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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 Gagana Sāmoa 2024

92035 Demonstrate understanding of spoken Gagana Sāmoa related to everyday contexts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of spoken Gagana Sāmoa related to everyday contexts.	Demonstrate sound understanding of spoken Gagana Sāmoa related to everyday contexts.	Demonstrate thorough understanding of spoken Gagana Sāmoa related to everyday contexts.

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

You should attempt ALL the questions in this booklet.

Each of the questions in this assessment requires you to listen to a passage in Gagana Sāmoa. You will hear each passage four times:

- The first time, you will hear it as a whole.
- The second, third, and fourth times, you will hear it in sections, with a pause after each.
- As you listen, you may make notes in the space provided.
- Before the passage begins, you will have 30 seconds to read the question.
- Once the passage has finished, you will have time to review your answers.

Answer in your choice of English, te reo Māori, and/or Gagana Sāmoa. 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.

Do not write in the margins (//////). This area will be cut off when the booklet is marked.

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

FIRST PASSAGE: *Toe tuai mai fo'i* (Late again)

Listen to a conversation between a teacher and a student. Refer to the passage in your answer to Question One.

LISTENING NOTES

QUESTION ONE

- (a) *O ā ni auala e mafai e Maia ona fai e lē toe tuai ai?*

What should Maia do to get to school earlier?

- (b) *Aisea e tāua ai le fautuaga a le faiā'oga? Fa'amatala lau tali.*

Why is the teacher's advice important? Justify your answer.

- (c) *Fa'amatala mai, pe fa'ape'i uiga o le talanoaga a Maia ma le faiā'oga.*

Discuss how Maia and the teacher interact.

SECOND PASSAGE: *O o'u fa'anaunauga* (My aspirations)

Listen to Sina deliver a speech about her aspirations for further education. Refer to the passage in your answer to Question Two.

Glossed vocabulary

fa'aauau	to continue
naunau	determination
tagatanu'u	Indigenous people

LISTENING NOTES

QUESTION TWO

- (a) *O ā itū na mana'o ai le tusitala ina ia fa'aauau pea ana 'a'oa'oga? Fa'amatala 'au'ili'ili mai.*
What factors influenced the speaker to pursue further education? Discuss in detail.

- (b) *O le ā se fautuaga e te tu'uina atu i se tasi o lo'o mafaufau e fa'aauau ana a'oa'oga? Aumai ni fa'amaoniga mai le tala e lagolago ai lau tali.*

What advice would you give someone who is thinking about pursuing further education?
Provide evidence from the passage to support your answer.

THIRD PASSAGE: *Suiga fou* (New changes)

Listen to a conversation between a student's parent and teacher about the new mobile phone changes at school. Refer to the passage in your answer to Question Three.

Glossed vocabulary

fa'asā banned

LISTENING NOTES

QUESTION THREE

- (a) O ā ni a'afiaga o suiga fou i le ā'oga?

What effects have the new change had on the school?

- (b) *E fa'apēfea ona fa'amalosia e le ā'oga suiga fou?*

How is the school enforcing the new change?

- (c) *O le ā le uiga o le tala a Mr Sanele, “Ona toe fo’i lava lea i le api ma le peni”?*

What do you think Mr Sanele means by, “Ona toe fo’i lava lea i le api ma le peni”?

Extra space if required.
Write the question number(s) if applicable.

QUESTION
NUMBER

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