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Student Personal Identification Number

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Solomon Islands National Form Six Certificate

2019

ENGLISH

QUESTION and ANSWER BOOKLET

MONDAY 4th NOVEMBER 9:00 AM

TIME: 3 Hours Plus 15 Minutes
Reading Time.

INSTRUCTIONS

1. Do not open this Booklet until you are told to do so.
2. Answer ALL sections.

SECTION I.	READING COMPREHENSION	40 Marks
	Passage 1	
	Passage 2	
	Passage 3	
	Passage 4	
	Passage 5	
SECTION II.	WRITING	20 Marks
SECTION III.	LITERATURE	40 Marks
TOTAL		100 Marks

3. Write your answers in the spaces provided in this booklet.
 4. Budget your time carefully. Suggested times for each section are given at the beginning of each section.
 5. If you need extra paper, ask your supervisor.
 6. Write your Student Personal Identification Number (SPIN) on this page, on the back-flap and on any extra sheets of paper you write your answers on.
 7. Do NOT use correction fluid.
 6. Mobile phones are NOT allowed in the Examination room.
- Check that this booklet contains pages **2 - 29** in the correct order and that none of these pages are blank. Page **22** has been left blank deliberately.

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

TOTAL MARKS

100

SECTION I: READING COMPREHENSION

(40 MARKS: SPEND ABOUT 70 MINUTES ON THIS SECTION)

READ EACH OF THE FOLLOWING 5 PASSAGES AND ANSWER ALL THE QUESTIONS THAT FOLLOW EACH ONE.

PASSAGE 1

(16 Marks)

What does customary land reform mean?

1“The beauty of customary land is that it keeps everyone together, it allows their survival. When you start talking about land alienation – you own the title, or the subdivision, you will start having land disputes. Customary land is the reason we survive, if we start to subdivide Malaita or Guadalcanal, people will not survive, because there will be no land for them to make you don’t need money, you can always go home, you always have a place to go to live.” – *Waeta Ben, Former Minister of Lands, Housing and Survey.*

2Like weaving a mat, customary land rights form a complex overlapping set of access and use rights over an area of land. In Solomon Islands, customary rights over land are generally rights held by a group of people as tribes, clans or families, whereas use rights can be allocated to individuals. Customary tenure arrangements are fluid and flexible and are highly negotiable. Overlapping sets of customary tenure rights can lead to disputes.

3Customary land rights are allocated through kinship structures, marriage arrangements, adoption and customary payments. Customary land rights systems differ depending on where you are in the Solomon Islands. Systems of customary land rights that follow the mother’s line (termed matrilineal systems) can be found in Guadalcanal, Makira, Isabel and Central provinces. In Malaita as well as most of western Solomon Islands, land claims usually follow the father’s line (termed patrilineal systems) in other parts of Solomon Islands, land claims can follow either the father or mother’s line (termed ambilineal systems).

⁴Land reform means making changes to the existing policies and legal arrangements over land tenure, land administration and land dispute settlement processes. However, building a pathway to land reform is much more than just making new law. **It** is a process of considering whether the current land laws are working well, or if they need changes. Land reform means looking carefully at the laws related to customary, state or alienated land and seeing if **these** can be improved.

Title: *Building a pathway for successful Land Reform in Solomon Islands*

Author: *Siobhan McDonnell*

Contributors: *Joseph Foukona and Dr Alice Pollard*

A. MULTIPLE CHOICE

(6 MARKS)

Write the letter of your choice inside the box on the right of each question.

If you consider A is the correct answer, write it like this:

A

To change your answer from A to C, Cross out A and write the new answer **C** by the box, like this:

~~**A**~~ **C**

1. The primary purpose of **paragraph 1** is to;

- A. persuade us to support customary land reform.
- B. highlight other options of dealing with customary land.
- C. highlight the importance of customary land in Melanesia.
- D. highlight the difference between customary and alienated land.

2. We can infer from the passage that the **survival** of Solomon Islanders;

- A. is at the centre of land reform efforts.
- B. can only be supported through land alienation processes.
- C. can be improved with land allocation through kinship structures.
- D. can be challenged by disputes relating to customary land right systems.

3. Which of these options BEST describes the **way forward** as suggested in the passage?
- A. Land administration must be revised.
 - B. Land dispute settlement processes must be updated.
 - C. Land reform must take place regardless of customary land rights.
 - D. Consider whether current land laws need to be changed, improved or not.
4. The last sentence in the final paragraph, “**However, building a pathway to land reform is much more than just making new law**” suggests that;
- A. current land laws are working.
 - B. having new land laws is enough.
 - C. making new land laws is not enough.
 - D. current land laws are problematic.
5. The word ‘**it**’ in bold in the last paragraph refers to;
- A. land administration.
 - B. policies and legal arrangements.
 - C. building a pathway to land reform.
 - D. the process of settling land disputes.
6. This passage is most likely taken from a;
- A. speech.
 - B. news story.
 - C. fiction book.
 - D. non-fiction book.

B. SHORT ANSWERS

(10 MARKS)

Answer the following questions using ideas from the Customary Land Reform passage.

7. Define the term **land alienation** according to how it is used in the passage.

(2 marks)

8. State ONE (1) **advantage** of customary land and ONE (1) **problem** associated with land alienation.

Advantage: _____

(1 mark)

Problem: _____

(1 mark)

9. Quote a **simile** in paragraph 2 and explain it.

Simile: _____

(1 mark)

Explanation: _____

(2 marks)

10. In your own words, explain the term **customary land tenure** as it is used in the passage.

(2 marks)

11. What does '**these**' refer to in the final sentence of the passage? (1 mark)

Why Hurry? Why Worry?

The next day was Sunday so I took the initiative and said we would not go until after the Sunday morning service and asked the locals what time that would be. “When the drum sounds,” was the answer.

“When would that be?” I prodded.

“When the teacher comes.”

“When would that be?” I persisted.

Answer? A shrug of the shoulder! That particular moment was not marked on a watch so we waited. Fortunately, wind and wave remained calm and in due course the teacher, the drum sound, and the people all eventuated ... We lifted anchor before noon and were really on our way.

A peaceful philosophy develops in a land where there are almost no watches. I thought of how strange life at school must be for our girls when they first come – so many things to do and each one at a certain time; bells here, bells there, running here, running there – utterly different from the leisurely days of village life. I wondered if the management of a large number of people in one place, doing the same thing at the same time could possibly be arranged differently, more peacefully, less officially. I meditated about it for the future organization of Bungana School; could it be more truly Melanesian in the life-style of the girls?

Source: *ALOHA SOLOMONS* by Gwen Cross

12. From the passage, where do you think the story took place? Support your answer with evidence.

Setting: _____

(1 mark)

Evidence: _____

(2 marks)

13. What is the **narrator's** reaction to the locals' idea of time?
(*In one sentence*).

(1 mark)

14. What does the word '**philosophy**' refer to?

(2 marks)

P2

6

PASSAGE 3

(6 MARKS)

It is a pleasure to address you today because of what libraries represent. More than a building that houses books and data, the library has always been a window to a larger world - a place where we've always come to discover big ideas and profound concepts.

And at a time when truth and science are constantly being challenged by political agendas and ideologies; a time where so many refuse to teach evolution in our schools, where fake science is used to beat back attempts to curb global warming or fund life-saving research; libraries remind us that truth isn't about who yells the loudest, but who has the right information. And so the moment we persuade a child, any child, to cross that threshold into a library, we've changed their lives forever, and for the better. This is an enormous force for good.

It's a responsibility that begins at home - one that we need to take on before our kids ever set foot in a classroom; one that we need to carry through well into their teenage years.

Barack Obama's speech on libraries

15. State ONE (1) purpose of the speech.

(1 mark)

16. Quote the sentence in the speech that directly addresses the reader.

(1 mark)

17. Identify a **metaphor** used in the first paragraph and using your own words, explain what it means.

Metaphor:

(1 mark)

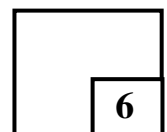
Explanation:

(2 marks)

18. in the sentence, ***“It’s a responsibility that begins at home”***, what is this ‘responsibility’ referring to?

(1 mark)

P3



Lying Truth

You came on Thursday
 For your speech
 The vein on your neck strained
 For the lie you must speak

When you look at me
 I see moist of anger, glisten
 In the fury of your eyes
 Defiling your beauty

When your utterance came
 It showed the perfect carver you were
 But you forgot one thing
 The wood is bad

When you paused,
 Did you ask for my reply?
 No. Fools don't look for truth
 So I can't say it

Instead, I let you speak
 As you continue to run to hide
 But you run of course into my house
 Where you will rest and hide no more.

(Deborah Bora Kole, 2007)

19. The title of the poem, '**Lying Truth**' contains two words that are contradictory to each other. Explain what you think the poet means.

(2 marks)

20. Quote ONE (1) **metaphor** in the poem and explain what it means.

Metaphor: _____

(1 mark)

Explain: _____

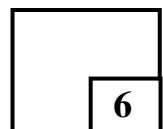
(2 marks)

21. The poet is addressing a female. What is the word in the poem that indicates this?

Word: _____

(1 mark)

P4



Your guide to the Solomon Islands**Things to know as visitors to our shores:**

Climate: Tropically warm and humid with coastal day temperatures averaging 28⁰C. April to November tends to be drier and November to April wetter.

What to wear: Light and casual. Keep brief beachwear for beach.

Immigration: Commonwealth, United States and most European visitors do not need holiday visas but need return or onward tickets. People intending to work must have work permit.

Honiara: The capital is eight kilometres (4.97 miles) from Honiara International Airport.

Airport Tax: SB305 payable by passengers (12 years and over) boarding international flights, and these are generally added onto your air tickets.

Health: Malaria is a problem. Take anti-malarial medication a week before arrival, once a week during your stay, and for four weeks after departure. Consult your chemist or doctor about an appropriate brand of tablet. Maloprin is usually recommended.

Business Hours: Government and some business offices open Monday to Friday, 8am to 4.30pm with a one-hour lunch break normally beginning at noon. Shops and some offices open Saturday 8am – noon.

Bank: Bank South Pacific opens Monday to Friday 9am – 4pm, ANZ Banking Group open Monday to Friday 9am to 4pm, Pan Oceanic Bank Limited opens 9am to 4pm Monday to Friday and Panatina Plaza Branch opens 10am to 1pm on Saturday. Bred Bank opens 9am – 4pm.

22. What is the MAIN purpose of this passage?

(1 mark)

23. If Mark, an Australian, takes up a job in Honiara, what permit would he need?

(1 mark)

24. What are anti-malarial tablets? Explain why a tourist in Honiara needs to follow this health advice.

Anti-malarial tablets: _____

(1 mark)

Explain: _____

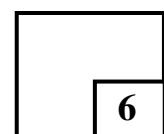
(2 marks)

25. These two phrases: “Tropically **warm** and **humid** with **coastal day** temperatures averaging 28⁰C” and “**Light** and **casual**”. The words in bold – what is their role in language?

Role/function: _____

1 mark)

P5



SECTION II: WRITING

(20 marks: Spend about 40 minutes on this section.)

QUESTION 26. WEIGHTING 20%

Choose ONE (1) of the topics below and write an essay of between 200 and 300 words (2-3 pages). The essay should present ideas in a clear manner. A blank page is provided should you wish to plan, draft or edit your essay.

(Planning, drafting and editing will not be assessed)

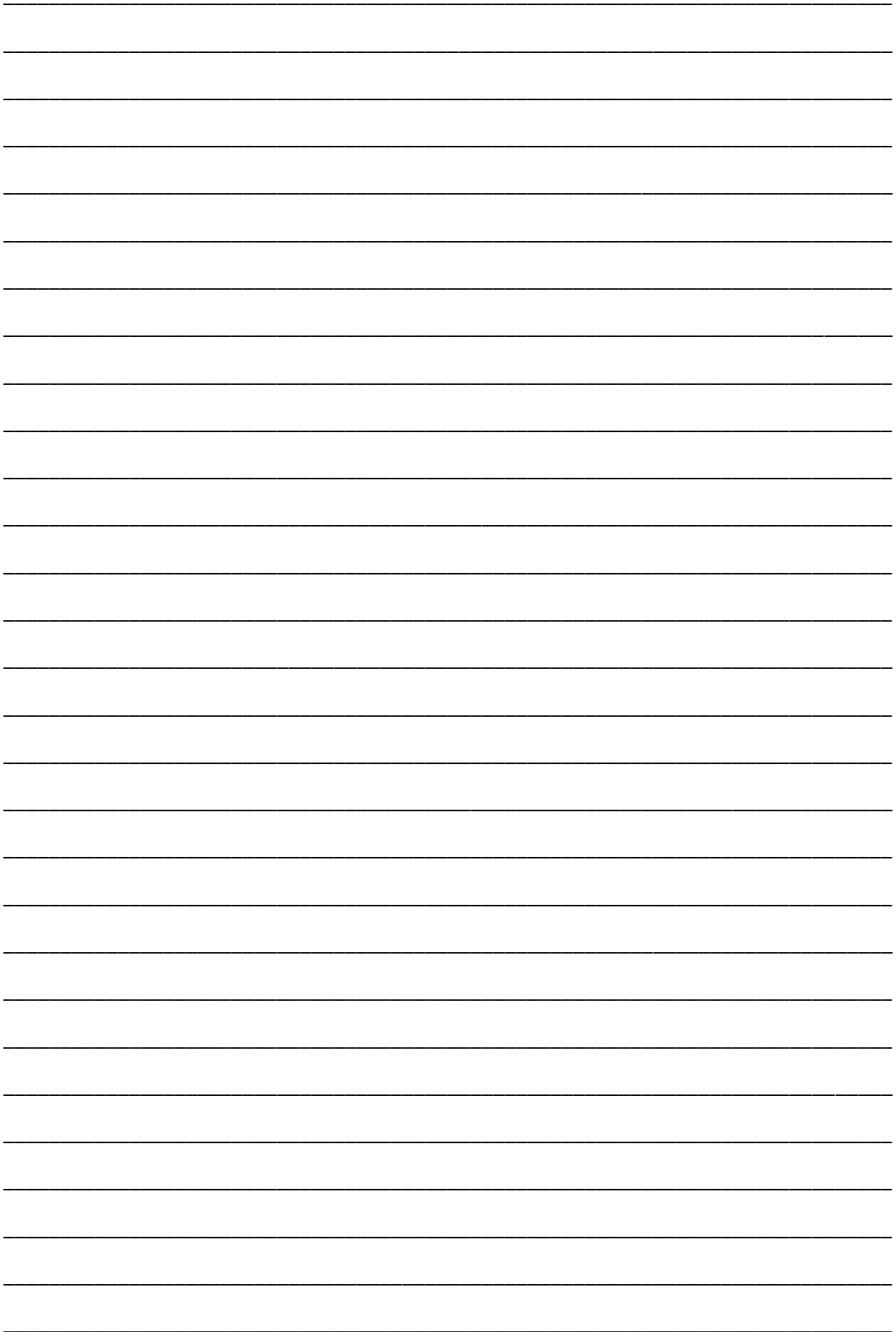
TOPICS:

1. Practical subjects like Agriculture, Business, Home Economics and Industrial Arts should also teach students how to generate income using the products or items they make in the departments. This is to enable students learn how to make money for themselves.
2. Ladies and Gentlemen, I am honoured to address you this morning on this occasion to mark International Youths Day. The three most challenging issues faced by youths in the Pacific today are
3. Solomon Islands should have a law that allows young men and women to get married only after reaching a certain age. Whoever gets married below the recommended legal age is likely to go to prison.
4. The school curriculum must include the teaching of traditional skills such as fishing, making a potato garden, sewing sago palm leaves or preparation of local food. This is to enable young Solomon Islanders survive and live productively in the village. Schools can use local tutors to teach these skills. Discuss 3 reasons to support this opinion.
5. Parents are responsible for the success of their children.
6. Our homes and properties are never safe and secure from fire. Therefore, we should always take safety measures.

When writing your essay, ensure that you:

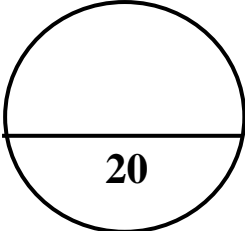
- state the topic that you have chosen
- introduce the topic using appropriate words and sentences
- state your position
- use correct vocabulary, tense, and sentence structure
- support your arguments with convincing statements
- link ideas logically within paragraphs and between paragraphs
- discuss the issue in depth using quality ideas and examples that are well connected
- ending should be clear and well-rounded

USE THIS HALF PAGE FOR PLANNING AND DRAFTING



Lined writing area consisting of 26 horizontal lines.

(II) 26



SECTION III: LITERATURE

(40 marks: Spend about 70 minutes on this section).

*Answer **ONLY** two (2) questions from this section. For each question you choose to answer either A or B. Write between 200 and 250 words (2-3 pages) for each question. Each question is worth 20 marks.*

DO NOT use the same text type or same writer/author in your two answers.

State the titles and writers of the works you have chosen to answer the questions.

QUESTION 27: NOVEL

EITHER

- A. Based on the key conflict in a novel you studied, discuss how it changed a character and how it raises an important message for Solomon Islanders.

(20 marks)

OR

- B. The ability to create suspense in a story is crucial because that is how to attract readers. From the novel you have studied, discuss 3 ways in which the author created suspense in the story.

(20 marks)

QUESTION 28: SHORT STORY

EITHER

- A. With reference to a short story you have studied, explain a lesson learnt and discuss 2 ways in which it is relevant to the context of Solomon Islands or the Pacific.

(20 marks)

OR

- B. Based on TWO short stories you have studied, explain 3 ways in which the author(s) develop(s) the protagonist(s), making them/him/her successful as the main character(s).

(20 marks)

QUESTION 29: DRAMA

EITHER

- A. From the drama you have studied, identify the most important lesson and discuss 3 ways in which it is relevant for WOMEN in Solomon Islanders.

(20 marks)

OR

- B. Using the drama you have studied, discuss a key social issue in light of the way the characters talk and behave.

(20 marks)

QUESTION 30: POETRY

EITHER

- A. Using TWO poems you have studied, discuss 3 elements of poetry used to convey the key messages.

(20 marks)

OR

- B. Using TWO poems you have studied, discuss how the poets use imagery or figurative expressions to convey an important lesson that is relevant for young people of Solomon Islands.

(20 marks)

QUESTION 31: NON-FICTION

EITHER

- A. Using the work of non-fiction you studied, describe the defining moment and discuss two ways in which it positively impacts others.

(20 marks)

OR

- B. From a work of non-fiction you studied, choose a theme and demonstrated its relevance to Solomon Islands youths.

(20 marks)

QUESTION 32: FILM

EITHER

- A. In the film you studied, discuss 3 ways in which a character Demonstrated a valuable human quality.

(20 marks)

OR

- B. Choose a lesson learnt from a film you studied and discuss how it is revealed.

(20 marks)

USE THIS PAGE FOR PLANNING AND DRAFTING

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Question

20

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Question

20

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ENGLISH**2019**

(For Marker only)

Section	Marker	Checker
I - P1	<input type="text" value="16"/>	
I - P2	<input type="text" value="6"/>	
I - P3	<input type="text" value="6"/>	
I - P4	<input type="text" value="6"/>	
I - P5	<input type="text" value="6"/>	
II	<input type="text" value="20"/>	
<i>Write the NUMBER and LETTER of the Literature questions you answered in the circles below.</i>		
III <input type="text"/> <input type="text"/>	<input type="text" value="20"/>	
III <input type="text"/> <input type="text"/>	<input type="text" value="20"/>	
TOTAL	<input type="text" value="100"/>	
Marker / Checker Initials		