



GOVERNMENT OF SAMOA  
MINISTRY OF EDUCATION, SPORTS AND CULTURE

STUDENT EDUCATION NUMBER									

# Samoa School Certificate

# ENGLISH

# 2022

## 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	2-12	60	40
SECTION 2:	WRITING	13-18	80	36
SECTION 3:	RESPONSE TO LITERATURE	19-28	40	24
TOTAL			180	100

Check that this booklet contains pages 2-29 in the correct order.

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

**INSTRUCTIONS:** There are FOUR (4) parts to this Section: A, B, C, D.  
Spend about ONE hour on this Section.

**Part A:** Read the passage below to answer Questions 1 – 7.

**“MYTH BUSTED: Friday the 13<sup>th</sup>”**  
by Christine Dell’amore

- <sup>1</sup> Maybe you refuse to open an umbrella inside your house or walk under a ladder that’s on a sidewalk. These are superstitions, or a belief that something bad will happen even if there’s no reason to think that it will.
- <sup>2</sup> One big superstition many people have is that Friday the 13<sup>th</sup> is an unlucky day. Happening up to three times a year depending on the calendar, the day seems to make people more careful or avoid things they usually aren’t afraid to do. In fact, experts think so many people skip work on Friday the 13<sup>th</sup> that businesses can lose hundreds of millions of dollars! Of course, no one can prove that more misfortune takes place on Friday the 13<sup>th</sup>. We just tend to notice it more if bad things happen on that day. But if Friday the 13<sup>th</sup> is only a superstition, why do people actually believe in it? No one knows for sure, but experts have some clues.

**Origin story**

- <sup>3</sup> It’s hard to know exactly when Friday the 13<sup>th</sup> became thought of as unlucky, but it likely comes from the Christian religion. For example, in the Bible, Judas—a person who is said to have betrayed Jesus—was the 13<sup>th</sup> guest at the Last Supper. Also in the Bible, many unfortunate things happened on Fridays. So it made sense that people who read the Bible got nervous around Friday the 13<sup>th</sup>.
- <sup>4</sup> It’s also possible that 13 is considered “cursed” because it’s the number after 12, which many people see as a number that completes things. Think about it—12 months are in a year, 12 inches in a foot, 12 pairs of ribs in a body, etc. So it’s possible the number 13 makes people uneasy because it causes them to think about the unknown—beyond the number 12.

**Around the world**

- <sup>5</sup> In other countries, Friday the 13<sup>th</sup> isn’t unlucky. For instance, in Spain, *Tuesday* the 13<sup>th</sup> is considered the day to dread. And in Italy, people fear the 17<sup>th</sup> day of any month. Why? Because the Roman numeral XVII (17) can be rearranged to spell “VIXI,” which means “my life is over” in Latin. But, like in many countries, no one can prove that more terrible things occur on those days, either.

**Back to reality**

- <sup>6</sup> People who are super afraid on Friday the 13<sup>th</sup> might have a condition called triskaidekaphobia (pronounced trihs-keye-dek-uh-FOE-bee-uh), which is a fear of the number 13. (Any extreme or irrational fear of something is called a phobia). The word comes from ancient Greek and translates to “fear of the number 13.”
- <sup>7</sup> For most people, being afraid of Friday the 13<sup>th</sup> is just a superstition, something that we can have fun pretending to fear because we know, well, there’s really nothing to fear. But if you want to cross your fingers just in case, that’s fine too!

**Source:** Della’amore, C. (2022) Myth Busted: Friday the 13<sup>th</sup>. In: *National Geographic*. Available from: <https://nationalgeographic.com/history/article/myth-busted-friday-13th> (Accessed 20 April 2022).

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

1. Based on the information in paragraph 2, superstitions are 'big' because:

- A. of the size of the superstition.
- B. a lot of people believe the superstition.
- C. the superstitious date or event occurs more than once a year.
- D. a lot of bad things happen on the superstitious date.

SL 1

2. According to the author, superstitions should be:

- A. believed.
- B. ignored.
- C. for fun.
- D. taken seriously.

SL 1

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

3. List THREE superstitions given in the passage.

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SL 2

4. Describe what the purpose of the passage is.

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SL 2





Part B: Study the static image below to answer Questions 8 – 10.



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

8. Describe the main purpose of the static image.

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SL 2



**Part C. Read the following short passage and then answer Questions 11 – 13.**



***“Dolphins”***

Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more **complex** than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man? Certainly the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

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

11. Based on how it is used in the second sentence, another word for ‘**complex**’ is:

- A. Simple
- B. Straightforward
- C. Confusing
- D. Complicated

SL 1

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

12. Describe the similarities between the dolphin community and human communities.

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SL 2





**Part D: Read the following poem to answer Questions 14 – 16.**

**On Joining Pasifika  
(for Jo)**

When I first met you  
we were learning to siva  
wearing lavalava tied in awkward knots  
our work clothes carefully folded away  
both of us  
learning a new dance  
both of us  
finding a different way to move  
through life

We have hustled and bustled  
and power-walked well  
somehow  
sacrificing the grace  
and ease of movement  
our grandmothers held in their hands

When we met  
both of us  
were trying to remember  
that earlier beat

Both of us trying to reclaim  
a new dance from old memories  
both of us standing shyly  
in the back-row  
trying to siva in our sports socks  
both of us searching for a rhythm  
we'd never quite  
been able to find  
within ourselves

All of us trying to find time  
to ta'olunga  
to meke  
to tamule  
to siva  
into our truest selves

Poet: Karlo Mila  
Mila, K. (2005) On Joining Pasifika. In: *Dream Fish Floating*. Wellington: Huia Publishers, p.25.

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

14. Which of the following poetic techniques is not used in the poem?

- A. Repetition
- B. Rhyme
- C. Rhythm
- D. Alliteration

SL 1

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

15. Describe the mood of the poem, giving examples.

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SL 2

16. *“into our truest selves.”*

Discuss the meaning of this line in the poem and its significance to teenagers in Samoa today.

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SL 4



**INSTRUCTIONS:** There are **TWO** (2) parts to this Section.

**PART A: Personal Writing (Weighting 18)**

**PART B: Expressing Opinions (Weighting 18)**

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

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**PART A: Personal Writing**

- Choose **ONE** (1) of the following in the box below to start your story of 250-300 words.
- You can begin or end your story with it.
- Please write the number of the prompt you choose in the space provided.
- You **MUST** write a **title** for your story.
- Spend about **40 minutes** on this part of Section 2.

**PROMPTS:**

1. Now that was definitely the scariest thing I have ever experienced!
2. I was still me, but I wasn't quite myself.
3. Suddenly they turned around and looked straight at me.
4. Choices are never easy, but this one was...
5. We have a special tradition in my family where we...
6. What am I going to do without my phone?

**PROMPT #** \_\_\_\_\_

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

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**INSTRUCTIONS:** There are FOUR (4) GENRES in this Section. **You are to respond to TWO (2) GENRES:**

	<b>GENRE 1</b>	NOVEL
and/or	<b>GENRE 2</b>	SHORT STORIES
and/or	<b>GENRE 3</b>	DRAMA
and/or	<b>GENRE 4</b>	POETRY

- **REMEMBER**, choose only **TWO (2) GENRES**.
- Please write the GENRE number and the OPTION number in the spaces provided at the start of your responses.
- Write your responses in pages 23 – 28.
- You should spend about 20 minutes on each response.

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**GENRE 1: NOVEL**

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Choose **ONE (1) OPTION** from the list below, and apply it to **ONE (1) novel that you have studied in class this year**.

Your response should be about 200-250 words.

- Clearly explain and extend your answer using the novel you studied this year.
- Support your ideas with details, examples and/or quotes from the novel.
- **REMEMBER** to write the author's name and title of the novel in the spaces provided.

**NOVEL OPTIONS: Please choose ONE (1):**

1. Discuss a conflict in the novel and explain how the conflict helped you to understand human nature.
2. Describe how two characters in the novel accepted change, and explain why the characters willingly accepted this change.
3. Discuss two important ideas in the novel and explain how they are important to teenagers today.
4. Describe an important setting in the novel and explain how the setting helped you to understand TWO key ideas.

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## GENRE 2: SHORT STORIES

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Choose **ONE (1) OPTION** from the list below, and apply it to **TWO (2) short stories you have studied in class this year**. Your response should be about 200-250 words.

- Support your ideas with details, examples and/or quotes from the short stories.
- REMEMBER to write the authors names and titles of the short stories in the spaces provided.

### **SHORT STORY OPTIONS: Please choose ONE (1):**

1. Describe a main character from your chosen short stories and explain why it is important that you were able to relate to the characters.
2. Discuss an important theme from your chosen short stories and explain why they are relevant to young people today.
3. Describe an important relationship in your short stories and explain how the relationship helped you to understand wider society.
4. Explain how the beginning and/or the ending of your chosen short stories were important to the stories as a whole.

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## GENRE 3: POETRY

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Choose **ONE (1) OPTION** from the list below, and apply it to **TWO (2) poems you have studied in class this year**. Your response should be about 200-250 words.

- You can use poems you studied, or poems provided on page 22.
- Support your ideas with details, examples and/or quotes from the poems.
- REMEMBER to write the poets names and titles of the poems in the spaces provided.

### **POETRY OPTIONS: Please choose ONE (1)**

1. Describe at least one poetic technique used in your chosen poems and explain how the techniques created an emotional response in you.
2. Explain how the structure of two poems helped you to understand the key idea in the poems.
3. Discuss the use of imagery in two poems and explain how they helped you to understand the mood of the poems.
4. Discuss the similarities in two poems and how they helped you to understand more about yourself.

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## GENRE 4: DRAMA

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Choose **ONE (1) OPTION** from the list below, and apply it to a DRAMA you have studied in class this year. Your response should be about 200-250 words.

- Support your ideas with details, examples, and/or quotes from the DRAMA.
- REMEMBER to write the playwright's name and title of the drama in the spaces provided.

**DRAMA OPTIONS: Please choose ONE (1):**

1. Describe an important idea in the play and explain how it changed the way you think about life.
2. Explain how symbolism is used to give greater meaning to the characters in the play.
3. Describe a challenging setting in the drama and explain how this setting was challenging to TWO characters.
4. Discuss one important event in the drama and explain how this event had a positive OR negative effect.

## POEMS:

### **'Pick our fruit'**

Dear Australian Deputy PM Michael McCormack,  
Your fruit grows on lands that does not belong to you  
Your fruit is grown with the phosphate taken from the Islands of  
Nauru and Banaba where they can no longer bear fruit  
Your fruit had been picked by a generation of Pacific slaves  
Your fruit grows in abundance because you have taken ours.

*Yuki Kihara*

### **'To become educated'**

Long, sleepless nights  
Tiring brain wracking days  
Pit stop – a quick cuppa back to the table mess  
of homework, assignments  
internal assessments,  
exercises, The Lot!

Rushing around  
Nerves on end  
To complete, to hand it in  
Lest it be disqualified  
Oh! Such a waste  
Of sacrifice.  
In the end a smile,  
A life, a yippee!  
You have done it!  
You graduate.

The stress, the agony,  
The suffering vanish  
In the sheer bliss  
Of becoming educated.

*Fualuga T. L. Savai'inaea*

### **'Your best'**

If you always try your best  
Then you'll never have to wonder  
About what you could have done  
If you'd summoned all your thunder

And if your best  
Was not as good  
As you hoped it would be,  
You still could say,  
"I gave today  
All that I had in me."

*Barbara Vance*

### **'Sometimes...'**

Sometimes...  
I wish I were  
A beautiful butterfly...  
Soaring above  
The tall trees and floating clouds  
Able to see...  
The beauty of all the earth.

Sometimes...  
I wish I were  
A playful dolphin...  
Swimming across the calm blue oceans  
Without a care in the world  
Wishing that there would always be peace on earth

*Judy-Anne Alexander-Pouono*

**RESPONSE TO LITERATURE 1**

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

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

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

\_\_\_\_\_

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**Author(s)/Poet(s)/Playwright(s):** \_\_\_\_\_

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**RESPONSE:**

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**RESPONSE TO LITERATURE 2**

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

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

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

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**Author(s)/Poet(s)/Playwright(s):** \_\_\_\_\_

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**RESPONSE:**

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STUDENT EDUCATION NUMBER									

## ENGLISH

2022

(For Scorer only)

STRANDS		Weighting	Scores	Check Scorer	AED check
SECTION 1:	READING COMPREHENSION	40			
SECTION 2:	WRITING	36			
SECTION 3:	RESPONSE TO LITERATURE	24			
<b>TOTAL</b>		<b>100</b>			