

STUDENT EDUCATION NUMBER



GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

Samoa School 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 Number	Time (minutes)	Weighting
SECTION 1: READING COMPREHENSION	2	60	36
SECTION 2: WRITING	11	80	40
SECTION 3: RESPONSE TO LITERATURE	17	40	24
TOTAL		180	100

CHECK! This booklet contains pages 2-26 in the right order.
HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION

INSTRUCTIONS: There are 4 parts to this Section: A, B, C, D. Answer **ALL** 4 parts.
Spend about one hour to do this Section.

A. Read the Passage below to answer Number 1 – 12.

The Death of Art and the Birth of Pop; Art's long slide into irrelevance

When Da Vinci unveiled his Mona Lisa the world changed- civilisation took another significant step forward. Now Mona Lisa is just another image decorating things from T-shirts to chocolate wrappers, and art – art with a capital “A” – has become something of an irrelevance as modern society marched onward. How did this come about?

Art used to be one of the most progressive forces in society. When people think of the Renaissance they are likely to think of the great painters of the age (the sixteenth century painters of the High Renaissance: Michelangelo, Da Vinci and Raphael, and the fifteenth century painters that had paved the way for them, such as Masaccio, Fra Angelico and Botticelli). There is a good reason for this association. Those works of art gave the age a new image of nature, of the sensuous world, and the power of art. Society remained predominantly Catholic, but within Catholicism artists gave a completely new significance to this world – to the here and now.

Medieval art – simple, unambitious, flat and out of proportion – conveyed the essential poverty the sensuous world had for the Catholic. Renaissance art rediscovered perspective and pictorial beauty, and the new realism gave a shockingly positive portrayal of natural forms, giving new meaning to the world of the senses and helping to consolidate a new sense of cultural self-confidence. Society was on the move and art was there at the helm helping to chart the course.

In contrast to this, anyone who tries to put their finger on the essence of the modern world is unlikely to point to art. People are much more likely to characterise the modern world in terms of science and technology. “Nature” for us is first and foremost the world as it is understood by science. There are other ideas and other images of nature but none is as powerful as that of science. Science has been at the helm for a long time now and art has been slipping gradually towards powerlessness.

Another reason for the diminished status of art was the shift from an aristocratic society to a more democratic one. At the end of the eighteenth century the art that mattered was that commissioned by kings, princes, and lords and it adorned courts, palaces, mansions and cathedrals. In the nineteenth century, the industrial revolution gathered pace and greater political power was given to those who were getting rich from the new economic developments, the market for art changed. Artists became more independent, producing works exhibited in galleries and then collected by the wealthy individuals who were often attracted by art that seemed fresh and individual and challenging. This is the period that gave rise to Impressionism (with Monet, Renoir and Gauguin as some of its leading lights) – the movement that is still probably the most popular in the history of painting.

When cinema and television developed in the twentieth century a new cultural space opened up which completely re-defined what mattered and what didn't. To really have an impact, an image had to appear in the mass media. Mass media is big business. Newspapers have to be sold, cinemas have to be filled and TV ratings have to be as high as possible to attract advertising revenue.

The fate of art was then sealed. It had two choices. Either it reconciled itself to the culture industry and produced neat, easily digestible works which would be popular and would sell easily. This would mean giving up its hope of having an impact on people's perceptions because nothing within the culture industry could essentially challenge the power of that industry and the prevailing perception that whatever happens now it will be business as usual tomorrow.

The other choice for the artist has been to try to remain true to a tradition of High Art and to keep a distance from the culture industry by producing works which are too difficult to be neatly packaged and sold to the masses. In today's world something has to reach a mass audience if it is really to change anything.

Art with a capital "A" is on the horns of a dilemma: either it has something significant to say but no one to speak to, or it has an audience but nothing of any significance to say.

Adapted from; <http://fullspate.digitalcounterevolution.co.uk/archive/arttopop.html>.

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

1. Da Vinci's Mona Lisa was a _____.

- A. painting
- B. girlfriend
- C. decoration
- D. thing of beauty

SL 1

2. One difference between Medieval and Renaissance Art was _____.

- A. Medieval Art was uninteresting while Renaissance Art was boring
- B. Medieval Art was more realistic while Renaissance Art was more impressionist
- C. Medieval Art was boring while Renaissance Art was more natural and sensuous
- D. Renaissance Art and Medieval Art were very similar

SL 1

3. One major power of classical art was_____.

- A. the portrayal of the beauty of nature and shaping the way we see our world
- B. to contradict science
- C. to help chart the course of society
- D. the promotion of nature

SL 1

4. that underlined in paragraph 7 refers to the _____.

- A. art industry
- B. media industry
- C. power of advertising
- D. death of art

SL 1

5. Artists of the Impressionism period include _____.

- A. Michelangelo, Botticelli, Monet
- B. Massacio, Raphael, Renoir
- C. Fra Angelico, Da Vinci, Gaugin
- D. Renoir, Gaugin, Monet

SL 1

6. The most powerful development of the 20th century that changed how the world perceived things when _____.

- A. the working class was given the right to vote
- B. mass media was invented
- C. people promoted their high ideals
- D. artists became educated

SL 1

7. The article's main purpose is to _____.

- A. highlight the dilemma of art
- B. inform the readers about art history
- C. portray the role of mass media
- D. describe how society has changed over the years

SL 1

8. A word from the story that means ‘*something of value has declined*’ is _____.

- A. commissioned
- B. fate
- C. diminished
- D. unambitious

SL 1

Short Answers: Use full sentences for each answer.

9. Describe the difference between art’s nature and science’s nature.

SL 2

10. Explain what is meant by the phrase “*something has to reach a mass audience if it is really to change anything.*”

SL 3

11. Rearrange the following according to chronological order.

Write the number beside the period to show its position in the sequence.

- A. Impressionism period
- B. Medieval Art
- C. Renaissance Art

SL 3

12. Explain the TWO things which art has to do to be able to survive.

SL 3

B. Read the following article to answer Questions 13 - 15.

The Healthful eating plate

Numerous studies show that to avoid or better manage disease, your plate should focus on unrefined or minimally processed plant foods.



What's on the plate?

Vegetables or salads should fill half of your plate and showcase various colours. They supply fibre and phytonutrients which fight disease and prevents excess weight.

You don't have to go carb free! Whole grains can occupy a quarter of the plate. Unlike refined carbs, which can bring on type 2 diabetes and colon cancer, low glycaemic – index (GI) whole grains help regulate your blood glucose and insulin levels, lower bad cholesterol and assist with weight management.

Plant proteins need to take up another quarter of the plate, so you needn't worry about missing out on protein and minerals found in meat. Think legumes, nuts, seeds and convenience products made from these.

13. Explain the importance of having half a plate of veges or salads during a meal and why.

SL 3

14. What causes type 2 diabetes and colon cancer?

SL 1

15. What has been replaced by plant proteins?

SL 1

C. Read the following extract then answer Number 16 to 18.

Strong teeth and a sparkling smile are great assets-it's just a matter of taking a couple of minutes a day to do the little things right. A healthy diet protects teeth from decay and provides the minerals, vitamins and other nutrients essential for healthy teeth and gums. Tooth decay and gum disease are caused by colonies of bacteria that constantly coat the teeth with a sticky film called plaque, so give bacteria less time to produce damaging acids and keep tooth enamel strong by flossing or brushing the plaque away as soon as possible after eating.

(Adapted from Reader's Digest Nov. 2007: Eating Well – For Better Dental Health)

16. What is the purpose of the extract?

SL 2

17. What is plaque?

SL 1

18. What would be a good title for the extract?

SL 1

D. Read the following poem to answer Number 19 – 21.

To a Tourist Who wears Gauginic Glasses

(A word from the entertainer)

Why do you stare at me
As if I'm some exotic bird?

Is it because of the way I smile?
Is it because of the way I move my hips?
Is it because of my Polynesian complexion?

I have a life behind that fabulous

Smile...

8 kids to feed
And faalavelave
Tattooed
On my thighs...

PS. I think Gaugin was
A peeping – tom too.

By Sia Figiel

19. What can you infer from the language of the poem and how it reflects life in the islands?

SL 4

20. Describe the mood of the poem.

SL 2

21. What is the persona doing in the poem?

SL 2

INSTRUCTIONS: There are 2 parts to this Section – Part A and Part B. Read and complete both as instructed.

Allow 40 minutes to write your story.

Part A. PERSONAL WRITING

Choose **ONE** of the following to write a story of 250-300 words.

1. Shame on you for
2. She silently prayed
3. I am going to tell on you ...
4. Serves you right
5. "Get off my land!" shouted the old man
6. "Hurry up the plane is leaving!" called my friend

- You can begin or end your story with it.
- Provide a title for your story.

Personal Writing

Title _____

For Scorer's use only

SKILL LEVEL	1	1	1	1	1	1	2	2	3	3	4
STUDENT RESPONSE											

Part B. EXPRESSING OPINION

Choose **ONE** topic to write an essay expressing your opinion. You may **AGREE** or **DISAGREE**.

Write the Topic #.

Spend 40 minutes to write your essay

TOPIC (choose 1 only)

1. Crime is on the rise in Samoa due to drugs.
2. Children should not be street vendors – it is abuse.
3. Olympic Games medal winners should be awarded accordingly.
4. More and better roads should solve traffic congestion.
5. Conservation of the environment is everyone’s responsibility.
6. Family Violence is a real issue in Samoa.

Expressing Opinion

Topic # _____

For Scorer's use only

SKILL LEVEL	1	1	1	1	1	1	2	2	3	3	4
STUDENT RESPONSE											

INSTRUCTIONS: There are 4 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

Remember, choose only 2 GENRES.

For each response you will be asked to give the **Genre number** and its **OPTION** number.

GENRE 1: NOVEL

Choose ONE Option from the list below, and apply it to the novel/s you have studied in class. Write 200 – 250 words.

- You may use two different novels to clearly explain and extend your answer.
- Support your ideas with details, examples and/or quotes from the novel(s) studied.
- DO NOT forget to write the author's name and title of the story.

Novel OPTIONS. Choose 1:

1. Discuss how the author develops the main character in the novel.
2. Explain and discuss two themes from the novel(s) studied.
3. The setting of the novel helped me understand the author's background.
4. A valuable lesson learnt from this novel relates to my life.

GENRE 2: SHORT STORIES

Choose one OPTION from the list below, and apply it to TWO short stories you have studied in class. Write 200-250 words.

- Support your ideas with details, examples and/or quotes from the short stories studied.
- DO NOT forget to write the author's/authors' and titles of the stories in the spaces provided.

Short Story OPTIONS: Choose 1

1. The setting of the two short stories helped me understand the themes of the stories.
2. I can relate to the main characters of the short stories.
3. The language of the two short stories studied was easy to understand.
4. The plots of the two short stories are different but the issues are similar.

GENRE 3:**DRAMA**

Choose one OPTION from the list below and apply it to a play you have studied in class. Write 200-250 words.

- Support your ideas with details, examples and/or quotes from the play.
- DO NOT forget to write the playwright's name and title of the play.

Drama Options (choose 1)

1. Identify the main conflict in the drama you studied and describe how it was resolved.
2. Discuss how the main characters' actions helped you understand the theme of the drama.
3. Explain the strengths and weaknesses of the main characters in relation to the theme of the drama.
4. Explain why you like or dislike the play.

GENRE 4:**POETRY**

Choose one OPTION from the list below and apply it to TWO poems.

- You can use poems that you have studied or poems given on the next page.
- Support your ideas with details, examples and/or quotes from the poems you have chosen.
- Write 200-250 words.
- DO NOT forget to write the poet's/poets' name/s and titles of the poems.

Poetry OPTIONS: Choose 1

1. The imageries in the two poems studied helped me understand the thematic concerns of the poets.
2. The poetic devices used by the poets were effective in portraying the themes.
3. The ideas in these poems can relate to me.
4. The two poems studied treat the same theme differently.

Thoughts

Softly, softly falls the dew
Let it fall, let it fall;
Softly, softly calls a voice
Let it call, let it call.
A violet mist will clothe the hills
And lavender the sky
Flowers open fragrant frills
And still a tear I cry.
Slowly, slowly flow the tears
Let them flow, let them flow;
Slowly, slowly fades the love
Let it go, let it go.

By Jean Woo.

Who Am I?

Under the wings of history's two great enemies
I was betrayed into the den of Protocols of 1914,
My beautiful land was alienated through fraud.
I am ignorant of the Western shrewd culture,
My future is uncertain,
Pandemonium is the right word
For my so-called government,
I long for a day of improvement,
I travel abroad with an identity card
For I am stateless and have no right
Of appeal in my country's high court.
Who am I, lost in this ocean of confusion?
My 'tea tare' takes very little notice of my cry.
At least I am still able to swim
But I wouldn't like to be washed ashore
On the desert of a French Pacific Republic.
Who am I?
I am the third citizen of my country
The only condominium in the world.

By Donald Kalpokas.

Island Chant

(After a poster, Beaux –Arts, May 1968)

The men in power had their way
So did Martin Luther King
The men in power had their say
So did Steven Biko
The men in power had their guns
So did Che Guevara.

So let's go now:

Let's go for their universities
Let's go for their offices
Let's go for their guns.
Irian Jaya! New Caledonia!

Let's go for their towers
Let's go for their palaces
Let's go for their thrones

Hawaii! Tahiti! American Samoa!

Let's go for their strongholds
Let's go for their fortresses
Let's go for their gates

Polynesia! Micronesia! Melanesia!

Let's go for their guns
Let's go for their offices
And ask why they are here.

By Samson Ngwele.

RESPONSE TO LITERATURE 1

GENRE Number: _____

Option Number: _____

Title(s):

Author(s)/Poet(s)/Playwright's name(s):

for Scorer's use only

SKILL LEVEL	1	1	1	2	3	4
STUDENT RESPONSE						

RESPONSE TO LITERATURE 2

Genre Number: _____

Option Number: _____

Title(s):

Author(s)/Poet(s)/Playwright's name(s):

for Scorer's use only

SKILL LEVEL	1	1	1	2	3	4
STUDENT RESPONSE						

For SCORERS only

STRAND: READING AND WRITING	SCORE	WEIGHTING
SECTION 1: READING COMPREHENSION		36
SECTION 2: WRITING		40
SECTION 3: RESPONSE TO LITERATURE		24
TOTAL		100