



GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

STUDENT EDUCATION NUMBER

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Samoa School Certificate

ENGLISH

2021

QUESTION and ANSWER BOOKLET

Time allowed: 3 Hours & 10 minutes

INSTRUCTIONS

1. You have 10 minutes to read **before** you start the exam.
2. Write your **Student Education 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, 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.

STRANDS: READING AND WRITING		Pages	Time (min)	Weighting
SECTION 1:	READING COMPREHENSION	2	60	40
SECTION 2:	FORMAL WRITING	11	80	34
SECTION 3:	RESPONSE TO TEXTS	17	40	26
	TOTAL		180	100

Check that this booklet contains pages 2-26 in the correct order.

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

INSTRUCTIONS: There are FOUR parts to this Section: A, B, C, D.
Spend about ONE hour on this Section.

A. Read the passage below to answer Number 1 to 8.

FOSSIL MYSTERY

“What is that?” “It looks like a fossil.” “It looks part-human.” “It can’t be...” The archeologists all started talking at once. I listened to snippets from each of their conversations. The words “animal” and “human” were argued about, with half of us thinking it looked like one while the other half was thinking it looked like the other. As the chatter started to dwindle, I spoke. “What if it’s neither human nor animal? What if it’s something we haven’t discovered yet? Maybe even something from out of our world...” There was silence as ‘my colleagues digested what I was saying.’ Frank said, “I think you might be right. It’s not a dinosaur or any other animal we’ve encountered. It’s not a human. What else could it be?” The other scientists started talking with one another again. They were talking about tests they could run, and about species of animals they could look up to compare this fossil to. They began to head back to their laptops to begin researching. Frank and I stayed behind. We continued to examine the fossil. It was hard to describe the creature that was fossilized. It was smaller than a human, but looked like it would have stood on two legs instead of four. Its head was large and it had 6 fingers on each hand, and 8 toes on each foot. “Do you think it could have been a human from long ago?” Frank asked. “Maybe, but I’ve never seen one with that many fingers and toes,” I answered. “It could be a new animal species. Maybe it just looks like it would have stood on two legs, but it only looks like that because of the way it was fossilized. I really don’t know.” Frank and I headed back to our rooms to think it over and get some sleep.

The next morning, I rushed straight to the fossil. There were already other archaeologists there, with confused looks on their faces. As I headed closer, I began to see why. The fossil was different. It had changed overnight! Now it looked like a small bear. “What happened?” I asked. No one had an answer. None of us could understand how a fossil we had dug up yesterday had just changed. We spent time examining it again. We took pictures and videos of it. We searched to see if anyone had ever come across a changing fossil. No one found anything that was helpful in solving our mystery. What kind of fossil was this? When night fell, we set up a rotation to make sure two of us were with the fossil at all times. We wanted to make sure that someone wasn’t playing a prank on us by switching fossils somehow. All was quiet for my watch, which was in the middle of the night. In the morning, I went by the fossil to again find my colleagues puzzling over the fossil. It had changed again! No one had seen or heard anything on their watch. How and why did it keep changing? To this day, no one has found the answer to the mystery, but it is very interesting to see the creatures the fossil dreams up!

by Rebecca Olien

MULTIPLE CHOICE: Choose the BEST answer and write the correct letter in the box provided.

1. What does the word snippets as used in the passage (line 2) mean?

- A. Whole and long.
- B. Bits and pieces.
- C. Bases and core.
- D. All of the above.

SL 1

2. The archeologists found a fossil with _____ fingers and _____ toes.

- A. 6, 8
- B. 6, 12
- C. 12,14
- D. 12,16

SL 1

3. One of the words below from the passage is a synonym of the word 'reduce'.

- A. dwindle
- B. fossilized
- C. examining
- D. puzzling

SL 1

4. Which of the following indicates something that happened in the story?

- A. Someone was playing a prank on the archeologists by switching fossils.
- B. Frank was the first to discover the strange looking fossil.
- C. The archeologists suspected that the fossil was a new species.
- D. The fossil couldn't have changed by itself overnight.

SL 1

SHORT ANSWERS: Read each question carefully and then write your answer in the spaces provided.

5. Describe what this phrase means; **'my colleagues digested what I was saying.'** as used in the passage (line 5).

SL 2

6. Why do you think the fossil kept changing?

SL 2

7. Retell the story in your own words.

[illegible]

SL 3

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



9. Describe a phrase from the advertisement that tells you prices are cheap and provide an example to support this.

SL 2

10. Analyse an opinion used in the advertisement and discuss how convincing this opinion is in relation to the sale of the products.

SL 4

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

Picture this, you're driving into town and just as you are getting onto the motorway you catch up to a car going 20 kilometres slower than the speed limit. Of course there are double yellow lines which means you can't pass. Finally you reach the spot where the road splits into two lanes and what would you know, the slow car decides to speed up. Sound familiar?

Lately I've been watching people's driving behaviours and have found that the most annoying people always seem to be wearing hats. The 'too cool with no worries on his mind at all' wears the beanie. They go so fast and have the stereos up so loud, that the car is practically jumping along the road in beat with the music. If you can call that music.

Then there are the old guys in their bowling hats who seem to weave all over the road as if they're the only one's going anywhere. They are just so slow! But the worst case is the fluorescent green, kiddie's cap with flaps at the back – the tourist. You can tell that these people aren't from around here because they aren't paying a whole heap of attention to the road. Instead they are looking at maps, or houses, cud-chewing cows, searching for something, or some place that they can take a photo of.

By Hilary Campbell

11. What is the purpose of the above passage?

SL 2

12. Provide suggestions on how to address the issue/issues mentioned in the passage and why it is vital to address them.

SL 4

D: Read the following poem to answer Number 13 to 15.

As the sun sets

by Rolyvianne Simanu

Traditionally;
We would sit in a circle,
Inside our fale to sing,
Songs of worship,
And to give thanks to our living God.

As curfew ends,

We would bring out the meal we've prepared,
And Traditionally;
Our elders are served first.
As each evening passed,
That was our routine.

Now...

As we've adapted,
We no longer sit in a circle.
We've been too busy,
That the comfort of our aiga;
Is of no importance.
Hence;
As the sun sets,
Tradition has come to an end.

**fale= Samoan traditional house*

**aiga= family*

13. Quote and describe one line from the poem that defines their everyday task.

SL 2

14. In your own words explain what this line means: **"As curfew ends."**

SL 3

15. Clearly discuss the turning point of the poem in (page 8) and how it comes to end.

SL 4

16. Compare the cultural customs in the poem 'As the sun sets' to those of your own by discussing their similarities and differences.

SL 4

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

PART A: **Personal Writing** **(Weighting 17)**

PART B: **Expressing Opinions** **(Weighting 17)**

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

PART A:

Personal Writing

(40 minutes)

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

Story Starters

1. "It looks like a giant statue! Or could it be something else?"
2. They never suspected what was coming next. I just couldn't....
3. When mom left for work, I knew that this was my chance.
4. "We have a thirty minute window before they come back, so get to work!"
5. The loud voices of singing and commotion was unbearable.
6. Full of enthusiasm, she was irresistible, everybody was...

Personal Writing

Title: _____

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

PART B:

Expressing Opinions

(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. Samoa's General Election results reflected that the people voted for a change.
2. We must work together to avoid polluting our precious environment.
3. Our Education system was greatly wounded by Measles and COVID-19.
4. Violence of any kind is a weapon that creates massive destruction.
5. Street beggars do not need support from the people of Samoa.
6. Government development projects must contribute to the welfare of Samoans.

Expressing Opinion

Topic #: _____

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SSC | English 16

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

and/or **GENRE 1: NOVEL**
and/or **GENRE 2: SHORT STORIES**
and/or **GENRE 3: POETRY**
and/or **GENRE 4: DRAMA**

Remember, choose only **TWO GENRES**.

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

Write your responses in pages 19 – 24.

Allow 20 minutes on each genre.

GENRE 1: NOVEL

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 beginning of this novel made me read through to the end.
2. The theme of this novel is related to collaboration.
3. I like how the minor characters in this book interacted with each other.
4. This novel collides with my beliefs.

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 authors names and titles of the short stories in the spaces provided.

Short Story OPTIONS: Choose 1:

1. These two short stories have similar conflicts.
2. The climax of the two stories reflect negative outcomes in the end.
3. The plot for these two short stories have nothing in common.
4. These short stories remind me of the importance of life.

GENRE 3:**POETRY**

Choose **ONE** Option from the list 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 poets' names and titles of the poems.

Poetry Options: Choose 1:

1. Discuss the structural or stylistic techniques used in both poems.
2. These two poems illustrated interesting messages.
3. The imagery/figurative language describes the meaning of these two poems.
4. Similes and Metaphors used in these poems helped me understand the mood.

GENRE 4:**DRAMA**

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 name and title of the play.

Drama Options: Choose 1:

1. A scene in this play demonstrates reality of life today.
2. Discuss how the setting influences the main character/characters decisions.
3. This play illustrates an idea that could be good for my community.
4. The beginning of the play is in contrast with the ending as expected.

Sadness

Sadness falls like
Rain and the
Earth is the perpetual recipient
Of beauty
Dissolved in tears
And a thousand memories.
Stand firm in your sorrow,
And move with the gentle
Waves of time
That will wash
Life's emptiness away,
For god must have
A reason why
The good die young

Momoe Malietoa Von Reiche

A Little Man

by Mother Goose

There was a little man, and he had a little gun,
And his bullets were made of lead, lead, lead;
He went to the brook, and saw a little duck,
And shot it right through the head, head, head.

He carried it home to his old wife Joan,
And bade her a fire to make, make, make.
To roast the little duck he had shot in the brook,
And he'd go and fetch the drake, drake, drake.

The drake was a-swimming with his curly tail;
The little man made it his mark, mark, mark.
He let off his gun, but he fired too soon,
And the drake flew away with a quack, quack, quack

Life

LIFE

LIFE

Life is a river that wanders through my mind
The route is ever changing,
the plot unfolds through time
Twists and turns and boulders,
hidden threats below
Rapids ever churning,
moving swiftly to and fro
Sometimes the water's quiet
and hardly moves at all
Other times it's threatening,
then there comes the fall
The waters
then cascading,
the drop
so quick and long

Sometimes we fight the current;
other times we ride along
Trusting without knowing
That rivers keep on flowing--
Onward to the sea.

Jackie Fa'asisila

The grin

When I see a girl
quite absurdly happy
I think of you
coming to meet me,
only those truly in love
smile that strange smile.
As gannet,
wings fanned in the wind,
brakes on its nested rock
joyfully opened billed, so I home in
to you with this wild grin

Keith Sinclair

RESPONSE TO LITERATURE 1

GENRE Number: _____

Option Number: _____

Title(s): _____

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

(1) _____

(2) _____

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[illegible]

[illegible]

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SKILL LEVEL	1	1	2	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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STUDENT RESPONSE						

STUDENT EDUCATION NUMBER									

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STRANDS		Weighting	Scores	Check Scorer	AED check
SECTION 1:	READING COMPREHENSION	40			
SECTION 2:	FORMAL WRITING	34			
SECTION 3:	RESPONSE TO TEXT	26			
TOTAL		100			