

STUDENT EDUCATION NUMBER

--	--	--	--	--	--	--	--	--	--



GOVERNMENT OF SAMOA  
MINISTRY OF EDUCATION, SPORTS AND CULTURE

# Samoa Secondary Leaving Certificate

# ENGLISH

# 2017

## 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 Education Number (SEN)** in the space provided on the top right hand corner of this page and on **all** extra papers used.
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. Attach the extra sheets at the appropriate places in this booklet.

STRAND:	READING AND WRITING	Page	Time (min)	Weighting
SECTION 1:	READING COMPREHENSION	2	60	40
SECTION 2:	FORMAL WRITING	13	40	20
SECTION 3:	RESPONSE TO TEXTS	17	80	40
	<b>TOTAL</b>		<b>180</b>	<b>100</b>

**CHECK** that this booklet contains pages 2-25 in the right order.  
**HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION**

Allow 60 minutes for this section.

**INSTRUCTION:** Read the FIVE passages and answer ALL questions.

## PASSAGE ONE

### **They murdered him.**

**1** As he turned to take the ball, a dam burst against the side of his head and a hand grenade shattered his stomach. Engulfed by nausea, he pitched towards the grass. His mouth encountered gravel, and he spat frantically, afraid that some of his teeth had been knocked out. Rising to his feet, he saw the field though drifting gauze but held on until everything settled into place, like a lens focusing, making the world sharp again, with edges.

**6** The second play called for a pass. Fading back, he picked up a decent block and cocked his arm, searching for a receiver- maybe the tall kid they called Goober. Suddenly, he was caught from behind and whirled violently, **a toy boat caught in a whirlpool**. Landing on his knees, hugging the ball, he urged himself to ignore the pain that gripped his chest, knowing that it was important to betray no sign of distress, remembering The Goober's advice, "Coach is testing you, testing, and he's looking for guts".

**12** 'I've got guts', Jerry murmured, getting up by degrees, careful not to displace any of his bones or sinews. A telephone rang in his ears. Hallo, hallo, I'm still here. When he moved his lips, he tasted the acid of dirt and grass and gravel. He was aware of the other players around him, helmeted and **grotesque**, creatures from an unknown world. He had never felt so lonely in his life, abandoned, defenceless.

**17** On the third play, he was hit simultaneously by three of them: one, his knees; another, his stomach; a third, his head—the helmet no protection at all. His body seemed to telescope into itself but all the parts didn't fit, and he was stunned by the knowledge that pain isn't just one thing—it is cunning and various, sharp here and sickening there, burning here and clawing there. He clutched himself as he hit the ground. The ball squirted away. His breath went away like the ball—a terrible stillness pervaded him – and then, at the onset of panic, his breath came back again. His lips sprayed wetness and he was grateful for the sweet cool air that filled his lungs. But when he tried to get up, his body mutinied against movement. He decided the hell with it. **He'd go to sleep right here, right out on the fifty yard line, the hell with trying out for the team, forget everything, he was going to sleep, he didn't care anymore...**

*Source: Extract taken from The Chocolate War by Robert Cormier*

**MULTIPLE CHOICE:** Choose the BEST answer and write the corresponding letter in the BOX provided.

1. The event described in the passage is a \_\_\_\_\_.

- A. boxing fight
- B. music concert
- C. sports game
- D. board game

<b>SL1</b>

2. According to the passage, Jerry was on the field because

- A. he was trying out for the team.
- B. they murdered him.
- C. someone needed to throw the ball.
- D. Goober forced him to be there.

<b>SL1</b>

3. The mood most strongly emphasised in the passage is \_\_\_\_\_.

- A. light-hearted
- B. gloomy
- C. friendly
- D. violent

<b>SL1</b>

4. In the second paragraph, Jerry reacts to the beatings on the field by \_\_\_\_\_.

- A. trying not to show that he is in pain
- B. trying to show that he is in pain
- C. trying to deceive the coach
- D. pretending he cannot move

<b>SL1</b>

5. Based on the passage, the creatures from an unknown world are most likely \_\_\_\_\_.

- A. aliens in helmets
- B. the opposing team's players
- C. Jerry's own team members
- D. animals on the field

<b>SL1</b>

6. As used in the passage, the word ***grotesque*** (line 15) means \_\_\_\_\_.

- A. attractive
- B. monstrous
- C. weird
- D. proper

SL1

**SHORT ANSWERS:** Read and write your answers in the space provided

7. Jerry describes pain as being more than one thing. Give ONE thing he describes pain as being.

---



---

SL1

8. ***“They murdered him”*** is an example of figurative language. In your own words, describe what happened to Jerry in paragraph 1. Give TWO examples to support this.

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

SL4

9. Explain what the phrase *a toy boat caught in a whirlpool* (line 8) suggests about Jerry's treatment on the field.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

SL3

10. In the third play, Jerry was hit simultaneously. Give ONE area of Jerry's body that was hit.

---

---

---

SL1

11. What does the author suggest about Jerry's mind-set in the second and third paragraphs? How does this change in the last sentence of the passage?

---

---

---

---

---

---

---

---

---

---

SL4

---

---

---

---

---

---

---

---

## PASSAGE TWO

**Stories are a part of daily life** in every culture. Stories are what we tell when we return from vacation or survive an accident or illness. They help us make sense of growing up or growing old, of a hurricane or a war, of the country and world we live in. In conversations, a story may be invited by the listener or initiated by the teller. We assume such stories are true, or at least that they are meant to describe an experience honestly. Of course, many of the stories we encounter daily, from jokes to online games to television sitcoms to novels and films are intended to be fiction—that is, stories or narratives about imaginary persons and events. Every story, however, whether a news story, sworn testimony, idle gossip, or a fairy tale, is always a version of events told from a particular perspective, and it may be incomplete, biased, or just plain made up. As we listen to others' stories, we keep alert to the details, which make the stories rich and entertaining.

Extract taken from *The Norton Introduction to Literature*, pg 12 by Kelly J. Mays.

12. Explain how **stories are a part of daily life** (line 1). Give TWO examples of this from the passage to support your answer.

---

---

---

---

---

---

---

---

SL3

13. What are stories of fiction?

---

---

SL1

14. What makes stories rich and entertaining?

---

SL1

### PASSAGE THREE

“I want our young people to know that they matter, that they belong. So don't be afraid—you hear me, young people? Don't be afraid. Be focused. Be determined. Be hopeful. Be empowered. Empower yourselves with a good education, then get out there and use that education to build a country worthy of your boundless promise. Lead by example with hope, never fear. And know that I will be with you, rooting for you and working to support you for the rest of my life.

And that is true I know for every person who are here—is here today, and for educators and advocates all across this nation who get up every day and work their hearts out to lift up our young people. And I am so grateful to all of you for your passion and your dedication and all the hard work on behalf of our next generation.”

*Source: Extract taken from Michele Obama Inauguration, White House on Jan 06, 2017*

15. State the most likely source of the passage. Give ONE language feature to support your answer.

---

---

---

---

---

SL2

16. What is the KEY message the speaker is trying to relay to her audience?

---

---

---

SL1

17. What is the mood of the passage? Give a quote from the passage to support your answer.

---

---

SL2



## PASSAGE FOUR

### Primitive Thinking Things, Animals by RuperakePetaia

Primitive thinking things, animals  
they hunt in packs  
and they travel in flocks;  
they swim in shoals  
and they build in hordes;

they dwell in the darkest jungles  
and in the deepest oceans and valleys;  
they roam from season to season  
and they live off their God-given  
spares by the day

Yet, they never build armies  
to destroy themselves  
like primitive thinking people do.

Source: *Mauri Ola- Contemporary Polynesian Poems in English*, Edited by Albert Wendt, Reina Whaitiri& Robert Sullivan

18. State the relationship of the last stanza to the first two stanzas. Give the word from the last stanza that suggests this relationship.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

<b>SL3</b>

19. Explain what the poet is trying to say about humans and their behaviour in the last stanza.

---

---

---

---

---

---

---

SL3

## PASSAGE FIVE

Globally, 62 million girls are not in school and even more are fighting to stay there. Girls empowered with an education will delay marriage, have fewer children, earn a higher income, and are more likely to invest in their families and communities. When girls gain skills, knowledge, and confidence, they break the cycle of poverty and help strengthen societies.

EDUCATE GIRLS, CHANGE THE WORLD.

Take action to support the initiative:

Learn more at LETGIRLSLEARN.GOV

Get involved at DONATE.PEACECORPS.GOV

**Source:** Taken from "*The Association of Magazine Media*", <http://www.magazine.org>

20. Describe the main purpose of this passage. Give a quote from the passage to support your answer.

---

---

---

SL2

21. According to the author, how can girls change the world?

---

---

---

---

SL1

22. Identify TWO positive elements concerning girls which result from being empowered with an education.

---

---

---

---

<b>SL2</b>

Allow 40 minutes for this section.

- 23.**
- Write an **essay** of about **200-300 words** on **ONE** of the following topics.
  - Present your ideas in a clear, well developed and convincing manner.
  - You must allow some time for planning, drafting and editing your essay.
  - A blank page is provided for planning and drafting, and will **NOT** be assessed.

### TOPICS

1. Being healthy is more than being physically active.
2. Media influences our opinion of body image.
3. Violence has no place in sports.
4. Social media is harming today's youth.
5. Studying English is not a waste of time.
6. All people are born equal.

BLANK PAGE  
(Work on this page will not be assessed)







Allow 80 minutes for this section.

**INSTRUCTIONS:**

There are 6 genres in this Section. You are to respond to TWO (2).

	GENRE 1:	NOVEL
and/or	GENRE 2:	SHORT STORIES
and/or	GENRE 3:	DRAMA
and/or	GENRE 4:	POETRY
and/or	GENRE 5:	FILM
and/or	GENRE 6:	NON-FICTION

Remember, choose only 2 GENRES

For each response, write the **Genre number** and **Option**.

Do **NOT** use the same work or author twice.

---

**GENRE 1****NOVEL**

---

**Write 200-300 words for your response.**

State the **Title** and the **Author** of the work you have chosen.

Use examples from the chosen work in your answer.

**EITHER**

- A. Whatever their sequence and pace, all plots focus on at least one conflict. Discuss a conflict faced by a character in a novel you studied that is at the same time external and internal.

**OR**

- B. Often characters that we find least likable or admirable may eventually move us or teach us the most. Discuss with reference to a novel you have studied.

---

**GENRE 2****SHORT STORIES**

---

**Write 200-300 words for your response.**

State the **Title** and the **Author** of the work you have chosen.

Use examples from the chosen work in your answers.

**EITHER**

- A. Examine the choices made by a character in TWO stories you have studied. Discuss how these choices shape the plot of each story?

**OR**

- B. Using TWO stories you have studied, describe the various meanings of its major symbols and the way these emerge over the course of the story.

---

**GENRE 3****DRAMA**

---

**Write 200-300 words for your response.**

State the **Title** and the **Author** of the work you have chosen.

Use examples from the chosen work in your answers.

**EITHER**

- A. Plays often highlight social issues of its time. Discuss TWO social issues in a play you have studied AND discuss the perspective that the playwright takes on each issue.

**OR**

- B. Play texts rely on stage directions to tell us what is happening. Discuss with reference to a play you have studied.

---

**GENRE 4****POETRY**

---

**Write 200-300 words for your response.**

State the **Title** and the **Author** of the work you have chosen.

Use examples from the chosen work in your answers.

**EITHER**

- A. Every word in a poem is chosen for exactly the right shade of meaning or feeling or both. Discuss with reference to TWO poems you have studied.

**OR**

- B. Discuss the speaker in TWO poems you have studied AND how identifying the speaker enhanced your understanding of the poem.

---

**GENRE 5****FILM**

---

**Write 200-300 words for your response.**

State the **Title** and the **Author** of the work you have chosen.

Use examples from the chosen work in your answers.

**EITHER**

- A. With reference to a film you have studied, discuss how the protagonist works against the antagonist? Recount one specific scene in this struggle.

**OR**

- B. Explain how the use of flashback in a film you have studied provides significant information AND served to move the action forward.

**Write 200-300 words for your response.**

State the **Title** and the **Author** of the work you have chosen.

Use examples from the chosen work in your answers.

**EITHER**

- A. With reference to a work of non-fiction you have studied, discuss the author's reason for writing the text with examples from the text to support your answer.

**OR**

- B. Discuss a life lesson you learned in a work of non-fiction you have studied AND how it changed your perspective on life.











This page has been left blank deliberately