

STUDENT EDUCATION NUMBER

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GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

Samoa Secondary Leaving Certificate

ENGLISH

2019

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	10	40	20
SECTION 3:	RESPONSE TO TEXTS	15	80	40
	TOTAL		180	100

CHECK that this booklet contains pages 2-26 in the right order.

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

Allow 60 minutes for this section.

INSTRUCTION: This section has FIVE parts. Read and answer ALL questions for each Part.

PART ONE:

¹ According to the UN refugee agency, 25.4 million people are refugees today. A refugee is defined as “one that flees, especially a person who flees to a foreign country or power to escape danger or persecution.” Throughout history, individuals and groups have left their homes to escape political persecution and **other threats**. The term “refugee” comes from the Latin word “refugium,” which means “the act of taking refuge,” and was first used in France (“réfugié”) to refer to the Huguenots—French Protestants who fled to other countries after a law protecting their religious rights was cancelled in 1685.

² The terms “refugee” and “migrant” have distinct modern legal meanings. Under the 1951 Refugee Convention, a legal document that defines the term and was signed by 145 countries, a refugee is “a person who is outside his or her country of nationality or habitual residence; has a well-founded fear of being persecuted because of his or her race, religion, nationality, membership of a particular social group or political opinion; and is unable or unwilling to avail him or herself of the protection of that country, or to return there, for fear of persecution.”

³ Under modern law, refugees must leave their homes; migrants choose to do so, though they may feel forced to do so by conditions such as poverty. And while migrants retain the protection of their home country, refugees lack that protection.

⁴ The United Nations Universal Declaration of Human Rights recognizes people’s right to asylum in other countries if they are persecuted. The idea of that right has been in existence since ancient times, as in ancient Greece, when people could find sanctuary at shrines of the gods they worshiped. In 597, King Ethelbert of Kent recognized churches as sacred places and made it illegal to breach their peace, establishing churches as places of sanctuary where people seeking shelter from persecution could not be touched.

⁵ Modern refugee law emerged after World War II, when political persecution displaced millions. After the Nazis’ rise to power and the Holocaust, more than 340,000 Jews emigrated from Germany and Austria. During the war, they faced political resistance from countries that did not want to grant them asylum, and at least 100,000 took shelter in countries that were subsequently conquered by Germany. After the war, more than 250,000 Jews became “displaced persons” and were given asylum by various countries.

⁶ Since then, war, persecution, and political conflict in places like North Korea, the Democratic Republic of the Congo, Cambodia, Yemen, Syria, Venezuela and others have created tens of millions of refugees. In 2017, asylum-seekers submitted 1.7 million new claims. The United States, Germany, and Italy led the world in asylum applications.

⁷ The UN refugee agency estimates that one person is forcibly displaced from home due to conflict or persecution every two seconds. Refugees face challenges relating to poverty, education, language, sexual violence, exploitation and human trafficking, health and more. Those challenges can persist beyond political asylum and resettlement.

(Source: Adapted from an article by Erin Blackmore; National Geographic online, 15 March 2019)

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

1. According to the article a refugee.....

- A. can seek refuge in any country he or she chooses.
- B. can only seek refuge in a country which approves of their application.
- C. can find sanctuary in any church around the world.
- D. retains the protection of their home country.

SL 1

2. What is the main idea of this article?

- A. The difference between a refugee and a migrant.
- B. The problems faced by refugees.
- C. The definition of a refugee.
- D. The rights of a refugee.

SL 1

SHORT ANSWERS: Read the following questions carefully and then write your answers in the space provided.

3. Give TWO examples of 'other threats', which may lead to individuals and groups leaving their home countries.

SL 2

4. What is the difference between a 'refugee' and a 'migrant'? Give TWO points to support your answer.

SL 2

5. What are the THREE time periods mentioned in the second part of the passage (paragraphs 4,5,6); briefly describe the status of refugees during these periods.

SL 3

6. Why is information about refugees important to people today? Provide examples to support your answer.

SL 2

7. *“Those challenges can persist beyond political asylum and resettlement.”* In your opinion, why would refugees continue to experience challenges such as ‘poverty’, ‘education’ and ‘language’ in their new home country? Provide examples to support your answer.

SL 4

PART TWO:

I'm a child of a refugee
²I was forced to flee
From a life of tyranny.
⁴Violence,
Political upheaval,
⁶I see.
I just want to be free.
⁸Please listen to me
This is my plea
¹⁰Just welcome my family and me
And let us be.
¹²All we need is a place to work
A place to be educated
¹⁴A home to share
And the luxury of peace.

(Source: Talanoa Fogafala: Hear Our Voices – "The Plea of a Refugee Child" – Poet: Judy-Anne Alexander-Pouono)

8. How does the refugee's current location highlight their desperate plea? Give ONE or more examples from the poem to support your answer.

SL 2

9. Explain how the poet uses personal pronouns to create the tone of the poem.

SL 3

PART THREE:

“Avengers: Endgame” is a Climate Change Movie in Disguise

I had a momentary brain-fade when I went to the movies this week. “Three tickets to... what’s it called again?” I asked. “*Endgame*,” the ticket seller replied firmly, “What other movie is there?”

At over three hours long, it certainly is a movie for the fans, packed full of emotionally satisfying scenes and snappy interactions for the cast of thousands that has become the *Avengers* trademark. I don’t think I’ve ever watched a faster three-hour movie.

Let me say at the outset that this is not a critique of the movie itself. I am interested in the function that stories like these play, and what they reveal about our broader hopes and fears.

Although not pitched as one, *Endgame* is an environmental movie – and an apt one for our times. The powerful villain in this movie is Thanos, whose home world had been destroyed by overpopulation and resource exploitation. He sees the same thing happening on planets around the universe. His strategy to eliminate half of all life forms on Earth can be read as a broader environmental goal – to ‘restore’ ecological balance. However this is not a practical strategy because the population reduction is not sustainable and it is definitely not humane.

The question *Endgame* poses for us is, are we willing to make personal sacrifices to save our own futures?

Source: Adapted from an article written by Danielle Clode (2019).

Published online: <https://qz.com/quartz/1624617/marvels-endgame-is-a-climate-change-movie-in-disguise/> 22 May 2019.

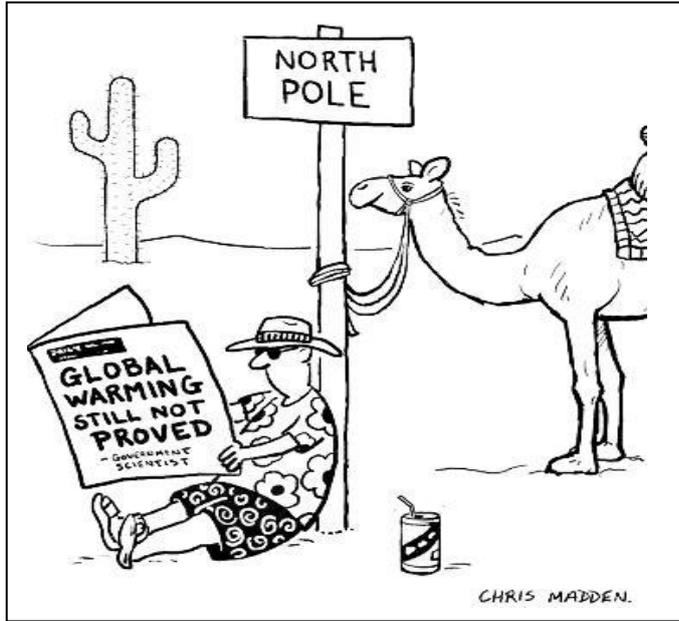
10. “I don’t think I’ve ever watched a faster three-hour movie.” What does the writer mean by this statement?

SL 2

11. Describe in your own words, why the villain Thanos would want to eliminate 50% of all life forms on Earth.

SL 2

PART FOUR:



13. Describe the purpose of the cartoon.

SL 2

14. Discuss how the setting and images contribute to the overall message of the cartoon; give specific examples.

SL 4

PART FIVE:

Students Strike to Spur Adults into Climate Action

Students around the world have been cutting class — not to play but to protest. The topic driving them is: Earth’s changing climate, as evidenced by increasing wildfires and droughts, rising seas and more extreme weather. As the students see it, governments have not done enough to cut the emissions of greenhouse gases, such as carbon dioxide, to limit global warming or to plan ways to adapt to the impacts of climate change.

On March 15, more than 1,300 student-led events including strikes, are planned in 98 countries from Argentina to Vanuatu. Human-induced global warming has caused a number of changes in Earth’s climate, pointing to more heat waves, more and heavier rains or snow events and a greater risk of drought. With such an outlook, many students now argue that the time to act is now!

Source: Adapted from an article written by Kathiann Kowalski, ‘Science News for Students’ (2019)

15. Do students believe their governments are doing enough to deal with climate change? Give TWO examples from the article to support your answer.

SL 2

16. Explain how students in Samoa can ‘ACT NOW’ to limit global warming. Give examples to support your answer.

SL 4

Allow 40 minutes for this section.

- 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.
- The opposite blank page is provided for planning and drafting, and will **NOT** be assessed.

TOPICS

1. The future of global warming: what awaits us if we do not stop it?
2. Explain how we can resolve issues of gender inequality in education.
3. Hosting major sports events in Samoa is a greater cost than a benefit to Samoa.
4. Samoa needs to take a stronger stance on recycling waste.
5. Discuss the negative impacts of 'freedom of speech' on social media.
6. A good library in every school is essential for higher literacy and numeracy levels in Samoa.

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. Explain how TWO important events changed a character in a novel you studied this year.

OR

- B. With reference to a novel you have studied this year, discuss how symbols gave you a greater understanding of the themes.

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 answer.

EITHER

- A. *“The larger-than-life hero is an appealing character.”* Discuss the extent to which you agree with this statement using ONE major character from TWO short stories you have studied this year.

OR

- B. Explain how the ending reinforced or challenged your understanding of the ideas in TWO short stories you have studied this year.

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 answer.

EITHER

- A. Discuss how TWO characters were used to explore the concept of justice in a drama you studied this year.

OR

- B. Discuss how the setting develops TWO themes in a drama you have studied this year.

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 answer.

EITHER

- A. With reference to TWO poems you have studied this year, explain how poetic devices are used to deepen your understanding of the poems.

OR

- B. *“To be convincing, a poem needs to appeal to our senses.”* Discuss this statement with reference TWO poems you have studied this year.

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 answer.

EITHER

- A. Discuss how THREE film techniques are used to create memorable moments in a film you have studied this year.

OR

- B. In a film you have studied this year, explain how fantasy is an effective tool to comment on reality.

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. *“A non-fiction book offers students something to learn from long after they close the book.”* Discuss the truth of this statement in relation to a work of non-fiction you have studied this year.

OR

- B. Explain how a work of non-fiction has developed your background knowledge on an important issue in today’s society.

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(For Scorers only)

STRANDS	Weighting	Marks	Check Marker
SECTION 1: READING COMPREHENSION	40		
SECTION 2: FORMAL WRITING	20		
SECTION 3: RESPONSE TO TEXTS	40		
TOTAL	100		