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STUDENT EDUCATION NUMBER

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Samoa School Certificate

ENGLISH

2015

QUESTION and ANSWER BOOKLET

Time allowed: 3 Hours and 10 Minutes

INSTRUCTIONS

1. You have 10 minutes to read **before** you start writing.
2. Write your **Student Enrolment Number (SEN)** in the space provided on the top right hand corner of this page.
3. Answer **ALL QUESTIONS**. Write your answers in the spaces provided in this booklet.
4. If you need more space for answers, ask the Supervisor for extra paper. Write your SEN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.

STRAND		Page Number	Time (minutes)	Weighting
READING AND WRITING	A. READING COMPREHENSION	2	60	36
	B. WRITING	I. PERSONAL	13	80
		II. EXPRESSING OPINION		
	C. RESPONSE TO LITERATURE	19	40	24
TOTAL			180	100

Check that this booklet contains 2-32 pages in the correct order and that none of these pages is blank.

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

STRAND: READING AND WRITING

A. READING COMPREHENSION:

WEIGHTING 36

INSTRUCTIONS: There are four (4) Parts to this Section. You are to answer **ALL** Parts. Spend about one hour to do this Section.

PART A

Read the Passage below to answer Questions 1 – 12.

WORLD RUGBY WOULD BE A POORER, LESS EXCITING PLACE, WITHOUT SAMOANS

- 1 Why does such a tiny country produce a stream of gifted, fearless, world class rugby players?
- 2 There will never be one answer, but I'd suggest the most likely one is fairly simple: The game is a perfect fit for Samoans. In 1986, in a TV documentary called "A Little Bit Tough", former All Black captain, and headmaster of Auckland Grammar School, Sir John Graham, said he thought rugby suited New Zealand **pioneers** because, for a start, it needed so little to be played. A patch of grass, six bits of wood for goalposts, and a ball, and you were ready to go.
- 3 Secondly the physicality suited our first Pakehas settlers because they were largely outdoor men, farmers, miners, and saw millers, who enjoyed the rough and tumble of rugby. The theories Graham applied to the first wave of European migrants to New Zealand could live just as easily with Samoa and rugby.
- 4 While New Zealanders have become more and more **urbanised**, in Samoa many people still live a rural lifestyle which involves a lot of hard, physical work. And if you were manipulating DNA to find the ideal physique for a modern rugby player, there's a good chance you'd decide just to go with the Samoan model.
- 5 Power is a premium now, and while gym work and weights level the field, there's still an advantage when you start from a **potent** base.
- 6 The world didn't pay any real attention to Samoan rugby until the 1991 Rugby World Cup. It came as a shock to many in the northern hemisphere, maybe even to some in New Zealand, when the Manu Samoa team, in their first ever World Cup game, beat Wales 16 – 13 in Cardiff.
- 7 In that game not only did Samoa announce **them** to the world, but they also introduced a style of defence which now rules the modern game. In plain terms they moved the tackle target area from the legs to the **torso**, and showed how with technique, strength, and courage, head on tackling could be a dominating force. Now that ball and all tackling is the norm it's easy to forget how radical it seemed when Samoa arrived on the scene.
- 8 In 1988 on a northern tour Samoa were playing a team in Ireland. Their second-five Keneti Sio made a try saving tackle. The opposing fullback had come into the line outside his second-five, so Sio drifted off his man and smashed the fullback.
- 9 As ambulance men helped the groggy Irishman up from the ground, the crowd boomed and the referee called Samoan captain Peter Fatialofa over. "Can you tell your boys not to hit so hard?"

(Adapted from Rugby News: **Written by: Phil Gifford**)

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

1. Why did Sir John Graham Henry think “rugby suited New Zealand pioneers”?

- A. The pioneers all had strong bodies.
- B. Rugby was the only game they knew how to play.
- C. The country had suitable weather.
- D. Rugby required little resources for the game to be played.

Skill Level 1	
1	
0	
NR	

2. “Pioneers” refer to _____

- A. founders of the Game of Rugby.
- B. settlers of New Zealand.
- C. reader of the article.
- D. colonizers of a settled land.

Skill Level 1	
1	
0	
NR	

3. The main idea of the passage is to?

- A. explain to the readers the importance of having a strong torso.
- B. convey why doing a lot of manual work is useful to players of rugby.
- C. describe why Samoans are most suitable for playing the game of rugby.
- D. clarify the appropriateness of the game of rugby for Pacific Islanders

Skill Level 1	
1	
0	
NR	

4. An urbanised community is one where people live in the

- A. forest.
- B. coastal areas.
- C. villages.
- D. town and city.

Skill Level 1	
1	
0	
NR	

5. Which part of the body is the *torso*?

- A. Head, shoulders and knees.
- B. Arms, elbows and chest.
- C. Chest, back and abdomen.
- D. Hips, knees and legs.

Skill Level1	
1	
0	
NR	

6. The word **potent** in paragraph 5 refers to _____.

- A. power
- B. gym
- C. weights
- D. field

Skill Level1	
1	
0	
NR	

7. What did the Samoans bring to the game of rugby?

- A. Different techniques.
- B. Strength and braveness.
- C. Technique of guard.
- D. Head on tackling.

Skill Level1	
1	
0	
NR	

8. How did the world feel when Manu Samoa won against Wales during the 1991 world cup?

- A. Annoyed
- B. Surprised
- C. Threatened
- D. Antagonistic

Skill Level1	
1	
0	
NR	

Write complete and correct sentences to answer the following questions.

9. Explain how the TV documentary called “*A Little Bit Tough*”, relates to the title of the article.

Skill Level	
3	
2	
1	
0	
NR	

10. Describe the events that made the world pay attention to Samoan rugby from the year 1991 onwards.

Skill Level	
2	
1	
0	
NR	

11. Describe how Samoa's second-five player prevented the opponent from scoring a try in the 1988 game.

Skill Level 2	
2	
1	
0	
NR	

12 The pronoun ***them*** in paragraph 7 refers to

Skill Level 1	
1	
0	
NR	

PART B

- Read the following introduction to answer **Questions 13 - 15**.
- Write your answers in the spaces provided.

INTRODUCTION

There is a winner in you. You were created to be successful, to accomplish your goals, to leave your mark on this generation. You have greatness in you. The key is to get it out.

Too often we talk ourselves out of God’s best. We allow doubts, fears, and discouraging things people have said to limit us and convince us to settle where we are. Negative voices always speak the loudest.

This book is called “*You Can, You Will*”. You have what it takes to win. You’re talented enough. You’re smart enough. You’re experienced enough. You have the right personality and the right looks. You’re the right nationality. You didn’t get short-changed. You’re not lacking. You’re fully equipped. You’re the man or woman for the job.

This is your time. This is your moment. Put your shoulders back. Hold your head up high. Walk with confidence. Winning is in your DNA, and it’s about to come out in a greater way. You may have had some victories in the past, but you haven’t seen anything yet.

As you put these principles into action, you will step into a new level of your destiny. You will discover talents you didn’t know you had, and you will see God’s blessing and favour in amazing ways.

Get ready! You can, you will!

Adapted from: “You Can, You Will” by Joel Osteen

13. What is the purpose of the above passage?

Skill Level 1	
1	
0	
NR	

PART C

- Read the following article to answer **Number 16 to 18**.
- Write your answers in the spaces provided.



16. List who can attend the above meeting.

Skill Level	
2	
1	
0	
NR	

Skill Level	
3	
3	
2	
1	
0	
NR	

18. What is the meaning of the word *Agenda*?

Skill Level	
1	
1	
0	
NR	

PART D

- Read the following Poem to answer **Number 19 – 21**.
- Write your answers in the spaces given.

Fog

The fog comes
on little cat feet.

It sits looking
over harbour and city
on silent haunches
and then moves on.

Carl Sandburg

19. The expression '*on little cat feet*' is:

- A. a simile
- B. a metaphor
- C. an example of alliteration
- D. an idiom

	Skill Level1	
<input type="checkbox"/>	1	
	0	
	NR	

20. Explain why the expression "*on little cat feet*" is appropriate for fog.

Skill Level 3	
3	
2	
1	
0	
NR	

21. Relate the ideas and images in the second verse to the subject of the poem.

(I) PERSONAL WRITING

Choose ONE sentence starter to write a story of about 250-300 words.
You must spend 40 minutes on this section.

SENTENCE STARTERS:

1. Some day, I would like to.....
2. My life as the Sea, can be so.....
3. A friend in need is a.....
4. One of my favourite pastimes.....
5. I will always remember the kindness.....
6. There is always that picture.....

When writing your essay, ensure that you:

- *write a title for your story*
- *spell words correctly*
- *use correct choice of words and correct forms of words in sentences*
- *use writing conventions correctly i.e. punctuations, tense/verb agreement*
- *link ideas within a paragraph as well as between paragraphs*
- *use your chosen sentence starter either at the beginning, middle or ending of your story*
- *write interesting and creative ideas that are linked well to your chosen sentence starter.*
- *show fluency and coherence in thought*

PERSONAL WRITING

(II) EXPRESSING OPINION

**Choose ONE of the topics below to express your opinions on. You may AGREE or DISAGREE.
Spend 40 minutes on this section.**

TOPICS:

1. Participation in Field Trips and Research is essential in Education.
2. Conservation of Water is Everyone's Responsibility.
3. Going to Church is necessary for everyone in Samoa.
4. Teachers should be allowed cell phones in the classroom.
5. The Commonwealth Youth Games is necessary for the development of sports in the Pacific.
6. Writing is necessary in this day and age.

When writing your essay, ensure that you:

- *state the topic that you have chosen and your reasons*
- *introduce the topic using appropriate words and sentences*
- *state your position*
- *use correct vocabulary, tense, and sentence structure*
- *support your arguments with convincing statements*
- *link ideas logically within paragraphs and between paragraphs*
- *discuss the issue in depth using quality ideas and examples that are well connected*
- *ending should be clear and well-rounded*

C. RESPONSE TO LITERATURE

WEIGHTING 24

Instructions:

- There are four Questions in this Section.
- Answer only TWO Questions.
- Spend about 20 minutes on each Question.
- Each Question is worth **12 points**.
- Write your **200 – 250 word** answers in the lined pages provided.

When writing your response, remember to:

- write the author/poet / playwright and the title of the text used before your response to the comment
- focus on the item and use content information from the text(novel, poem, short story or drama)to respond to the item
- link relevant content information from the text to support your essay
- proof read your response to ensure that you have used and spelt the appropriate word(s) correctly
- use writing conventions appropriately to ensure fluency
- show depth of thought in your response is necessary to achieve excellent marks

QUESTION 1 : NOVEL
QUESTION 2 : SHORT STORIES
QUESTION 3 : POETRY
QUESTION 4 : DRAMA

QUESTION 1

NOVEL

- Choose only **ONE** comment, from the list below
- Write 200 – 250 words to show how the comment applies to the novel(s) you studied in class.
 - a. Support your ideas with details, examples and/or quotes from the novel(s) studied.
 - b. You may use two different novels to clearly explain and extend your answer
- **Before** you write your response, write the author's name and title of the story in the spaces provided on the answer page.

COMMENTS:

1. "The ending of the story satisfied me in many ways."
2. "A good novel is one which teaches me so many lessons."
3. "I understand the main character so well and what he/she had to go through."
4. "The events in this novel are relevant to my life."

QUESTION 2: SHORT STORIES

- Choose only **ONE** comment, from the list below.
- Write 200 – 250 words to show how the comment applies to the short story/short stories you studied in class.
 - a. Support your ideas with details, examples and/or quotes from the short story/short stories you have studied.
 - b. You may use two different short stories to clearly explain and extend your answer.
- **Before** you write your response, write the author's/authors' name/s and title/s of the story/stories in the spaces provided on the answer page.

COMMENTS:

1. Compare the **strengths** of the characters in two short stories studied and how you can relate to these two characters.
2. Discuss how the plots of the two short stories studied are similar and enjoyable.
3. Discuss the following quote: “These themes ring true for me.”
4. “Understanding short stories teaches me about very important issues.” Discuss the given statement

QUESTION 3:

POETRY

- The comments below could apply to poems you have studied **OR** poems given on the next page.
- Choose only **ONE** comment, from the list below.
- Write 200 – 250 words to show how the comment applies to the poem/poems you studied in class.
 - a. Support your ideas with details, examples and/or quotes from the poems you have chosen.
 - b. You may use two different poems to clearly explain and extend your answer.
- **Before** you write your response, write the poet's/poets' name/s and title/s of the poem/s in the spaces provided on the answer page.

COMMENTS:

1. Explain how the repetition of some words of the poem gives you clear understanding of the poem.
2. Discuss how it is accepted in poems to use some words from one's own mother tongue (L1) to enhance the theme of the poem.
3. Explain how this poem reminds you of someone close to you or an event or issue you experienced.
4. Discuss how particular poetic devices used in the poem help you enjoy the poem.

On Joining Pasifika

for Jo

When I first met you
we were learning to siva
wearing lavalava tied in awkward knots
our work clothes carefully folded away
both of us
learning a new dance
both of us finding a different way to move
through life
We have just hustled and bustled
and power-walked well
somehow
sacrificing the grace
and ease of movement
our grandmothers held in their hands
When we met
both of us
were trying to reclaim
a new dance from old memories
both of us standing shyly
in the back-row
trying to siva in our sports socks
both of us search for a rhythm
we'd never quite
been able to find
within ourselves
All of us trying to find
tota'olunga
tomeke
totamule
tosiva
into our truest selves.

(Kalo Mila)

23 August 2015 SUNDAY SAMOAN

A MEMORY

My mind clicks like a camera
Storing memories
Capturing the fine details
Life changing events recorded
Only in the depths. of my being
Hidden from the eyes of strangers
Who cannot unravel the tapestry
Of a life different from their own

A snap of brightness
A twist of the kaleidoscope
A moment when tumbling pieces
Merge into a pattern of radiance

(Jackie Fa'asisila)

19 July, 2015 SUNDAY SAMOAN

The Best Years

I lie awake in bed
with thoughts swarming around in my
head,
the memories come flooding in
of old times with my kin;
I can't believe I am graduating from four
years of stress,
but those years were definitely the best
I'll miss my friends dearly.
Oh, how they have shaped me to be the
best me I can be.
Times flies, so enjoy it while it lasts.
Work hard and do well, but make it a blast.
You'll miss your family and living at
home,
but the real world is awaiting, it's your
time to glow.

It's your time, and no one can stop you.
Trust me, life will shock you.
You'll have obstacles, no doubt,
but whatever gets in your way, find a
different route.
You're wise,
so you won't listen to the ones who tell
you otherwise.
Simply be the best you can be,
And when you succeed, please don't forget
me.

(Ella Dacey)

Source:<http://www.familyfriendshipoems.com/poem/the-best-years/>

A WOMAN OF STRENGTH

She rejoices in God with a grateful heart and
joyful spirit
She possesses the ability to genuinely say to
another woman:
"I admire your qualities and attributes"
She is blessed with the gift of giving and
willingness to help others
She consoles others even though she too is
hurting
She learns from her mistakes and acknowledges that
she too is not perfect
She speaks with words of wisdom and not
malice
From the mouths of destruction, her smile
remains unshaken
She lifts her head and continues to walk in the
midst of turmoil
She inspires other women to be the best that
they can be
With her life experiences, she touches the lives
of a multitude
She remains determined to be the best person
SHE can be
She smiles every time she says "I LOVE
YOU"
She has the courage to take the fall for another
She is not too proud to say "I need you"
When her tears fall, she prays faithfully
When others turn their back on her, she still
continues to pray faithfully
She is humble enough to admit when she is
wrong
Through betrayal and talk, she remains secure in
knowing who she is
She is loving enough to say "I forgive you"
She is at peace with herself without having the need to
prove herself to anyone
She values her self-worth and reminds other
women of theirs
She is not pretentious but instead she presents
herself just as she is...
"A WOMAN OF STENGTH!"

(Maryanne Pale)

SUNDAY SAMOAN 31st May 2015.

QUESTION 4:

DRAMA

- Choose only **ONE** comment, from the list below to answer.
- Write an essay of 200 – 250 words to show how the item applies to a play you studied in class.
 - a. Support your ideas with details, examples and/or quotes from the play you have chosen.
- **Before** you write your response, write the playwright's name and title of the play in the spaces provided on the answer page.

COMMENTS:

1. '*Conflict is drama.*' Discuss the phrase AND explain why it is important in drama.
2. The actions and words by the minor characters make me understand the play. Describe and explain how this statement is true in the play studied.
3. Explain how some of the words spoken by the main character in the play reveals what they are like.
4. Discuss how the ending of the play made you enjoy the play.

RESPONSE TO LITERATURE 1

Question Number: _____

Item Number: _____

Title:

Author/Poet/Playwright's name: _____

RESPONSE TO LITERATURE 2

Question Number: _____

Item Number: _____

Title:

Author/Poet/Playwright's name: _____

Student Education Number

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ENGLISH

2015

(For Markers only)

Reading and Writing	Questions	Weighting	Check Marker	Body Check
A: Reading Comprehension	A	(1 – 12)	16	
	B	(13 – 15)	7	
	C	(16 – 18)	6	
	D	(19 – 21)	7	
(I) Formal Writing		20		
(II) Expressing Opinions		20		
<i>Write the QUESTION NUMBER of the Literature questions you answered in the boxes below</i>				
C: Response to Literature		12		
		12		
TOTAL		100		