

91143



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, 2016

91143 Demonstrate understanding of a variety of spoken Sāmoan texts on familiar matters

9.30 a.m. Friday 25 November 2016
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of spoken Sāmoan texts on familiar matters.	Demonstrate clear understanding of a variety of spoken Sāmoan texts on familiar matters.	Demonstrate thorough understanding of a variety of spoken Sāmoan texts 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.

Listen to THREE passages. You will hear EACH passage THREE times:

- The first time, you will hear the passage as a whole.
- The second and third times, you will hear the passage in sections, with a pause after each.
- As you listen, you may make notes in the LISTENING NOTES boxes provided.
- Before each passage begins, you will have 30 seconds per question to preview the questions.
- At the end of each passage, you will have a few minutes to review your answers.

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 2–15 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 PASSAGE: ‘Amata le A’oga Fa’apitoa a le luni Lakapī a Sāmoa

Fa’alogo i le tala fou, ‘*Amata le A’oga Fa’apitoa a le luni Lakapī a Sāmoa*. O le Fesili Muamua e fa’atatau i le tala lēnei. O le ‘ā tu’u atu le 30 sekone e faitau ai le fesili.

Listen to the news article, “‘Amata le A’oga Fa’apitoa a le luni Lakapī a Sāmoa”. Question One is based on this passage. You now have 30 seconds to read the question.

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TUSITUSIGA A O FA’ALOGOLOGO – LISTENING NOTES

QUESTION ONE

(a) Fa'amatala mai le t̄ua o lenei avanoa ua tatalaina e le luni Lakap̄ a S̄moa. Fa'aaoḡa fa'ata'ita'iga mai le tala e lagolagoina ai au tali.

Explain the significance of the opportunity introduced by the S̄moan Rugby Union Academy. Use examples from the passage to support your answers.

(b) Filifili mai ni tagata po'o ni v̄ega o tagata se LUA mai le lisi o lo'o i lalo, o le 'ā fa'amanuiaina mai lenei a'oga fa'apitoa. Fa'amatala mai itū'āiga fa'amanuiaga o le 'ā maua e nei tagata.

Select TWO people, or groups of people, from the list below who would benefit from this academy. Describe the benefits for these people.

- Palemia o S̄moa / Prime Minister of S̄moa
- luni Lakap̄ a S̄moa / S̄moan Rugby Union
- Namulau'ulu 'Alama Ieremia
- Tagata S̄moa / S̄moan people
- Tama ma teine ta'a'alo lakap̄ / Male and female rugby players
- M̄tua o tama ma teine ta'a'alo / Parents of male and female players

Tagata/Person or people (1): _____

Fa'amanuiaga / Benefit:

Tagata/Person or people (2): _____

Fa'amanuiaga / Benefit:

**O lēnei itūlau ua fa'aavanoaina.
O lo'o fa'aaauau le su'ega i le itūlau o lo'o soso'o ane ai.
*This page has been deliberately left blank.
The examination continues on the following page.***

SECOND PASSAGE: Ata tīfaga – Tausoga Atamamai e To’atolu

Fa’alogo i le tala *Ata tīfaga – Tausoga Atamamai e To’atolu*. O le Fesili e Lua e fa’atatau i le tala lēnei. O le ‘ā tu’u atu le 30 sekone e faitau ai le fesili.

Listen to a passage about the movie “Three Wise Cousins”. Question Two is based on this passage. You now have 30 seconds to read the question.

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TUSITUSIGA A O FA’ALOGOLOGO – LISTENING NOTES

**O lēnei itūlau ua fa'aavanoaina.
O lo'o fa'aaauau le su'ega i le itūlau o lo'o soso'o ane ai.
*This page has been deliberately left blank.
The examination continues on the following page.***

THIRD PASSAGE: Fa'asāmoa, 'aia le nanu!

Fa'alogo i le tusitusiga *Fa'asāmoa, 'aia le nanu!* O le Fesili e Tolu e fa'atatau i le tala lēnei. O le 'ā tu'u atu le 30 sekone e faitau ai le fesili.

Listen to a passage on the use of language, "Fa'asāmoa, 'aia le nanu!" Question Three is based on this passage. You now have 30 seconds to read the question.

Glossed vocabulary

fa'amamalu	<i>made official</i>
lē mautonu	<i>confused</i>
musu	<i>reluctant/didn't want to</i>
liua se tōfā	<i>change the opinion</i>

TUSITUSIGA A O FA'ALOGOLOGO – LISTENING NOTES

QUESTION THREE

- (a) 'Aiseā na lē fa'atagaina ai e le Ofisa o A'oga i Sāmoa le fa'aaogāina o le Gagana Sāmoa i totonu o a'oga? Fa'aaogā fa'ata'ita'iga mai le tala e lagolagoina ai lau tali.

Why did the Department of Education in Sāmoa ban the use of the Sāmoan language in schools? Use examples from the passage to support your answer.

- (b) Fa'amatala mai le a'afiaga o tamaiti o lo'o i le lisi i lalo, i le fa'aaogāina o le Gagana Peretānia (e tautala ai) i totonu o a'oga. Fa'aaogā fa'ata'ita'iga mai le tala e lagolagoina ai au tali.

Describe how speaking English in schools affected the students named below. Use examples from the passage to support your answers.

- (i) Mose:

- (ii) Ioane:

Question Three continues on page 12 ►

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