

STUDENT EDUCATION NUMBER



GOVERNMENT OF SAMOA  
MINISTRY OF EDUCATION, SPORTS & CULTURE

# Samoa School Certificate

# ENGLISH

# 2020

## 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 where appropriate 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
<b>TOTAL</b>		<b>180</b>	<b>100</b>

**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.  
Spend about one hour on this Section.

**A. Read the Passage below to answer Number 1 – 8.**

**THE KEEPER OF THE FIRE**

'Kataraina sweet, I need to tell you about Nani, my mother. I need to do this because sometimes we take comfort and security of our lives for granted. We forget who we are, perhaps, or where we have come from. In your case, and Amiria's, you are the inheritors of two *whakapapa*, one English and the other Maori. You have wonderful grandparents on both sides, and then, there is Nani.

You wouldn't believe the hard times your Nani has known. The one time I am going to tell you about is what happened when she was a little girl. Nani's mother and father lived on the coast in a small *whare* near the beach. They were very poor and depended for food on what they could catch from the sea or the river. Everybody had a role in keeping the family alive and well. Your Nani's role was given to her when she was four. As one of the daughters in her mother's family, her job was to bury the fire at night and make it come alight in the morning. In those days Kataraina, sweet, Maori people did not have stoves or ovens. They used to cook over open fires in the *kauta*-kitchen. Before Nani went to bed, she had to cover a part of the fire with ashes to keep it alive so that the next dawn, when she woke up, all she had to do was to uncover the embers and blow until they were alight. That was Nani's responsibility, and it was very important because if there was no fire there was no cooked breakfast. Nani was very proud of her ability in making the fire come alight every morning. She never ever had to use a match.

Nani is seventy-one now, so what Daddy is telling you about what happened sixty-one years ago. I don't quite know how it occurred but one day, when Nani was ten, an Auntie came to talk to her mother. Auntie said that two very old women, important *kuia*, one of whom Nani was named after, needed someone to blow on the fire, cook and look after them. The two old ladies were important because they were wonderful weavers, renowned for the beauty of their work. Because their work was so sacred it was necessary for them to have a worker who could do all the common tasks – like preparing the food. The two *kuia* lived far away from anywhere in a remote valley – there was an old man living with them also – and although they had their own children who had grown up and left them, they asked for Nani. Although Nani's mother loved Nani – she must have loved Nani – she must have thought that the need of the two *kuia* was greater than hers and anyway, she had other daughters. So on that very day, Nani's mother said to Nani to go with her Auntie to get on the buggy with her Auntie and go. Just like that. In the clothes she was wearing. No shoes. No sentimental goodbyes.

No saying "E noho ra" to the rest of the family. Just instructions from her mother to look after the old ladies, keep their fire alight, do her best, and go. And because Nani was obedient and loved her mother, she did as she was told'  
(from *Pacific Island Voices*, September, 1989)

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

1. What does it mean to take something **for granted** (line 2)?

- A. To think carefully about it.
- B. To be unhappy to accept it.
- C. To accept it too easily.
- D. To accept it after a lot of thought.

☐

SL 1

2. Amiria is Kataraina's \_\_\_\_\_.

- A. mother
- B. niece
- C. aunt
- D. sister

☐

SL 1

3. When does Nani normally wake up according to the passage?

- A. Daybreak
- B. Noon
- C. Midnight
- D. Dusk

☐

SL 1

4. Which of the following does not reflect something that happened in the story?

- A. Nani left home wearing her ordinary, everyday clothes.
- B. In Nani'd childhood most Maori people did not cook using stoves.
- C. When Hani left home, it was a very emotional occasion.
- D. Nani's son is telling the story to his daughter.

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SL 1

**Short Answers: Use full sentences for each answer.**

**5.** In your own words, describe what the passage is about.

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<b>SL 2</b>

**6.** How did Nani make the fire come alight again?

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<b>SL 2</b>

7. Explain the meaning of this phrase as applied in the passage. “**Just like that.**” (paragraph 3).

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SL 3

8. Discuss the narrator’s intention of telling this story and what your conclusion is about who Nani was.

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SL 4

B. Study the advertisement below to answer Number 9 and 10.



9. Identify two products with the same cost that have the lowest price.

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SL 2

10. Analyze the language used in the advertisement to determine how convincing it is for the sale of the products.

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SL 4

C. Read the following extract then answer Number 11 and 12.

Coral reefs in many parts of the world are being damaged by human activities on and near the reefs. Sewage disposal into the ocean causes eutrophication; it often contains toxins among its industrial wastes. Oil spills occur and oil and other wastes are dumped by coastal ships. Pesticides sprayed on the crops on the shore run down with soil and other sediments; clearing forests for coastal developments or for growing crops are especially harmful near fringing reefs unless particular care is taken. Prevention of damage to reefs should be a major factor in any coastal development that takes place nearby. When reefs are already damaged it is much harder to rectify the problem.

(From 'Protecting our Environment', David and Helen Dufty, 1991)

11. Describe the main purpose of the above passage?

SL 2

12. Provide recommendations for the people of Samoa in relation to the issue discussed in the passage.

SL 4

**D. Read the following poem to answer Number 13 – 15.**

**Wish You Were Here** *by Diana Doyle*

Three months have passed.  
I'll never forget the day  
Someone rang to tell me  
That you'd gone away.  
The hurt is the same,  
Like an open wound.  
There are days  
I don't utter a sound.  
Some days the pain is stronger.  
It makes me sick and weak.  
I can't stand this much longer.  
I just sit here and weep.  
I've shut my private door  
And let no one in,  
Locking myself in a box.  
They try, but I won't give in.  
You were like a rock,  
Strong, faithful and true.  
What worth has my life  
Now that I don't have you?  
I was your first born,  
Daddy's little girl.  
I took my own path  
But was still part of your world.  
I was not the best,  
**Guilty of neglect,**  
But you know, Daddy dearest,  
I had so much respect.  
I always loved you,  
My dad, my star.  
Now my pain is  
To worship you from afar.  
I love you now  
As I did back then.  
I just hope... one day  
I will see you again.  
I am so proud of you,  
Brave and strong to the end.  
Now when asked, "How are you?"  
There is no need to pretend.  
We all love and miss you so much; sleep well,  
and take care of all who went before you.  
  
Forever in my heart!



13. Identify **two lines** from the poem that illustrates that the poet lived afar from her dad but was still in touch.

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SL 2

14. In your own words explain what this line means: "**Guilty of neglect**"

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SL 3

**15.** Discuss why you think the poet wrote this poem.

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<b>SL 4</b>

**INSTRUCTIONS:** There are 2 parts to this Section.

**PART A:**                      **Personal Writing**                      **(Weighting 20)**

**PART B:**                      **Expressing Opinions**                      **(Weighting 20)**

Read and complete both **PART A & PART B** as instructed.

**Part A.                      PERSONAL WRITING                      (40 minutes)**

- Choose **ONE** of the following in the box below to write a story of 250-300 words.
- You can begin or end your story with it
- You **MUST** provide a **title** for your story

1. "Guys, lets hit the road, the family will be here soon!"
2. "Is it true that you saw what really happened?" asked the policeman.
3. Wow! It was just amazing how the turn of events seemed to alter.....
4. Never have I seen so many relatives, laughing and enjoying the evening.
5. When I opened my eyes, he was still running towards the try-line.
6. If only I could go back in time. I would have told you that.....

**Title** \_\_\_\_\_

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**Part B.**

**EXPRESSING OPINION**

**(40 minutes)**

- Choose **ONE** topic from the box below to write an essay expressing your opinion.
- You may **AGREE** or **DISAGREE** with the topic
- Write the **topic number** of your selected Topic in the space provided below (**Topic # \_\_\_\_\_**).

**TOPICS:**

1. Economy crash in Samoa because of COVID-19 is inevitable.
2. Our land is our heritage and we must protect that right at all costs.
3. Discrimination stifles opportunities, wasting human talent.
4. Social Media is a blessing for our children assisting with school work.
5. Climate Change is chiefly man caused and must be addressed.
6. Traditionally, our Samoan religious belief keeps us strong and alive.

**Expressing Opinion**

**Topic # \_\_\_\_\_**

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**INSTRUCTIONS:** There are 4 genres in this Section. **You are to respond to TWO.**

**GENRE1:** NOVEL  
and/or **GENRE2:** SHORT STORIES  
and/or **GENRE3:** DRAMA  
and/or **GENRE4:** POETRY

Remember, choose only 2 GENRES.

For each response you will be asked to give the **Genre number** and its **OPTION** number.  
Write your responses in pages 20 – 25.

Allow 20 minutes on each genre.

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**GENRE 1: NOVEL**

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

- Use one novel to clearly explain and extend your answer.
- Support your ideas with details, examples and/or quotes from a novel studied.
- DO NOT forget to write the author's name and title of the Novel.

**Novel OPTIONS: Choose 1:**

1. The ending of this novel really exceeded my expectations.
2. Discuss how some of the events in this novel are related to your life.
3. Analyze and discuss how the main character was influenced by the minor characters.
4. This novel has taught me so many lessons.

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**GENRE 2: SHORT STORIES**

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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' name/s and titles of the short stories in the spaces provided.

**Short Story OPTIONS: Choose 1:**

1. These short stories have two very different characters.
2. The language used in these short stories was very interesting.
3. The settings of the short stories are similar to mine.
4. I like the themes illustrated by these short stories

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**GENRE 3:****POETRY**

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Choose **ONE** Option from the list below and apply it to **TWO** poems. Write 200-250 words.

- You can use poems that you have studied in class or poems provided in the following page (page 19).
- Support your ideas with details, examples and/or quotes from the poems you have chosen.
- DO NOT forget to write the poet's name and titles of the poems.

**Poetry Options: Choose 1:**

1. Two of the poems I studied gave me a flashback of what it used to be in the past.
2. Explain how particular poetic devices used in two poems have enlightened you in understanding the poem.
3. Discuss the similarities of two poems.
4. Repetition of some words in these two poems gave me a clear understanding of what the mood was.

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**GENRE 4:****DRAMA**

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Choose **ONE** Option from the list below and apply it to **ONE** 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 names and title of the play.

**Drama Options: Choose 1:**

5. Explain how the end of the play could have had a more positive ending.
6. Discuss the main conflict and the main characters involvement.
7. Describe how the action and words of the minor characters made you understand the play.
8. The message of this play is related to my community

**Spirit of the Land**

This is my home  
where the naked mountains caress  
the sky  
and the veins of hills run to the sea

This land is my home  
where I'll live alone until  
my hair grows white  
and my bones grow old  
then I'll hang my spirit on tree tops  
to provide a cushion of coolness  
for children who gather round  
evening fires.

***Makuiti Tongia***

**CLOTHES – Elizabeth Jennings**

My mother keeps telling me  
When she was in her teens  
She wore quite different clothes from  
And hadn't heard of jeans

T-shirts, no hats, and dresses that  
Reach far above our knees  
I laughed at first and then I thought  
One day my kids will tease

And scoff at what I'm wearing now  
What will their fashions be?  
I'd give an awful lot to know  
To look ahead and see

Girls dress like girls perhaps once  
And boys no longer half  
Resembling us, Oh, what's in store  
To make our children Laugh

**WITHDRAWAL**

There's nobody home  
So go away  
Nobody home  
But me  
Mine  
And I don't want company  
Just this view and the sun  
And music in all the rooms

Don't phone-  
I've taken it off the hook  
Don't knock on my door  
I've locked it  
Don't worry about me-  
I'm fine  
So leave me alone  
Tomorrow  
Or the day after  
More  
Or sometime next week  
I'll become again  
A social animal but  
Today ..... just  
Keep away

***B.Bridger***

**To See**

That I may take my stand  
Against or for  
That every breath; thought about  
May belong solely to myself  
Steps, slowly or quickly may be taken by  
My feet  
Mine! Everything! Mine!  
Even all mistakes, mine too  
That I may not make them again

***Jasmine Korla***

**RESPONSE TO LITERATURE 1**

**GENRE Number:** \_\_\_\_\_

**Option Number:** \_\_\_\_\_

**Title(s):** \_\_\_\_\_

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

**(1)** \_\_\_\_\_

**(2)** \_\_\_\_\_

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*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:**

**(1)** \_\_\_\_\_

**(2)** \_\_\_\_\_

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***for Scorer's use only***

SKILL LEVEL	1	1	1	2	3	4
STUDENT RESPONSE						

STUDENT EDUCATION NUMBER									

## ENGLISH

**2020**

(For Scorers only)

STRANDS	Weighting	Scores	Check Scorer	Double Entry (AED)
SECTION 1: READING COMPREHENSION	36			
SECTION 2: WRITING	40			
SECTION 3: RESPONSE TO LITERATURE	24			
TOTAL	100			