strange* in line 14 we appropriately understand

A. that Moana is not comfortable with what her father was expecting.
B. how easy it was for Moana and her sisters to hang out with their dad.
C. the importance of the relationship between a father and his children.
D. that Moana’s father knew his limits so he encouraged them to dream.

5. What does the phrase ‘close at hand’ in lines 16 suggest about Moana’s Tongan traditions and history?

A. Tongan culture and traditions have a lot to do with working hard.
B. Their family passed on Tongan culture through wonderful stories.
C. Using ones hands is very unique and important in the Tongan culture.
D. Although far away from Tonga, they lived the culture and traditions.
6. In paragraph 5, how do we know that storytelling came naturally to Moana?
   A. Her grandmother was “a keeper of stories” so it ran in the family.
   B. Her father made videos of storytelling time for Moana to practice.
   C. Family stories were easily picked up and then told by Moana.  
   D. Moana and her sisters grew up with stories of their cultural heritage.

7. How is the Tongan culture considered a ‘storytelling’ culture?
   A. Tongans use storytelling to pass on their history and traditions.
   B. The Tongan people are very good at making up and telling stories.
   C. Tongans are known for over-exaggerating the truth.
   D. Moana and her sisters grew up with stories of their cultural heritage.

SHORT ANSWERS

Answer the following questions about the passage in the spaces provided.

8. What award did Moana’s peers nominate her for?

____________________________________________________________________________

(1 mark)

9. An example of a metaphor is found in line 26 with the words ‘deeply rooted’.
   i. What TWO (2) things are being compared?

______________________________________________________________________
______________________________________________________________________

(2 marks)

   ii. What does the metaphor ‘deeply rooted’ emphasize about Moana?

______________________________________________________________________
______________________________________________________________________

(2 marks)
10. **Sentence Completion:** The word *far-flung* in line 29 refers to the fact that Moana’s relatives __________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Use your own words to appropriately complete the sentence above.

11. The main idea of an article is often highlighted in the final paragraph so that the reader leaves with that final image in mind.

i. What is the main idea in the last paragraph?

ii. Provide a **quoted** example to support your answer.

i. ______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

ii. ______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

(2 marks)
1. What is the purpose of the visual text above?

(1 mark)
2. What movie rating should one suggest for a whole family to watch, with children aged 6, 11 and 14? Explain why this is an acceptable movie rating.

____________________________________________________________________________
____________________________________________________________________________
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(2 marks)

3. Which of the listed movie ratings should Tongan parents be cautious of? Explain your answer.

____________________________________________________________________________
____________________________________________________________________________
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(2 marks)

4. How can the visual text “empower families” as the subheading indicates?

____________________________________________________________________________
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(2 marks)
Our Pacific is not Small

by Rev. Mua Strickson-Pua

Our Pacific is not small.
Vast is our ocean.
Stretching from the east
to the west.

How deep is the South Pacific?
emerald green to sky blue
and darkest blue seas.
Four winds blowing
In the changes of time.

Pasifikan do not forget
who you are and where you
come from.
This is home and home of our
Ancestors.

Follow your heart
do not be small in mind, spirit
and heart
because our Pacific
is not small.

[Matua 2006, pg. 76-77]

1. What does the poet mean by the statement in lines 1-2: “Our Pacific is not small. / Vast is our ocean.”? Use your own words to explain.

___________________________________________________________________________
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(2 marks)
2. Who is the poem referring to in line 10 with the word ‘Pasifikan’?

____________________________________________________________________________

(1 mark)

3. What advice does the poet give for the ‘Pasifikan’ reader in the second stanza?

____________________________________________________________________________

____________________________________________________________________________

(1 mark)

4. What is the tone of this poem? Quote an example from the poem to support your answer.

____________________________________________________________________________

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(2 marks)

5. What is the main idea or theme of this poem? Support your answer with a quote from the poem.

____________________________________________________________________________

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(2 marks)
QUESTION TWO: LANGUAGE (20 MARKS)

Answer ALL PARTS of this question in the spaces provided.

PART A: PROOF-READING (5 marks)

There are FIVE (5) errors to be corrected in the passage below. Each line has ONE (1) mistake. Write your corrections in the spaces provided on the right.

BULLYING

Bullying happens in lotts of schools. Bullies pick on kids who are different from them. Kids who are bullyed should not feel alone and should tell they’re teacher and parents. If you see someone being bullied, it can helps to say something nice to him or her. Its also important to be kind to everyone in school.
PART B: TENSE STRUCTURES (5 Marks)

Complete the following passage by selecting the correct word for each number from the list below the passage. Use the blank spaces provided to write your answers. **The first one is done for you.**

Harry Potter author J.K. Rowling has (?) ____ the latest addition to her hugely successful fictional phenomenon - a website called Pottermore.com. The new site will be officially online from October 2011, but people who sign (?1) ____ for it now have the chance of a (?2) ____ preview before then. The official online announcement reads: “Pottermore is a free website that builds an exciting online experience (3) ____ the reading of the Harry Potter books.” The site will include a (?4) ____ amount of unpublished material about Harry Potter, that Ms Rowling had to leave out of her books to keep the word (?5) ____ down. The author says there will be a lot of new information on the characters’ backgrounds and on wizardly locations.

Write you answers below here:

1. (a) unveiled (b) unveils (c) unveiling (d) unveil
   (a) unveiled

2. (a) at (b) by (c) up (d) of
   ———————

3. (a) snake (b) sneak (c) snack (d) snuck
   ———————

4. (a) over (b) more (c) then (d) around
   ———————

5. (a) considerate (b) considering (c) considerable (d) consider
   ———————

6. (a) count (b) sum (c) account (d) countless
   ———————
1. The words “hair” and “hand” shown at the top of the dictionary page above are called **guide words**. What are guide words for?

   __________________________________________________
   __________________________________________________
   __________________________________________________

   (2 marks)

2. Create an appropriate sentence using the second definition for the word “half [haf]” as shown in the excerpt above.

   __________________________________________________
   __________________________________________________

   (2 marks)

3. What do the *italicized* letters right before the definition for (i.e. *n.*, *adj.*, *adv.*, etc.) mean?

   __________________________________________________

   (1 mark)
PART D: LANGUAGE ANALYSIS

Read the passage and answer the questions that follow.

Lyrics to the song “Killing Me Softly” by Roberta Flack

Verse 1:
I heard he sang a good song, I heard he had a style
And so I came to see him, to listen for a while
And there he was, this young boy, a stranger to my eyes

Chorus:
Strumming my pain with his fingers
Singing my life with his words
Killing me softly with his song
Killing me softly with his song
Telling my whole life with his words
Killing me softly, with his song

Verse 2:
I felt all flushed with fever, embarrassed by the crowd
I felt he found my letters, and read each one out loud
I prayed that he would finish, but he just kept right on

Verse 3:
He sang as if he knew me, in all my dark despair
and then he looked right through me as if I wasn't there
And he just kept on singing, singing clear and strong

1. What is the persona of the poem above observing?

____________________________________________________________________________

(1 mark)

2. Identify TWO (2) different sound devices used in the poem above and quote
an example from the poem that is relevant to each sound device.

____________________________________________________________________________
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(4 marks)
QUESTION THREE: INFORMAL WRITING (10 MARKS)

Choose ONE (1) of the topics listed below to write about, or use in the beginning or ending of your writing. Write a title for your piece of writing. Write about 200 words.

1. I wasn’t sure if I should run or...

2. Journal entry:
   4th November 2014
   Dear Diary,
       Normally I don’t care what people think of me, but...

3. My relationship with my mom/dad has always been...

4. And it was at that exact moment that the power came back on...

5. Wow! That was the most exciting experience in my life...

6. Personal letter:
   Dear ‘Ofa,
       You have always been a very good friend, so I feel I must tell you...

7. It felt like I’d been waiting for this day for years...

YOU WILL BE REWARDED FOR

* Imaginative and interesting writing
* A lively sense of person
* A convincing beginning and ending
* Appropriate use of style
QUESTION THREE: INFORMAL WRITING (10 MARKS)

CHOICE #:
1 2 3 4 5 6 7 Circle only ONE.

YOUR OWN TITLE: ______________________________________________________________
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QUESTION FOUR: FORMAL WRITING

Choose ONE (1) of the topics below and write about 200 words giving your ideas. Write a title for your writing.

1. Write an article in your school magazine about your favourite teacher using this quote: “They may forget what you said but they will never forget how you made them feel.”

2. This year you have been asked to give a speech at your school’s prize giving ceremony to honour teachers by answering the question: What is the difference between a good teacher and a great teacher?

3. World’s Teacher’s Day is a celebration where we show our appreciation for the great roles teachers play. Write a letter of gratitude to someone in school, your family, church or the community who has been a great teacher to you.

4. Write a report to the Minister of Education and Training recommending solutions to a major problem schools are facing.

5. Write an expressing opinions essay on only ONE (1) of the following quotes about education and/or teaching.

   A. “Children must be taught how to think, not what to think.” - Margaret Mead
   B. “What we learn with pleasure we never forget.” - Alfred Mercier
   C. “Good teachers know how to bring out the best in students.” - Charles Kuralt
   D. “A good teacher takes a hand, opens a mind, touches a heart, and shapes the future; changing the world one child at a time.” - Unknown

YOU WILL REWARDED FOR

* Clear information and ideas
* Suitable language and style
* Organisation of ideas
* Support of ideas
QUESTION FOUR : FORMAL WRITING (10 MARKS)

CHOICE # : 1  2  3  4  5

Circle only **ONE**.

YOUR OWN TITLE : ______________________________________________________________
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LITERATURE SECTION (30 MARKS)

Answer ONLY TWO QUESTIONS from QUESTION FIVE to QUESTION EIGHT

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<th>QUESTION</th>
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<tr>
<td>FIVE</td>
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<td>SEVEN</td>
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<td>EIGHT</td>
<td>SHORT STORIES</td>
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QUESTION FIVE: POETRY (15 MARKS)

- Choose ONE of the two options below.
- Use AT LEAST TWO poems in your answer.
- Write AT LEAST 200 words.
- Support your ideas with examples and details from the poems.

EITHER

1. For each of the TWO (2) poems you have studied, describe ONE idea that was worth learning about in the poem studied. Explain why the idea was worth learning about in the poem as a whole.

OR

2. With reference to TWO (2) poems you have studied, describe ONE memorable use of language for each poem. Explain how the use of language for each poem helped you to understand one or more key ideas in those poems.

Note: Language might include figurative language techniques, imagery, symbolism, diction, connotation, vocabulary, or style.
QUESTION SIX: FICTION / NON-FICTION (15 MARKS)

- Choose **ONE** of the two options below.
- Write **AT LEAST** 200 words.
- Support your ideas with examples and details from a novel you have studied.

**EITHER**

1. Using a work of fiction/non-fiction you have studied, describe **ONE (1) challenge faced by a character or individual**. Explain how the way he/she faced the challenge helped you to understand the character or individual in the work of fiction/non-fiction.

**OR**

2. Describe **ONE (1) idea that is relevant to people in today’s society** in the work of fiction/non-fiction you have studied. Explain why the idea, as shown in the fiction/non-fiction, is relevant to people in our society today.
QUESTION SEVEN: DRAMA (15 MARKS)

• Choose ONE (1) of the two options below.

• Write AT LEAST 200 words.

• Support your ideas with examples and details from the drama.

EITHER

1. Describe ONE (1) important event in a drama you studied. Explain why the event had a positive or negative effect on one or more characters or individuals in the drama.

OR

2. Using a drama you have studied, describe ONE (1) lesson learned by a character or individual. Explain why the lesson the character or individual learned was important to drama as a whole.
QUESTION EIGHT: SHORT STORY (15 MARKS)

- Choose ONE (1) of the two options below.
- Write AT LEAST 200 words.
- Use AT LEAST TWO short stories in your answer.
- Support your ideas with examples and details from the short stories.

EITHER

1. Referring to TWO (2) short stories you have studied, describe ONE (1) conflict from each of the short stories. Explain why each of the conflicts was important to the short story.

OR

2. For each of the TWO (2) short stories you have studied, describe ONE (1) idea that was memorable. Explain why each idea was memorable for each short story.
LITERATURE

QUESTION: _______ POETRY / FICTION / NON-FICTION / DRAMA / SHORT STORY
(Circle only ONE)

COMMENT # :  1 or 2  (Circle only ONE)
LITERATURE

QUESTION: _______ POETRY / FICTION / NON-FICTION / DRAMA / SHORT STORY
(Circle only ONE)

COMMENT # : 1 or 2 (Circle only ONE)
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# TONGA SCHOOL CERTIFICATE

## ENGLISH

### 2014

(For Markers Use Only)

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