



GOVERNMENT OF SAMOA

STUDENT EDUCATION NUMBER									

# Samoa Secondary Leaving Certificate

# ENGLISH

# 2023

## 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.

STRAND: READING AND WRITING		Pages	Time (min)	Weighting
SECTION 1	READING COMPREHENSION	2 – 11	60	40
SECTION 2	FORMAL WRITING	12 – 15	40	20
SECTION 3	RESPONSE TO TEXTS	16 – 22	80	40
	<b>TOTAL</b>		<b>180</b>	<b>100</b>

Check that this booklet contains pages 2-24 in the correct order and that none of these pages are blank.

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

Allow 60 minutes for this Section.

**INSTRUCTIONS:** This section has **FIVE** passages. Read and answer **ALL** questions for each passage.

**PASSAGE ONE:**

### **THE PROBLEM OF SCARCITY**

From the economist's perspective, coping with scarcity is the essence of the human condition. Our world is a finite place where people, both individually and collectively, face the problem of scarcity. Scarcity is the condition in which human wants are forever greater than the available supply of time, goods, services, and resources. Because of scarcity, it is impossible to satisfy every desire. Pause for a moment to think of some of the ways in which scarcity affects our everyday lives. Perhaps you would like a bigger TV, more restaurant meals, cleaner air, better health care, shelter for the homeless, more leisure time and so on. There are always limits on the economy's ability to satisfy unlimited wants. Alas scarcity, which is manifested in the prices you must pay for the goods and services you wish to consume, is pervasive: you really can't 'have it all'.

You may think your scarcity problem would disappear if you were rich, but wealth does not improve the situation. No matter how *affluent* an individual is, the wish list continues to grow. We are familiar with the 'rich and famous' who never seem to have enough. Although they live well, they still desire finer homes, faster planes and more Jimmy Choo shoes. In short, condition of scarcity means that all individuals, whether rich or poor, could be more satisfied with their lot. What is true for individuals also applies to society.....governments search for innovative ways to raise taxes for the funding of schools....governments desire to spend on the poor...higher education...roads and infrastructure exceed the tax revenue it receives to pay for these desires.

The problem of scarcity exists because individuals and countries never have as much of all the goods and services as they would like to have. Because of this economic problem of scarcity, no society has enough resources to produce all the goods and services necessary to satisfy all human wants.

[Extracted from Economics for today, Layton. Allan., Robinson. Tim., Tucker. Irvin B., 2019, Cenveo Publishing Services, Victoria Australia.]

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

1. Identify and name the authors of Passage One.

---

---

SL 1

2. Describe the purpose of the passage.

---

---

---

---

---

SL 2

3. Describe how governments provide for people’s needs and wants as mentioned in the passage.

---

---

---

---

---

SL 2

4. Discuss with examples the meaning of the following statement:

*“...human wants are forever greater than the available supply of time, goods, services and resources.”*

---

---

---

---

---

---

---

---

---

---

SL 3

---

---

---

---

5. Relate what is informed in the passage to real-life situations.

---

---

---

---

---

---

---

---

---

---

---

---

SL 3

6. In your own words, discuss the meaning and reference of the phrase "***you really can't have it all***" as in the passage.

---

---

---

---

---

---

---

---

---

---

---

---

SL 4

---

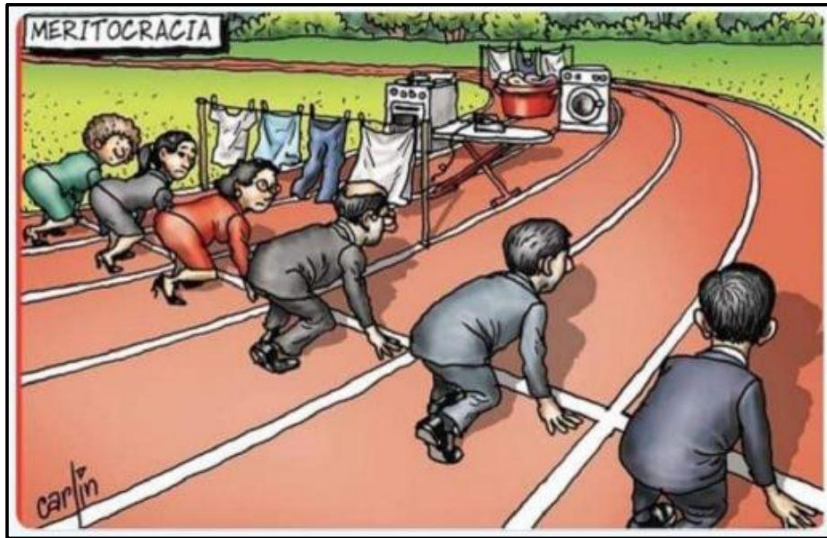
---

---

---

---

**PASSAGE TWO:**



7. Describe what is implied in the cartoon about the roles of the characters.

---

---

---

---

---

SL 2

8. Explain what you see as the viewpoint in the cartoon.

---

---

---

---

---

SL 3

---



---



---



---



---



---

9. Discuss how the characters, setting and images contribute to the overall message of the cartoon. Give specific examples.

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

SL 4

PASSAGE THREE:

person with exceptional abilities. **2** an outstanding example of something.  
– ORIGIN Latin *prodigium* 'portent'.  
**produce** • v. /pruh-dyooss/ (**produces**, **producing**, **produced**) **1** make, manufacture, or create something. **2** cause to happen or exist. **3** show or provide something for inspection or use. **4** administer the financial aspects of a film or broadcast or the staging of a play. **5** supervise the making of a musical recording. • n. /prod-yooss/ things that have been produced or grown: *dairy produce*.  
– DERIVATIVES **producer** n. **producibile** adj.  
– ORIGIN Latin *producere* 'bring forth'.  
**product** • n. **1** an article or substance manufactured for sale. **2** a result: *her suntan was the product of a sunbed*. **3** a substance produced during a natural, chemical, or manufacturing process. **4** Math. a quantity obtained by multiplying quantities together.  
– ORIGIN Latin *productum* 'something produced'.  
**production** • n. **1** the action of producing something. **2** the amount

(Oxford English Dictionary, Oxford University Press, 2012)

For Questions 10 to 12, choose and write the LETTER of the correct answer in the box provided.

10. Which definition of the word 'product' means a number obtained by multiplying other numbers?

- A. Definition 1
- B. Definition 2
- C. Definition 3
- D. Definition 4

	SL 1

11. What is the adjective for the word 'produce'?

- A. produces
- B. producible
- C. produced
- D. producing

	SL 1

12. Identify the definition for an item at the store for 'product'.

- A. A manufacturing process.
- B. A quantity obtained by multiplying quantities.
- C. An article or substance manufactured for sale.
- D. A substance produced during a natural process.

SL 1

**PASSAGE FOUR:**

*A Time to Talk*

When a friend calls to me from the road  
And slows his horse to a meaning walk,  
I don't stand still and look around  
On all the hills I haven't hoed,  
And shout from where I am, What is it?  
No, not as there is a time to talk.  
I thrust my hoe in the mellow ground,  
Blade-end up and five feet tall,  
And plod: I go up to the stone wall  
For a friendly visit

[Robert Frost](#) - 1874-1963

13. Describe the imagery or language features used in this poem.

---

---

---

---

---

---

---

---

---

---

SL 2



14. Describe the mood of the poem.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>SL 2</b>

15. Discuss the message of the poem in your own words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>SL 4</b>

**PASSAGE FIVE:**

## ***The Old Carpenter***

A carpenter with years of experience was ready to retire. He communicated with his contractor about his plans to leave the house-building business to live a more leisurely retired life with his wife and family. The contractor felt a little upset that his excellent and experienced carpenter was leaving the job, but he requested the carpenter to build just one more house for him.

The carpenter agreed with the contractor, but his heart was not in his work like it used to be. He resorted to shoddy craftsmanship and used inferior materials for building the last house of his career. It was an unfortunate way to end his career. When the carpenter completed the house and the employer came to inspect the home, he looked around the house, and just before he exited the house, he handed the front-door key to the carpenter. “This is your house,” he said, “my gift to you.”

This was a massive surprise to the carpenter. Although it was supposed to be a good surprise, he wasn’t feeling good as he felt a deep shame inside him. If he had only known he was building his own house, he would have done it all so differently. Now he had to live in a home that wasn’t built that well.

[Story adapted from “Old Joe and the Carpenter” written by Pleasant L. DeSpain and first published in the Spring 1998 issue of Teaching Tolerance Magazine].

16. Describe the purpose of the story.

---

---

---

---

---

---

---

---

---

---

SL 2

17. Explain in your own words how the events of this story impacted the Carpenter.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

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 for planning and drafting, and will **NOT** be assessed.

**TOPICS:**

1. The war in Ukraine impacts us in Samoa too.
2. Discuss the challenges and opportunities of renewable energy options.
3. *“First aid knowledge can save life”.*  
First Aid Training should be compulsory in schools.
4. Mobile phones have made people less sociable. Discuss with examples.
5. Care and nursing homes is a better alternative for our elderly parents.

**BLANK PAGE**

**(Work on this page will not be assessed)**





ALLOW 80 minutes for this Section.

**INSTRUCTIONS:** There are **FIVE GENRES** in this Section. You are to respond to **TWO**.

	<b>GENRE 1:</b>	<b>NOVEL</b>
and/or	<b>GENRE 2:</b>	<b>SHORT STORIES</b>
and/or	<b>GENRE 3:</b>	<b>DRAMA</b>
and/or	<b>GENRE 4:</b>	<b>POETRY</b>
and/or	<b>GENRE 5:</b>	<b>FILM</b>

Remember, choose only **2 GENRES**

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

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

<b>GENRE 1:</b>	<b>NOVEL</b>
-----------------	--------------

Write 200-300 words for your response.

State the **Title** and **Author** of the work you have chosen.

Use examples from the chosen work in your answer.

**EITHER**

- A.** From a novel you have studied, discuss how close to home [relates to real life] the message of the novel was for you. Support your answer with references from your chosen Novel.

**OR**

- B.** From a novel you have studied, discuss the development of the conflict and how it is resolved. Say whether you liked it or not.



**GENRE 2:****SHORT STORIES**

Write 200-300 words for your response.

State the **Titles** and **Authors** of the work you have chosen.

Use examples from the chosen work in your answer.

**EITHER**

- A.** With reference to TWO short stories, discuss how well the authors build up the vital incidences in the stories to create an empowering message for us all.

**OR**

- B.** With reference to TWO short stories you have studied, discuss the major narrative of the short stories and who seems to be the main character/s bringing this view into life.

**GENRE 3:****DRAMA**

Write 200-300 words for your response.

State the **Title** and **Playwright** of the work you have chosen.

Use examples from the chosen work in your answer.

**EITHER**

- A.** Discuss the effects of using different symbols and imageries to portray different moods in the drama.

**OR**

- B.** Discuss the relationships between two or more characters and how these conveyed an important theme.

**GENRE 4:****POETRY**

Write 200-300 words for your response.

State the **Titles** and **Poets** of the work you have chosen.

Use examples from the chosen work in your answer.

**EITHER**

- A.** With reference to TWO poems (written by TWO different Poets), discuss the effects of using different varieties of language to portray different messages.

**OR**

- B.** Identify symbols and images in TWO poems (written by TWO different Poets) you have studied and discuss their significance in understanding the poems.

**GENRE 5:****FILM**

Write 200-300 words for your response.

State the **Title** and **Author** of the work you have chosen.

Use examples from the chosen work in your answer.

**EITHER**

- A.** Discuss two features of the film that contributes to its success or failure and give examples.

**OR**

- B.** Relate ideas or themes of the film to real life situations and give examples to support your ideas.









**BLANK PAGE**

**(Work on this page will not be assessed)**

STUDENT EDUCATION NUMBER									

## SSLC ENGLISH

2023

(For Scorer only)

STRAND: READING AND WRITING		Weighting	Scores	Check Scorer	Check (AED)
<b>SECTION 1</b>	READING COMPREHENSION	40			
<b>SECTION 2</b>	FORMAL WRITING	20			
<b>SECTION 3</b>	RESPONSE TO TEXTS	40			
<b>TOTAL</b>		<b>100</b>			