

91146



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

2

SUPERVISOR'S USE ONLY

Level 2 Sāmoan, 2015

91146 Demonstrate understanding of a variety of written and/or visual Sāmoan text(s) on familiar matters

9.30 a.m. Thursday 19 November 2015
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of written and/or visual Sāmoan text(s) on familiar matters.	Demonstrate clear understanding of a variety of written and/or visual Sāmoan text(s) on familiar matters.	Demonstrate thorough understanding of a variety of written and/or visual Sāmoan text(s) on familiar matters.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

Pull out Resource Booklet 91146R from the centre of this booklet.

You should attempt ALL the questions in this booklet.

Answer each question in your choice of English, te reo Māori, and/or Sāmoan. If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

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

TOTAL

ASSESSOR'S USE ONLY

FIRST TEXT: *Seu lo'u pologa*

Faitau le pese o lo'o i le itūlau e 2 o le pepa o tusitusiga. Fa'aaogā e tali mai ai le Fesili Muamua.
Read the song on page 2 of the resource booklet. Use it to answer Question One.

QUESTION ONE

- (a) Filifili ni 'autū e LUA o lēnei pese mai le lisi o lo'o i lalo, ma aumai ni fa'ata'ita'iga mai le pese o lo'o atagia ai nei 'autū.

Choose TWO themes expressed in the song from the list below, and use examples from the song that illustrate these themes.

- Alofa
- Mafutaga / Mafutaga motusia
- Fa'amāoni / Lē fa'amāoni
- Lē tutusa o lagona
- Faigā uō

'Autū 1:

Theme 1:

Fa'ata'ita'iga:

Examples:

'Autū 2:

Theme 2:

Fa'ata'ita'iga:

Examples:

- (b) Fa'amatala mai uiga o fuai'upu nei i au lava upu. Fa'aaogā ni au lava fa'ata'ita'iga e lagolagoina ai au tali.
Explain the meaning of the following phrases, in your own words. Use your own examples to support your answers.

“Se fugālā’au i tau a mamae i le lā”

“Fa’apea ā ‘ita o ni mea mo’i”

“Ua ta maoaluma i lo ta lē mālamalama”

“Oe o le rosa pua’ina le manogi”



SECOND TEXT: *Talune, o le Va'a Oti 1918*

Faitau le tusitusiga o lo'o i le itūlau e 3 o le pepa o tusitusiga. Fa'aaogā e tali mai ai le Fesili e Lua.
 Read the text on page 3 of the resource booklet. Use it to answer Question Two.

QUESTION TWO

- (a) Tusi mai ni a'afiaga se LUA o tagata Sāmoa ona o le o'o mai o le Talune i Sāmoa ma 'aumi ni fa'ata'ita'iga mai le tala e fa'amaonia ai au tali.
 Identify TWO effects on the people of Sāmoa caused by the arrival of the Talune in Sāmoa, and use evidence from the text to support your answers.

A'afiaga 1:

Effect 1:

Fa'amaoniga:

Evidence:

A'afiaga 2:

Effect 2:

Fa'amaoniga:

Evidence:

(b) Mai le tusitusiga, filifili se TASI o tūlaga o lo’o ta’ua i lalo ma fa’amatala mai pe fa’apēfea ona a’afia ai le atunu’u o Sāmoa.

From the text, choose ONE issue below and explain how this affected Sāmoa as a country.

- Fa’ama’imauina o soifua o tagata
Loss of people’s lives
- Fa’alavelave mātuiā sa le’i fuafuaina
Unexpected disaster
- Lē talitonuina o tagata
Mistrust of people
- Tō’esea o ta’ita’i o āiga po’o alalafaga
Loss of leaders of families, or villages

Tūlaga:

Issue:

E fa’apēfea ona a’afia ai Sāmoa:

How this affected Sāmoa:

THIRD TEXT: *O le ulua'i 'ietoga a Sāmoa*

Faitau le tusitusiga o lo'o i le itūlau e 4 o le pepa o tusitusiga. Fa'aaogā e tali mai ai le Fesili e Tolu.
 Read the text on page 4 of the resource booklet. Use it to answer Question Three.

AVANOA MO
 LE MAKA
 PEPA

ASSESSOR'S
 USE ONLY

QUESTION THREE

- (a) Ta'u mai māfua'aga e LUA na ala ai ona ta'ua le 'ie Sāmoa o le 'ie?
 Give TWO reasons why the 'ie Sāmoa was called an 'ie.

(1) _____

(2) _____

- (b) 'Aiseā na fa'apea ai tagata o le 'ietoga na māfua/tupuga mai Toga?
 Why did people think that the 'ietoga originated from Tonga?

- (c) Fa'amatala mai uiga o isi igoa e lua o lo'o fa'aigoa ai le 'ietoga.
 Explain the meanings of the two other names for the 'ietoga.

(d) O le 'ietoga ua fa'aaogāina e pulou ai se tagata Samoa e ala i le Ifoga, e pei ona tā'ua i le tala. Fa'amatala mai ni isi tū ma aga fa'asamoa e LUA e atagia ai le tāua o le 'ietoga ma le fa'aaogāina i aso nei.

As mentioned in the story, the ietoga has been used to cover people such as in the practice of Ifoga. Describe TWO other traditional customs which reflect the importance of the ietoga and how it is used today.

AVANO MO
LE MAKA
PEPA
ASSESSOR'S
USE ONLY

Avanoa fa'aopoopo pe 'ā mana'omia.
Extra space if required.
Tusi le numera o le fesili.
Write the question number(s) if applicable.

AVANOA MO
LE MAKA
PEPA
ASSESSOR'S
USE ONLY

NUMERA O
LE FESILI
QUESTION
NUMBER

91146