TONGA FORM SIX CERTIFICATE
2018
ENGLISH

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours + 10 minutes reading time

INSTRUCTIONS:
1. Write your Student Enrolment Number (SEN) on the top right-hand corner of this page.
2. This paper consists of THREE SECTIONS and is out of 70 Skill Level.

<table>
<thead>
<tr>
<th>SECTIONS</th>
<th>TOPICS</th>
<th>TOTAL SKILL LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>LANGUAGE FOR SOCIAL INTERACTION: (MULTIMEDIA)</td>
<td>10</td>
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<tr>
<td>B</td>
<td>LANGUAGE FOR INFORMATION: (WRITING)</td>
<td>20</td>
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<tr>
<td>C</td>
<td>LANGUAGE FOR RESPONSE AND EXPRESSION: (LITERATURE)</td>
<td>40</td>
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<td>TOTAL</td>
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<td>70</td>
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</table>

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 spaces 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 contains pages 2-27 in the correct order and that none of the pages is blank.

YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR BEFORE YOU LEAVE THE EXAMINATION ROOM.
SECTION A: LANGUAGE FOR SOCIAL INTERACTION
(MULTIMEDIA)

(Spend about 60 minutes on this section.)

OUTCOME: The Student independently read and view, write and present confidently and competently for different audiences, purposes and situations in a range of increasingly complex text forms and show the ability to identify and understand the characteristics and conventions of text forms.

- This section contains FOUR questions, Questions 1 to 4.
- Choose and Answer ONLY ONE Question.
- DO NOT Answer ALL of them. (You will only be marked for one).
- Put a √ in the [ ] box, of the question you have chosen.
EITHER

Question 1: Use the given resource to answer the following questions.

(Weblink: https://www.lonelyplanet.com/tonga)
1. Identify the target audience of this advertisement.

_________________________________________________________________________
_________________________________________________________________________

2. i. Identify **ONE** (1) figurative technique used in the resource that shows a comparison is being made.

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ii. Quote an example of this **ONE** (1) figurative technique from the resource.

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3. i. Identify **ONE** (1) persuasive language technique used in the resource.

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ii. Quote an example of this **ONE** (1) persuasive language technique from the resource.

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4. State the main idea/message conveyed in the resource.

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5. Describe **ONE** (1) way in which the main idea/message is conveyed throughout the resource.

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6. Describe the way in which the advertisement attracts the audience’s attention.

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Question 2: Newspaper Front-page

Use the given resource to answer the following questions.
1. Provide at least one thing from the masthead of the newspaper front-page.

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_________________________________________________________________________

2. Identify a newspaper front-page feature that tells the reader who wrote the article.

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_________________________________________________________________________

3. Identify **ONE** (1) example of a feature used to tempt / persuade the reader to buy the newspaper by the things on offer inside it.

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4. Name the feature of the newspaper front-page that tells the reader the page and/or column number to find the rest of the article.

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5. Select by circling **ONE** (1) of these two newspaper front-page features and answer the questions that follow about it on the chosen feature.

**Headline** or **Strapline**

i. Give an example from the newspaper front-page resource provided.

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ii. State the purpose of the circled / selected feature.

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6. Describe the way in which images are used on the newspaper front-page.

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7. Describe the significance of the lead in the resource provided.

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OR

Question 3: Poster

Use the given resource to answer the following questions.
1. Identify the target audience of this poster.

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2. Identify the main idea / message conveyed in the poster.

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3. State **ONE** (1) tip offered in the poster provided.

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4. i. Identify **ONE** (1) language technique frequently used in the poster.

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ii. Quote an example of this **ONE** (1) language technique from the poster.

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5. i. Identify **ONE** (1) visual technique used in the resource.

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ii. Describe how this **ONE** (1) visual technique is used in the resource.

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6. Describe the way in which the advertisement attracts the audience’s attention.

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Skill level 2

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**Question 4: Interview**

Use the given resource to answer the following questions.

**Voice:** Good morning, Dr Watson. Thank you for finding the time to talk to us.

**Dr Watson:** No problem. The pleasure is all mine.

**Voice:** Could you first of all give us a short personal introduction? There might be a few listeners who don’t know who you are.

**Dr Watson:** Of course. I am Doctor John Watson. People know me best as the chronicler and narrator of the cases of the greatest detective the world has ever known, Mr Sherlock Holmes. For a while I shared Mr Holmes’ rooms in Baker Street, London, and accompanied him on many of his criminal cases.

**Voice:** You were Holmes’ assistant?

**Dr Watson:** No. I would never call myself that. I don’t have the talent for detective work that Mr Holmes has.

**Voice:** Where did you train to be a doctor?

**Dr Watson:** In London. I got my degree in medicine - my M.D. - in 1878 after studying at London University’s School of Medicine and Dentistry.

**Voice:** Where was your first job?

**Dr Watson:** After leaving university, I got a position as an assistant surgeon in the British army.

**Voice:** Did you serve abroad?

**Dr Watson:** Oh yes. As soon as I joined the army, I was sent to India. Then my regiment was moved to the war zone in Afghanistan. But my career as an army doctor didn't last long. I was wounded at the Battle of Maiwand in 1880. An enemy bullet hit me in the left shoulder, breaking the bone. I lost a lot of blood, but fortunately my servant dragged me out of the battle and back to the army hospital.

**Voice:** He saved your life.

**Dr Watson:** He did indeed. For weeks, the doctors thought I would not live. I suffered terrible pain from the wound and long attacks of fever. When I did recover, I was very weak and of no further use to the army. The doctors decided to send me back to England. My career as an army doctor was finished and my health was in ruins.

**Voice:** What happened when you got back to England?

**Dr Watson:** I had no relatives or close friends in London. In fact, I had no family at all anywhere. I was completely alone. The army had given me a small pension for nine months so I was not without money. I rented a room in a hotel in Central London, but knew I would soon have to find somewhere cheaper.

**Voice:** What did you decide to do?

**Dr Watson:** One evening, completely by chance, I bumped into one of the hospital workers from my student days. He told me he knew someone who was looking for a second person to share a flat in Baker Street. That someone was Sherlock Holmes. The two of us met, and quickly decided that we would be compatible as flat mates. And the rest is, as they say, history.

1. Identify the initial profession of the interviewee in the resource provided.

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2. Identify the purpose of the interview resource.

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3. In the interview script provided, state what the interviewee is best known for.

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4. Quote an example of military jargon used in the interview.

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5. i. Identify ONE (1) questioning technique used in the interview.

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ii. Quote an example of this ONE (1) questioning technique from the interview.

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6. Describe a characteristic of Dr. Watson inferred to by the interview script.

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7. Describe the effect of using idioms in the interview script. Refer to evidence from the resource.

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<th>Skill level 2</th>
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</table>
OUTCOME: The student independently writes and presents confidently and competently for different audiences, purposes and situations in a range of increasingly complex text forms.

Choose a writing style to write on ONE of the topics (a) – (m) given under that writing style: Expository Essay, Speech, Letter and Report. Write about 200 words giving your ideas.

**Expository Essay**

Either:  

a. Sport brings people together.  
b. Extended families are still important today.  
c. Internet friendships are not real friendships.  
d. Teenagers need parents more than friends.  
e. Mobile phones control people’s lives.

**OR**

**Formal Speech**

Either:  

f. You have been asked to present a speech at the national summit on Media & Technology about the topic – We should be worried about the internet.  
g. You have been requested to speak at a national fundraiser for the National Women & Children Foundation about the topic – Poverty is everyone’s responsibility.  
h. The National Youth Foundation is hosting a conference for Youth representatives from all over the Pacific. You participate in a speech competition and your speech topic is – Tonga is a country we should admire.
OR

Formal Letter

Either:

i. Write a letter to the newspaper editor about – The best education comes from what you learn outside of school.

j. Write a letter to Parliament about the need to develop policies and/or laws about protecting teenagers from violent images in television, films and games.

OR

Formal Report

Either:

k. Tonga’s National Sports Association has asked you to write a report on how - Professional sport is too focused on making money.

l. Write a report to the Minister of Infrastructure regarding your ideas about the topic – Renewable energy is the way of the future.

m. A proposal has been put forth for the legal age of driving to be lowered to 16 years of age. Write a report to the Minister of Police about how – People under 18 are too irresponsible to be allowed to drive.
Your essay will be assessed using this Assessment Schedule:

<table>
<thead>
<tr>
<th>Item #</th>
<th>SLO Skill Level</th>
<th>Evidence</th>
<th>Student Response Level</th>
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</thead>
<tbody>
<tr>
<td>i.</td>
<td>1</td>
<td>Identify / state relevant / appropriate elements of written text.</td>
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<td>ii.</td>
<td>1</td>
<td>State primary purpose of chosen text.</td>
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<td>iii.</td>
<td>1</td>
<td>Show clear, correct format in presentation.</td>
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<td>iv.</td>
<td>1</td>
<td>Show clear, correct mechanical control.</td>
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<td>v.</td>
<td>2</td>
<td>Structure is effective.</td>
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<td>vi.</td>
<td>2</td>
<td>Structure is well-developed and well-finished.</td>
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<td>vii.</td>
<td>2</td>
<td>Structure is relevant to text form.</td>
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<td>viii.</td>
<td>2</td>
<td>Language described is appropriate, lively, varied, fluent and competent to suit purpose.</td>
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<td>ix.</td>
<td>2</td>
<td>Effectively expresses views on an issue/s.</td>
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<td>x.</td>
<td>3</td>
<td>Appropriate use of style, convincing, relevant and insightful use of examples to support argument.</td>
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<td>xi.</td>
<td>3</td>
<td>Shows originality of thought and content, and effectively develops and sustains a coherent argument.</td>
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</table>
Writing Style  Topic:  (Write the letter of your choice only, e.g. a)

Write your chosen writing style and topic in the boxes provided above.
<table>
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<th>Unistructural</th>
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<th>viii</th>
<th>ix</th>
<th>Relational</th>
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</table>
SECTION C: LANGUAGE FOR RESPONSE AND EXPRESSION  
(LITERATURE)

(Spend about 80 minutes on this section.)

OUTCOME: The student interprets, analyzes, appreciates and evaluates a range of literary texts to give coherent and expressive personal responses, analysis, evaluation, critical thinking and synthesis skills on the effectiveness and appropriateness of the language chosen as well as development of ideas and information.

Choose **TWO** questions from this section (Questions 1 – 5).

Answer only **ONE** option from each of the questions you have selected. **You MUST NOT** do both options provided.

For each question 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 planned to use elsewhere in this exam paper.

Your essay will be assessed using this Assessment Schedule:

<table>
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<tr>
<th>Item #</th>
<th>SLO Skill Level</th>
<th>Evidence</th>
<th>Student Response Level</th>
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<tbody>
<tr>
<td>i.</td>
<td>1</td>
<td>Identify correct full name and spelling of Author, Poet, Playwright and/or Director of chosen genre.</td>
<td>4 3 2 1 0 NR</td>
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<tr>
<td>ii.</td>
<td>1</td>
<td>Identify correct full name and spelling of Title of chosen genre.</td>
<td>4 3 2 1 0 NR</td>
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<td>iii.</td>
<td>1</td>
<td>An effective structure is clearly outlined and developed in response to the task.</td>
<td>4 3 2 1 0 NR</td>
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<td>iv.</td>
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<td>Discuss the correct/relevant feature/s of chosen genre, eg. <em>Character, setting, theme, etc.</em></td>
<td>4 3 2 1 0 NR</td>
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<td>v.</td>
<td>3</td>
<td>Language chosen is effectively expressed, fluent, persuasive and accurate to create meaning from text.</td>
<td>4 3 2 1 0 NR</td>
</tr>
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<td>vi.</td>
<td>3</td>
<td>Discuss the chosen content (i.e. <em>ideas and issues</em>) effectively and show appreciation of text.</td>
<td>4 3 2 1 0 NR</td>
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<td>vii.</td>
<td>4</td>
<td>Evaluate the chosen text in response to the task adding expressive personal responses.</td>
<td>4 3 2 1 0 NR</td>
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<td>viii.</td>
<td>4</td>
<td>Analyze and interpret the text showing cohesion in the development of ideas and information.</td>
<td>4 3 2 1 0 NR</td>
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</table>
QUESTION 1: SHORT STORY

Either Option A
Discuss the setting of TWO short stories you have studied this year and evaluate its importance in each short story.

OR Option B
With reference to TWO short stories you have studied this year, discuss a problem and evaluate how the main character (s) resolved that problem in each short story.

QUESTION 2: FICTION / NON-FICTION

Either Option A
Discuss the main character’s actions and evaluate how his/her actions were influenced by his/her surroundings in a fiction or non-fiction you have studied this year.

OR Option B
With reference to a fiction or non-fiction you have studied this year, discuss certain aspects that you found most relevant to you and evaluate why they were relevant.

QUESTION 3: POETRY

Either Option A
Discuss the symbols and/or imagery in TWO poems you have studied this year and evaluate how they helped you understand the poem easily.

OR Option B
With reference to TWO poems you have studied this year, discuss for each poem important issues that are worthy of consideration and evaluate how these issues were revealed in each poem.

QUESTION 4: DRAMA

Either Option A
Discuss the tragedy in a drama you have studied this year and evaluate how this tragedy could have been avoided.

OR Option B
Discuss an important incident in a drama you have studied this year and evaluate how it affects the ending.

QUESTION 5: FILM

Either Option A
Discuss a powerful event in a film you have studied this year and evaluate why this event was powerful.

OR Option B
Discuss a feature or technique of a film study and evaluate how it was used to manipulate the audience. Features/techniques include but not limited to: sound effects. Camera work/ cinematography, costume, lighting, music, special effects, narration / voice-over, set props etc.
LITERATURE 1

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

OPTION #: A or B (Circle only ONE)

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### LITERATURE 2

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<th>Extended Abstract</th>
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</table>
QUESTION: ______ POETRY/ FICTION/ NON-FICTION/ DRAMA/ SHORT STORY/FILM
(Circle only ONE)

OPTION #: A or B (Circle only ONE)
### Assessor’s Use Only

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