

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, 2016

91146 Demonstrate understanding of a variety of written and/or visual Sāmoan text(s) 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 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 2–12 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

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FIRST TEXT: O le teine kiuī, lauiloa i le lalolagi – Parris Goebel

Faitau le tusitusiga o lo’o i le itūlau e 2–3 o le pepa o tusitusiga. Fa’aaogā e tali mai ai le Fesili Muamua.

Read the text on pages 2–3 of the resource booklet. Use it to answer Question One.

QUESTION ONE

(a) O ā ni itū lelei se TOLU o le tūlaga fa’amanuiaina i le siva?
What are THREE positive aspects of being successful at dance?

(1) _____

(2) _____

(3) _____

(b) E tusa ai ma fa’amatalaga a Parris, o ā ni lu’itau se LUA na feagai ma ia po’o feagai pea ma ia?
According to Parris, what are TWO challenges that she has faced or faces?

(1) _____

(2) _____

- (c) I lou manatu, o le ā se a’oa’oga e aupito sili ona tãua mo tupulaga talavou, e maua mai le taumafaiga a Parris? Fa’aaogã fa’amaoniga mai le tusitusiga e lagolagoina ai lau tali.

Based on Parris’s experience, what do you think is the most important lesson for young people? Explain your answer using evidence from the text.

SECOND TEXT: Solo: *Fanau* – tusia e Tofaeono Tavale Tanuvasa

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 Lua.
Read the text on page 4 of the resource booklet. Use it to answer Question Two.

QUESTION TWO

- (a) Fa'amatala mai ni 'auala se LUA o lo'o fa'aalia ai le alofa o mātua i a lātou fānau, mai lenei tusitusiga.

Based on the text, describe TWO ways in which parents show their love for their children.

(1) _____

(2) _____

(b) Fa'amatala mai ni fa'afitāuli se LUA o lo'o feagai ma mātua, fa'amatalaga i le tusitusiga.
Based on the text, describe TWO problems faced by parents.

(1) _____

(2) _____

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Question Two continues on page 6 ►

- (c) Fa'amatala mai lau malamalama'aga i nei fa'aupuga ma fa'amatala pe fa'apefea ona fa'aalia le alofa po o le fete'ena'i i le fa'aaogāina i le solo. Fa'aaogā ni fa'ata'ita'iga mai le tusitusiga e lagolagoina ai au tali.

Explain your understanding of these phrases, and how either love or conflict is shown through their use in the poem. Support your answers with evidence from the text.

“E tutusa ‘uma tagata i le ōlaga manuia”:

“‘Ai ‘ona ua telē le sa’olotoga pe ‘aiseā?”:

“O uō mo aso ‘uma a’o mātua mo aso vale”:

“O le usita’i ma le alofa o pelu ma talitā ia”:

**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 TEXT: Feso'ota'iga Fa'atekonolosi i Sāmoa

Faitau le tusitusiga o lo'o i le itūlau e 5 o le pepa o tusitusiga. Fa'aaogā e tali mai ai le Fesili e Tolu.
Read the text on page 5 of the resource booklet. Use it to answer Question Three.

QUESTION THREE

- (a) (i) Fa'amatala mai le tūlaga ua o'o i ai Sāmoa, ua fai ma popōlega i le fa'aaogāina o feso'ota'iga fa'atekonolosi.

Describe the situation that is causing concern about the use of communication technology devices in Sāmoa.

- (ii) Fa'amatala mai le tali a Sāmoa i leni matā'upu.

Describe Samoa's response to this issue.

- (b) Tusi mai ni vāega se LUA o tagata e te manatu e **sili ona a'afia** i suiga fou tau feso'ota'iga fa'atekonolosi ma fa'amatala mai le a'afiaga mo i lātou.
*Identify the TWO groups of people who you think are **most** affected by the new restrictions, **and** explain the effect these changes will have on them.*

Vāega o tagata / Group of people (1): _____

A'afiaga / Effect:

Vāega o tagata / Group of people (2): _____

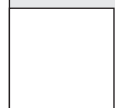
A'afiaga / Effect:

Question Three continues on page 10 ►

- (c) 'Aumai ni ou manatu i itū lelei ma itū lē lelei o le fa'asāina o telefoni fe'āvea'i taimi o a'oga. Fa'aaogā fa'amaoniga mai le tusitusiga, fa'apea ma sou lava iloa e lagolagoina ai lau tali.
- Give your view on the positives and negatives of banning cell phones during school hours. Use evidence from the text, as well as your own experience, to support your answer.*

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

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NUMERA O
LE FESILI
QUESTION
NUMBER

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