



GOVERNMENT OF SAMOA

STUDENT EDUCATION NUMBER

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Samoa Secondary Leaving Certificate

COMMUNICATION ENGLISH 2024

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 to the appropriate places in this booklet.

STRANDS			Pages	Time (min)	Weighting
STRAND 1	LISTENING AND SPEAKING	COMMUNICATION AND SKILLS AND BARRIERS	2-4	20	10
STRAND 2	READING AND VIEWING	READING COMPREHENSION	5-10	30	20
		STATIC IMAGE	11-13	20	10
		MEDIA STUDIES	14-17	20	10
STRAND 3	WRITING AND PRESENTING	LANGUAGE SKILLS	18-19	20	10
		PARAGRAPH WRITING	20-21	20	10
		RESPONSE TO A FORMAL COMPLAINT	22-25	25	15
		MEMORANDUM WRITING	26-28	25	15
TOTAL				180	100

Check that this booklet contains pages 2-29 in the correct order and that none of these pages are blank.

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

INSTRUCTIONS: Study the three scenarios below, then answer the questions that follow.
You must spend 20 minutes on this Strand.

Scenario 1

Tili's mother is standing on the other side of the plantation, between them is a stone fence set up to separate the plantation from their little vegetable garden. Tili is only 13 years old and is a very short girl. The mother called over the fence for Tili to pass her the shovel. A few seconds later, Tili walked over with the machete.

1. Identify the key communication ideas in this scenario.

SL 1

2. Name **ONE** of the barriers to listening that is indicated in the text.

SL 1

3. State how Tili and her mother could have avoided the barrier to communication.

SL 1

Scenario 2

It was a beautiful Saturday afternoon at Manusina Beach Fales. Napa was there for the weekend and while he was enjoying his coconut juice at the bar, he saw his college friend Matt on the other side. Matt was there with his family to celebrate his wife's birthday and the music from the birthday party was blasting on full volume. Matt waved and shouted from the other side, asking Napa how he was. Napa, hearing only part of the message as the music was loud, waved back, smiled and said, "Oh no, I got here yesterday afternoon!"

4. Describe the listening distraction mentioned in the story.

SL 2

5. List the **TWO** barriers that contributed to Napa's misinterpretation of the message.

I.

II.

SL 2

Scenario 3

Your father sends you to the shop to buy a bar of soap and a box of mosquito coil, despite your whinges. You have had a long and tiring day and could not wait to get home. Before he could finish explaining to you what to get from the shop, you are already walking out the door. As a result, you return with only half of the items needed from the shop.

6. Explain why there was a communication problem in this scenario.

SL 3

INSTRUCTIONS: There are **THREE** sections to this Strand.
Answer **ALL** Sections.
You must spend **70 minutes** on this Strand.

A. READING COMPREHENSION

20 MARKS

Part I: Read the passage below then answer Questions 7 to 12.

12 MARKS

RECOGNISED SEASONAL EMPLOYER (RSE) SCHEME

The Recognised Seasonal Employer (RSE) scheme is an initiative by the New Zealand government taken to meet a short-term demand for workers, particularly those who do not qualify for entry under selection policies that prefer migrants with high-level skills and qualifications. New Zealand's Recognized Seasonal Employer (RSE) Scheme is a large and expanding programme that benefits Pacific Island Forum countries by offering employment in the agricultural sector to non-New Zealand nationals or resident workers. The scheme was launched in 2007, in response to a considerable shortage in the horticulture and viticulture sectors, with the key objectives of enhancing development in the Pacific and assisting employers in New Zealand. The scheme allows eligible workers to undertake seasonal work in New Zealand for a maximum of seven months in any eleven-month period (although actual times can vary depending on the employer) in planting, maintaining, harvesting or packing crops for an approved employer in the horticulture and viticulture industries.

Although the RSE scheme has offered temporary employment for Pacific workers during the past decade, arguably turning one of the most significant policies for aiding Pacific families in their own communities, criticisms have been raised about the scheme, notably in terms of the exploitation of the works. Whilst the scheme has been criticised as focused on the use of temporary migration as a means to deal with labour shortages, the RSE has simultaneously been **dubbed** 'best practice', having achieved its specified short-term aims of supporting New Zealand employers to meet labour shortages and increase productivity while also adding to development goals in the Pacific.

Samoa supplies the third largest number of workers under the RSE, behind Vanuatu and Tonga. The scheme continues to be at the helm of village developments, allowing families in Samoa to generate income to assist them with school fees, church donations and *fa'alavelave* (social obligations), but most importantly, to support the general wellbeing and standard of living that comes with a reasonable level of income. Regardless of the working conditions and the uncertainties in having their work hours reduced, they know that the money they get is able to provide and sustain their families in Samoa. Glimpses of these circumstances were seen in the field work where concerns were raised at times, but these concerns were largely outweighed by reference to stability and opportunity, being responsible to the group and performing to the best of their abilities.

Source: Salanoa, 2020. The communicative competence of Samoan seasonal workers under the RSE scheme

For Questions 7 to 9, choose and write the LETTER of the correct answer in the box provided.

7. Identify the purpose for launching the RSE scheme.

- A. To support the general wellbeing of New Zealanders.
- B. To assist in the shortage of workers in New Zealand.
- C. To provide for families in Samoa.
- D. To generate income for the Samoan government.

SL 1

8. The word *dubbed* can be best explained as:

- A. searched.
- B. conversed.
- C. marked.
- D. labelled.

SL 1

9. At present, the RSE scheme has been operating for:

- A. 17 years.
- B. 10 years.
- C. 20 years.
- D. 5 years.

SL 1

SHORT ANSWERS: Write your answers in the spaces provided.

10. Describe the expected length of employment for the RSE workers.

SL 2

11. Explain the criticism that has been directed at the scheme since its launch.

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SL 3

12. Discuss how the RSE has benefited workers from Samoa. Use examples from the passage to support your answer.

SL 4

[illegible]



Source: 196 Flavours, A world of flavours

This Samoan fā'ausi is actually a combination of two recipes: *fa'apāpā* – dense coconut bread – and a rich and sweet coconut caramel sauce.

Fa'apāpā is mostly made with copra (dried coconut flesh), or mashed pumpkin, banana, or taro – for this recipe however, we're going to be using shredded coconut. Desiccated coconut is absolutely fine too, as long as it's the unsweetened variety.

You can make the coconut caramel sauce for the fā'ausi while the fa'apāpā is baking, and by the time it's cooked, the sauce will be done, and you can leave them both to cool at the same time. Once they're cooled off, simply cut the fa'apāpā into cubes, and drench with the caramel sauce.

This is an incredibly simple snack to make; in fact, by far the hardest part is waiting an hour for the bread to soak up the sauce before you can tuck into it!

13. List **TWO** ingredients for the Samoan fā'ausi.

SL 2

14. Explain how the *desiccated coconut* will add flavor to the fā'ausi.

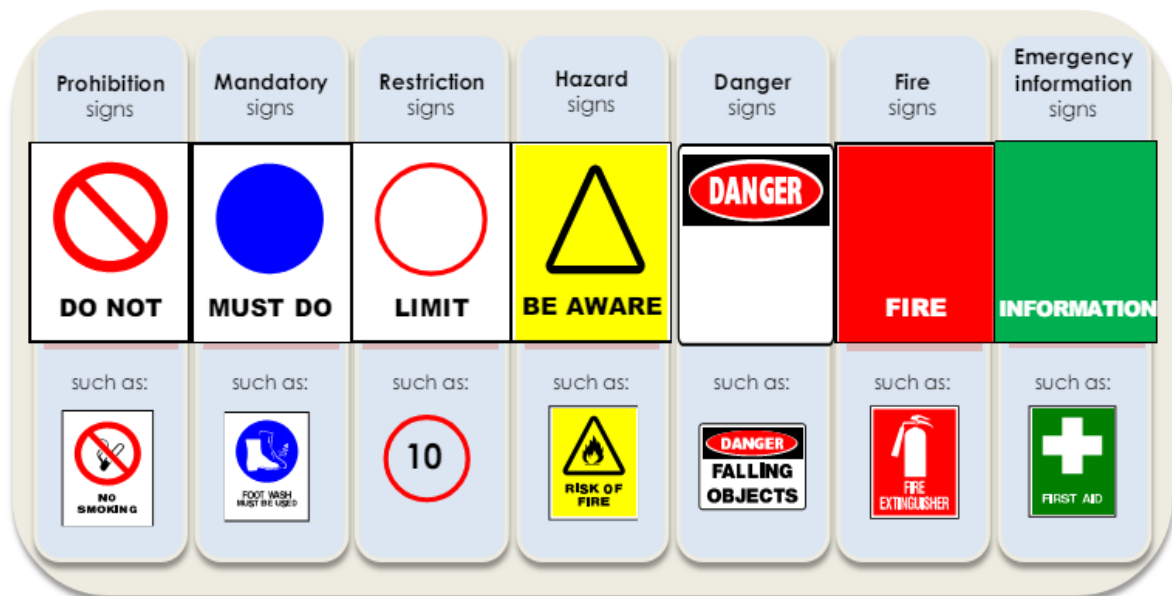
SL 3

B. STATIC IMAGE

10 MARKS

Study the Image below then answer Questions 16 and 17.

Write your answers in the spaces provided.



Source: Participant Guide, Communicate in Construction Workplace.

16. Give a title for the image.

SL 1

17. Describe another example of a *Mandatory Sign*.

SL 2

18. Explain the importance of obeying specified numbers on *Restriction Signs*.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

SL 3

19. Discuss the importance of visual communication as depicted by the illustration. Provide examples to support your answer.

[illegible]

SL 4

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Analyse the newspaper article below from the Samoa Observer to answer Questions 20 to 23.

Health expert warns against measles

By Matai'a Lanuola Tusani T - Ah Tong • 01 May 2024, 1:00PM

Health experts in New Zealand have warned that the country is “close to the tipping point” of unimmunised children that set off measles epidemic in previous years that also spread to Samoa killing 83 people.

The New Zealand Herald reported a briefing released by the Public Health Communication Centre (PHCC) said the number of measles-susceptible children is increasing by about 1000 every month and is now close to that before the 1980, 1985, 1991 and 1997 measles epidemics. “Compared to those years, we now have more susceptible young adults, and hence may be primed for a large epidemic,” the briefing read.

In 2019 the measles outbreak began in September of that year and was attributed to a low vaccination rate with 5700 measles cases recorded and 83 deaths by January 2020. A state of emergency was only declared two months later after the measles outbreak began where schools were closed and a door-to-door immunisation that was mandatory was triggered. The vaccination rate in Samoa fell from 74 per cent in 2017 to 34 per cent in 2018 and the national vaccination campaign closed that gap in 2019 with an estimate of 94 per cent of eligible population being vaccinated.

As for New Zealand in 2019, an overlapping series of measles outbreaks infected more than 2000 people and resulted in the hospitalisation of more than 700. The N.Z. Herald reported that Dr. Oz Mansoor and co-authors outlined three actions that are “needed urgently”, alongside improving infant immunisation coverage, to prevent another measles epidemic.

Mansoor said that first, and most importantly, a catch-up immunisation is required for those aged 15 months to 9 years who didn't get the MMR (measles-mumps-rubella) vaccine. “We can use existing immunisation requirements for primary schools and pre-schools to reach [the] 95 per cent coverage required to stop the spread.” Mansoor added this would require staff to identify the unvaccinated and engage with parents who may be “vaccine hesitant”. “It can take time to build a relationship and to be able to explain the benefits and potential risks of the MMR vaccine with vaccine misinformation so prevalent.”

PHCC said measles immunity in the primary school population limited the spreading of the disease during the 2019 epidemic, but with immunisation coverage low for those born since 2016, that protection is largely gone.

The second action, improved communication to travellers about the risk of measles, is needed for residents even more than visitors because those returning home are more likely to import the virus.

The briefing suggested immediate government action, in the form of enforcing compulsory measles immunity documentation to leave or enter the country, would raise legal and other challenges, but “its feasibility could be rapidly evaluated”.

Source: Samoa Observer

20. Identify the *byline* of the article.

SL 1

21. Describe the rationale of the article.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

SL 2

22. Explain **ONE** of the implications of the low vaccination rate in 2019 for Samoa.

[illegible]

SL 3

[illegible]

23. Discuss the overall message of the article. Give examples from the story to support your answer.

[illegible]

SL 4

[illegible]

INSTRUCTIONS: There are **FOUR** sections to this Strand. Answer **ALL** Sections.
You must spend **90 minutes** on this Strand.

A. LANGUAGE SKILLS**10 MARKS**

24. Identify the correct synonym (in brackets) of the underlined word in the following sentence. Write your answer in the space provided.

He quickly developed a good rapport with other teachers.

(statement, connection, conflict, motivation)

SL 1

25. Form one (1) sentence using any two of the words listed below.

pruned attached discussed entertained
travelled educated struggled argued

SL 2

26. Explain the difference between an **adjective** and a **conjunction**.

Difference:

SL 3

B. PARAGRAPH WRITING

10 MARKS

Write a paragraph of about 120 to 150 words, using the image below. Your paragraph must contain a topic sentence, supporting sentences and a concluding sentence. You must write complete sentences.



Police patrol the bus stand in Apia to avoid fights. (Photo: Rashmi Lameta)

Source: Samoa Observer

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

for Scorer's use only

Q. #	28	29	30	31
SKILL LEVEL	1	2	3	4
STUDENT RESPONSE				

C. RESPONSE TO A FORMAL COMPLAINT

15 MARKS

Study the Formal Complaint Letter below, and then answer the questions that follow.
Write your answers in the spaces provided.

PO BOX 142	LAS Varieties	las@gmail.com
APIA	Buy Right, Buy Smart	+6857677113

5 May 2024

Mr Brett Site
Manager – Human Resources
Blue Line Communications
APIA

Dear Mr Site,

I am writing to express my major disappointment due to the poor customer service I experienced recently. I believe that good service is crucial to a company's success, and it appears that this has been greatly underestimated in this case.

Without going into excessive detail, I was faced with arrogance and unresponsiveness. The resistance that I met when trying to address my concerns was frustrating and completely uncalled for. This kind of behaviour in no way contributes positively to the reputation of the company and discouraging potential customer engagement.

I would like to note that I have made three attempts to resolve this matter through phone calls and emails. Unfortunately, the issue remains unresolved. I am highly dissatisfied with the level of service received, and I hope you can address this issue to prevent it from recurring.

I look forward to hearing your response on this matter and would appreciate your immediate attention to this issue. Thank you for your prompt attention and understanding.

Yours sincerely,



Fata Lupe Sala
Business Owner

32. Name the issue for writing the complaint letter.

SL 1

38. Explain a possible solution to improve customer service at Blue Line Communications.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SL 3

D. MEMORANDUM WRITING**15 MARKS**

- I. Read the Memorandum below, and then answer the questions that follow.
Write your answers in the spaces provided.

MEMORANDUM

TO: All Staff
FROM: Lei Sani Ala
Chief Executive Officer
DATE: 7 May 2024
SUBJECT: Smoking Area

This is to inform you all that smoking on site is now restricted to a specified 'Smoking Area'. Due to safety and health reasons, you are advised to attend to the smoking areas if you wish to smoke. There will be non-smoking signs posted in all offices for all to observe. Let us work together in keeping our workplace clean and safe!

Ma le ava tele,

39. State the purpose of the memorandum.

SL 1

40. Identify the writer of the memorandum.

SL 1

41. State the subject of the memorandum.

SL 1

42. State the *complimentary close* used in the memorandum.

SL 1

43. List **TWO** main ideas in the memorandum.

SL 2

II. Study the scenario below then answer the question that follows.

You are Lua Sefulu, Deputy CEO of MEC. Write a memorandum to inform all staff that there will be a new training programme called, 'An introduction to Basic Computing Skills', held at the Conference Room, commencing on the 11 November 2024. This short course is for three (3) weeks. Anyone who is interested shall apply in writing to the Chief Executive Officer.

44. Compose a memorandum of about 100 to 120 words, using the information presented in the scenario. The formatting and layout have been done for you. Include any other necessary information to help you complete the memorandum.

MEMORANDUM

TO: All Staff
FROM: Lua Sefulu
Deputy CEO
DATE: 7 October 2024
SUBJECT: Basic Computing Skills Training

Fa'afetai,

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Q. #	44	45	46
SKILL LEVEL	2	3	4
STUDENT RESPONSE			

STUDENT EDUCATION NUMBER									

SSLC COMMUNICATION ENGLISH

2024

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STRANDS			Weighting	Scores	Check Scorer	AED check
STRAND 1	Listening and Speaking	Communication Skills and Barriers	10			
STRAND 2	Reading and Viewing	Reading Comprehension	20			
		Static Image	10			
		Media Studies	10			
STRAND 3	Writing and Presenting	Language Skills	10			
		Paragraph Writing	10			
		Response to a Formal Complaint	15			
		Memorandum Writing	15			
TOTAL			100			