TONGA GOVERNMENT
MINISTRY OF EDUCATION AND TRAINING

TONGA SCHOOL CERTIFICATE
2015
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 the last page.
5. Check that this booklet contains pages 2-31 in the correct order that pages 28-30 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 tie 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
QUESTION ONE: COMPREHENSION (30 MARKS)

PART A: (12 marks)
Read the following passage and answer ALL the questions

*Me’a Kai: Flavours of the Pacific*

Pacific people love food. We love growing it, preparing it, cooking it, and most importantly, eating it! New Zealand-born, Fijian-raised chef Robert Oliver has worked in kitchens all over the world, but no matter where he ventured, he couldn’t go without his pineapple and coconuts. For years he thought about writing a Pacific Island cookbook, often describing to his ‘foodie’ friends in New York and Miami the unique seaweed dishes in Fiji, the hubbub of Pacific markets and the incredible spirit of sharing kai amongst villagers. His book was to share the exciting, vibrant and tasty dishes with chefs and cooks the world over, from those cooking in restaurants and hotels, to those creating family meals in their own homes. It was also to put to our own Pacific chefs and cooks “This is who you are, your food is as great as any!”.

His cookbook dream has been realised. Me’a Kai features more than 400 pages of recipes from Tonga, Samoa, Rarotonga, Tahiti, Fiji and Vanuatu alongside information, tips and stunning photographs. QIANE CORFIELD-MATATA caught up with Robert to talk about his love of Pacific cuisine and his favourite dishes to cook. He has also given a selection of recipes from Me’a Kai for you to try at home.

“Who wouldn’t love to be in on a project that has you cooking an age-old soup recipe in Vanuatu, sipping espresso with coconut cream in Tahiti, being shown the preparation of traditional foods and otais of Tonga, eating lunch prepared by some of the finest home cooks in Fiji, feasting on umu in Samoa, and cooking and laughing with great friends in Rarotonga?” says Robert Oliver, chef and author of the new Pacific Island cookbook Me’a Kai.

“I don’t think people anywhere else in the world understand hospitality as we do in the Pacific. It is such an essential part of who we are. It’s our very nature.”

*excerpts from Spasifikmag.com*

(http://spasifikmag.com/spasifikrecipes/meakai/)

Me’a Kai - food
MULTIPLE-CHOICE (3 marks)

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

1. The word ventured in line 3 could be appropriately replaced by ________.
   A. travelled
   B. volunteered
   C. adventured
   D. schooled

2. Chef Robert Oliver could be considered a Pacific Islander because he
   A. loves Pacific Island food.
   B. is a well-known chef in the Pacific.
   C. cooks Pacific Island food.
   D. was born in New Zealand.

3. According to the last paragraph, what sets Pacific people apart from the rest of the world?
   A. It is easier for Pacific people to be great cooks.
   B. Pacific people understand other people better.
   C. Being friendly comes naturally to Pacific people.
   D. Pacific people are very good at working in hotels.

SHORT ANSWERS (9 marks)

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

4. How has Chef Robert Oliver’s cookbook dream come true?

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</table>
5. Name TWO Pacific countries that have recipes in Chef Oliver’s cookbook collection.

i. ________________________________________________________________

ii. ________________________________________________________________

6. Pacific people are said to love food. According to the passage above, describe ways Pacific people show their love for food.

____________________________________________________________________
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7. Explain what the main idea of the passage is. Provide a quoted example to support your answer.

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PART B:  

Read the following visual text and answer **ALL** the questions that follow.

1. Identify the FOUR main ways we can be healthier as outlined in the visual text above.

   i. ________________________________________________________________

   ii. ______________________________________________________________

   iii. ______________________________________________________________

   iv. ________________________________________________________________

   [Diagram of healthy habits]

   ![Diagram of healthy habits](http://piktochart.com/wp-content/uploads/2014/01/1378678_647831661904125_965877571_n.png)

   **4 marks**
2. Describe ONE habit that will help you gain more sleep.

____________________________________________________________________
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3. Explain the purpose of the visual text about healthier habits.

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2 marks

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</table>
Our People on the Reef

by Jane Resture

The swaying palms
the gentle surf
lapping upon the sand.
A gentle breeze
so keen to please
slowly gusts across our land.
Our island home
is all we have known
as centuries rolled by.
Our island people stood alone
on reefs so barren and dry.

But as years go by
we wonder why
the shoreline is not the same.
The things we knew
as always true
somehow do not remain.
The breakers break on higher ground
the outer palms are falling down.
The taro pits begin to die
and the village elders wonder why.

For what is happening to the beautiful isles we know?
Tuvalu, Kiribati and Tokelau
the Marshall Isles
that place of smiles
The rising sea will reclaim our ground
nothing but water will abound
our people forced to leave for higher ground.

While far away they pour their fumes into the clear blue sky
not knowing and never caring why
the world is beginning to die.
So land of our forebears despite how much we cared for you
the time will soon be when we must bid adieu.
1. Who are the ‘People on the Reef’ mentioned in the poem?

____________________________________________________________________

2. What environmental issue is this poem describing?

____________________________________________________________________

3. Define the word *reclaim* as used in line 26.

____________________________________________________________________

____________________________________________________________________

4. Explain ONE way the environment is changing for the ‘People on the Reef’. Provide a quoted example to support your answer.

____________________________________________________________________

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5. Who are the words “far away they” in line 29 referring to?

____________________________________________________________________

6. Describe the tone of this poem. Provide a quoted example to support your answer.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
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 mistake. Write your corrections in the spaces provided on the right.

**DEDICATED TEACHER**

Mrs. Vea is a incredible Class Three teacher who teaches a small island school. She is very dedicated, working long hour to prepare exciting lessons for her students. She helping her fellow teachers, giving them many good idea to help them teach better.

| 1. __________________________ |
| 2. __________________________ |
| 3. __________________________ |
| 4. __________________________ |
| 5. __________________________ |

5 marks

5 4 3 2 1 0 NR
PART B: FILL IN THE GAPS (5 Marks)

Choose the most correct word from the list in the box below to fill the gaps in the passage. Write your answers in the spaces provided below the passage. You can only use a word once.

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<td>exercise</td>
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</table>

There is one interesting thing to note—some scientists say taking (1)__________ when you have a cold is actually bad for you. The virus stays in you longer because your body does not have a way to (2)__________ it and kill it. Bodies can do an (3)__________ job on their own. There is a joke, (4)______________, on taking medicine when you have a cold. It goes like this: It (5)______________ about 1 week to get over a cold if you don’t take medicine, but only 7 days to get over a cold if you take medicine.

**Write your answers here:**

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

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PART C: DIALOGUE MATCHING (5 marks)

For each line of dialogue, choose the correct dialogue bubble (#1-5) and write only the number in the box beside the line. The last one has already been done for you.

A) Listen, are you sure he’s good enough for you?
B) Wow, you two seem to be getting serious.
C) I’ll be thinking of you! See you soon babe.
D) Huh? Oh... that? Yeah, he’s cool, right?
E) You’re so sweet. I can’t wait to see you too.
F) Um... but he’s a really nice guy. 6

5 marks
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PART D: LANGUAGE ANALYSIS

Read the passage and answer the questions that follow.

Stop And Take The Time To Smell The Sprite

When life gives you lemons don't make lemonade grab for the Sprite of Life instead!

(http://www.batcon.org/resources/media-education/bats-magazine/bat_article/746)

1. Name TWO adjectives used in the visual text above.
   i. __________________________________________
   ii. __________________________________________

2. Identify a sound device and explain how it is used in the visual text above. Provide a quoted example to support your answer.

   __________________________
   __________________________
   __________________________
   __________________________
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. The storm got worse throughout the night...
2. Everyone clapped and cheered when...
3. I wanted to pay back what he did but...
4. Memories of... can still be remembered...
5. Congratulations ‘Ana, you did it!
6. **Personal letter:**
   
   Dear Manu,
   
   I hope you will understand and...
7. “Please stay calm and think again,”...
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 (10 MARKS)

Choose ONE of the topics below and write about 200 words giving your ideas. You may write a title for your writing.

1. Express your opinion in a persuasive essay on how social media – Facebook, Twitter, Youtube, etc. is an important part of people’s lives. You may agree or disagree.

2. Write a letter to your school Principal explaining changes in your school that will make it a better school.

3. Create a report to be sent to the Minister of Internal Affairs recommending how a particular kind of sport (i.e. rugby, netball, cricket, etc.) can be improved in Tonga as we prepare for the 2019 South Pacific Games.

4. This year you have been asked to give a speech at National Health Day about how to become a healthy person.

5. Write an article in your local newspaper about a serious problem in Tongan society.

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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<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

A. Identify and discuss a lesson you have learned from TWO (2) poems you have studied.

Note: Make sure you identify and discuss one lesson learned for each of the TWO poems.

OR

B. With reference to TWO (2) poems you have studied, explain how a literary device was used effectively.

Note: You may use the same literary device for both poems OR a different literary device for each poem.
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**

A. Use a work of fiction/non-fiction you have studied to explain how a character’s choice teaches us an important lesson about society.

**OR**

B. Explain how an incident in a fiction/non-fiction you have studied changed a character or characters.
QUESTION SEVEN: DRAMA (15 MARKS)

- Choose **ONE** of the two options below.
- Write **AT LEAST** 200 words.
- Support your ideas with examples and details from the drama.

**EITHER**

A. Discuss how a drama you have studied show the importance of one of the following: relationships, family, love, respect, or hardships.

**OR**

B. Explain how a conflict in a drama you have studied taught you more about your own life.
QUESTION EIGHT: SHORT STORY (15 MARKS)

- Choose ONE 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

A. With reference to TWO (2) short stories you have studied, describe a difficult situation faced by the main character and explain how he/she dealt with it.

OR

B. Endings to Short Stories always have a lesson for the reader to ponder. Explain what great lesson(s) you have been left with as a reader from the ending of TWO (s) short stories you have studied in class.

Note: You may use the same lesson for both short stories OR a different lesson for each short story.
LITERATURE

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

COMMENT # : A or B (Circle only ONE)

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**TOTAL MARKS**  

/15
LITERATURE

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

COMMENT # :  A  or  B  (Circle only ONE)
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## TONGA SCHOOL CERTIFICATE

### ENGLISH

### 2015

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