

STUDENT EDUCATION NUMBER



GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

Samoa Secondary Leaving 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 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	18	80	40
TOTAL			180	100

CHECK that this booklet contains pages 2-29 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:

PASSAGE ONE

5. Tia knew she was going to engage Sione in another bitter argument tonight: about why he was letting her become the family chauffeur, why didn't he spare her this and many other situations, why wasn't he here with his mother. She wished she could enjoy the olomatua's difficulty, but she didn't feel her usual anger. In its place was a painful awareness that the next few moments were crucial to what the olomatua stood for, and to the future of Sione and his sisters.
- The clerk asked the olomatua if she would consider withdrawing her complaint. Tia repeated the question in a fierce whisper and when there was still no response, she moved up to the front bench.
10. "They're waiting for you to say something, Tu," she whispered intensely. "You have to defend yourself or the case will be dismissed."
- "They're speaking in English so fast I can't keep up," said the olomatua. "Tell them to slow down the proceedings and concentrate on the Samoan translations."
15. Inhaling deeply, the olomatua looked at Tia. "Please stand up for me," she said. "I get dizzy when everyone babbles in English. I'll tell you what to say."
20. Looking at the judges, **Tia cursed her own lack of foresight**; she should have stayed in the car. There was a commotion from Tolo's side. Interlocking her shaking fingers, she gripped them tight. Her throat was dry, yet her armpits were damp and felt like they might drip any minute now. Her right hip – joint throbbed and her bra, cutting into her, felt as if it would bust when she next breathed out. But she stood up.
- "My husband's mother," she said, "cannot speak for herself today. But she will help me tell you her wishes."
- "This woman's an outsider!" protested Tolo. "She has no right speaking on family matters."
25. But the olomatua was whispering her address to the court. Straining to catch every word, Tia repeated, recognising genealogies, yet not able to distinguish which was for whom of the four Samoan judges. At the olomatua's next word, Tia **gasped** before she could repeat them.
- "I," she said, "soon-to-be mother of an heir to the Silia title, am not such an outsider anymore." Stretching a hand toward the olomatua, Tia continued, "She has granted me that!"

30. The olomatua's coaching was getting louder. "The last one to hold the Silia title was Tolo's father," she said. "Now the title should be held by a member of another clan. As head of one clan in the aiga potopoto, I have come to fight for the title. My great grandfather was the first holder of the title. Tolo has nothing to compare with my years in the matai council and the length of my service in the aiga."
35. She was rising now, and when she stood steady, Tia went back to her place on the second bench.

(Source: Extract from *The Olomatua* by Epi Enari, in Exploring Inner Worlds by Francis Mangubhai)

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

1. Identify the setting of the story.

- A. church hall
- B. court room
- C. village green
- D. meeting house

SL 1

2. The **gasped** (line 26) because she was

- A. afraid.
- B. startled.
- C. confused.
- D. angry.

SL 1

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

3. Give TWO words to describe how Tia felt in lines 16 – 17.

SL 2

4. List TWO reasons why Tia is contesting the Silia title in court.

SL 2

5. Tia had two roles in the story – chauffeur and translator. Describe Tia’s role as a translator in the story.

SL 2

6. Explain why **Tia cursed her own lack of foresight**. (Line 16).

SL 3

PART TWO:

Women offer unique skills and knowledge that contribute significantly to Pacific nations.

The UN will continue to work with governments, regional bodies, and civil society across the 14 PICTs to empower women and girls and to build inclusive societies. Ensuring the elimination of discriminatory policies and practices in all aspects of life and working towards achieving gender equality benefits individual women and men, families, communities, and countries. The UN will advocate for joint legal and policy reforms and educational programming in the Pacific that promote gender equality, women’s and girls’ empowerment, and respect of women’s and human rights in an effort to introduce the population and young learners to concepts of equal opportunity and treatment of women, fairness, respect of bodily integrity, and freedom from stigma and violence.

(Source: Adapted from the United Nations Pacific Strategy 2018 – 2022 – A Multi-Country Sustainable Development Framework in the Pacific Region

Published online: https://reliefweb.int/sites/reliefweb.int/files/resources/UNDP_WS_FINAL_UNPS_2018-2022.pdf)

8. Describe the purpose of the above report.

SL 2

9. Discuss with examples your understanding of this statement: **‘Women offer unique skills and knowledge that contribute significantly to Pacific Nations.’**

SL 3

PART THREE:



10. Identify the audience targeted by the cartoon.

SL 1

11. Describe the message in the cartoon.

SL 2

PART FOUR:

Beirut Death Toll Rises to 135, over 5000 Wounded and 300,000 Homeless

¹Lebanon's Cabinet declared a two-week state of emergency for Beirut, handing control of security in the capital to the military following the massive explosion that killed at least 135 people and injured 5,000 others.

²The explosion on Tuesday sent shockwaves across the city, causing widespread damage as far as the outskirts of Beirut.

³Officials said they expect the death toll to rise further as emergency workers dig through the rubble to search for survivors.

⁴Beirut's city governor Marwan Abboud said up to 300,000 people have lost their homes and authorities are working on providing them with food, water and shelter.

⁵The cause of the explosion was not immediately clear, however, officials have linked the blast to some 2,750 tonnes of confiscated ammonium nitrate that were being stored in a warehouse at the port for the past six years.

⁶**Lebanon's Information Minister says the army will oversee the house arrest of those responsible for storage and guarding at Beirut port, as investigations continue.**

Source: <https://samoaglobalnews.com/beirut-death-toll-rises-and-300000-homeless11/>

13. Identify TWO actions taken by cabinet immediately after the explosion.

SL 2

14. Explain **in your own words** the meaning of paragraph 6 in page 9.

SL 3

15. Explain the impact of the explosion on Lebanon as a country.

SL 3

PART FIVE:

Mother and Child

One night a tiny dewdrop fell
² Into the bosom of a rose
Dear little one, I love thee well
⁴ Be ever here thy sweet repose!"

Seeing the rose with love bedight,
⁶ The envious sky frowned dark, and then
Sent forth a messenger of light
⁸ And caught the dewdrop up again

Oh, give me back my heavenly child,
¹⁰ My love!" the rose in anguish cried;
Alas! The sky triumphant smiled,
¹² And so the flower, heart - broken died.

Source: "Mother and Child" by Eugene Field

16. Identify the persona (I) in the poem.

SL 1

17. Describe the **mood** of the poem.

SL 2

18. Explain how the use of **figurative language** contributes to the overall **mood** of the poem.

SL 3

Allow 40 minutes for this section.

INSTRUCTIONS:

- 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 importance of energy conservation.
2. The impacts of the COVID-19 pandemic.
3. Financial Literacy must be taught in schools.
4. The impacts of domestic violence on children's mental health.
5. Climate change is the greatest threat facing Pacific Island nations today.
6. Technology has changed the way young people spend their leisure time.

BLANK PAGE

(Use this page for drafting. Work on this page will not be assessed)

Q.19 TOPIC:

Write your chosen topic in the box.

[illegible]

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

Remember, **choose only 2 GENRES**, and **ONE OPTION out of the two** (i.e. either A or B) in each chose GENRE.

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

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

Use the space provided for writing your responses.

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. With reference to a novel you studied this year, discuss the key messages derived from a conflict involving two characters.

OR

- B. With reference to a novel you studied this year, discuss how the writer has used two literacy elements to bring out a theme.

GENRE 2**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. With reference to a drama studied this year, discuss two key messages conveyed from the climax.

OR

- B. With reference to a drama studied this year, discuss how the relationships between two or more characters helped you to understand the theme.

GENRE 3**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. With reference to TWO short stories studied this year, analyse how the setting contributes to the social issues faced by a character.

OR

- B. With reference to TWO short stories studied this year, discuss the techniques used by the authors to bring out the central message in each story.

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, describe TWO imagery features used in each poem. Discuss how the poets have successfully used imagery to portray the mood of each poem.

OR

- B. With reference to TWO poems studied this year, describe a key message from each poem. Discuss how each message will help you contribute positively to your society.

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. With reference to a film you studied this year, discuss how THREE film techniques contributed to its success or failure. Provide relevant examples for support your answer.

OR

- B. Describe the ending of a film you studied this year and relate the key messages to your society.

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. Describe the setting of a non-fiction text you studied this year. Discuss how the setting shaped the personality of the main character.

OR

- B. Discuss how a non-fiction text you studied this year has helped you to appreciate and value life.

RESPONSE TO TEXT 1

GENRE NUMBER: _____

OPTION (A or B): _____

[illegible]

[illegible]

RESPONSE TO TEXT 2

GENRE NUMBER: _____

OPTION (A or B): _____

[illegible]

[illegible]

for Scorer's use only

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

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STUDENT EDUCATION NUMBER									

ENGLISH

2020

(For Scorers only)

STRANDS	Weighting	Scores	Check Scorer	Double Entry (AED)
SECTION 1: READING COMPREHENSION	40			
SECTION 2: FORMAL WRITING	20			
SECTION 3: RESPONSE TO TEXTS	40			
TOTAL	100			