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91146



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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

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## 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.**

Please note that this document exemplifies the Not Achieved grade of performance for this exam, and responses to the component questions have been taken from more than one candidate script.

**Not Achieved**

**TOTAL**

**6**

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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.

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## 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)

~~Count money~~ PolySwagg

(2)

Hip Hop

(3)

Reggae

- (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)

She had to be a person who  
counts the money

(2)

She had to try and get  
a best place in the  
dance

- (c) I lous manatu, o le ā se a'oa'oga e aupito sili ona tāua mo tupulaga talavou, e maua mai le taumafaiga a Parris? Fa'aaoga 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.*

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that they should never give up on  
something you really love and that  
you should go and do your  
best that you can do and  
try your hardest

## 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.

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### 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) First is they moved away from their families and villages, homes and even country to help benefit a better future for their children.

(2) Second they provide guiding advice for their children and their wisdom to help them and also work really hard for them.

- (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.

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(1) First problem, parents faced is their children, in fact many children, 'tata'a' which is a bad word meaning hang out too much and do mischief things and also would rather 'tata'a' than spend time at home with their families as it says 'O le to'afale o tamati ua tata'a i le ala. Ua eua sio ma le fia mafuta i'aga.'

(2) Second problem, parents faced is at the end of the day, their kids don't earn any awards and no jobs. As it says 'Uma ane ua leai se fa'ailogā, leai se galu'uga galu'uga'

Question Two continues on page 6 >

(c)

Fa'amatala mai lau malamalama'aga i nei fa'aupuga ma fa'amatala pe fa'aapefea 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 you answers with evidence from the text.*

"E tutusa 'uma tagata i le ōlaga manuia":

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"Ai 'ona ua telē le sa'olotoga pe 'aiseā?":

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"O uō mo aso 'uma a'o mātua mo aso vale":

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"O le usita'i ma le alofa o pelu ma talitā ia":

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O lēnei itūlau ua fa'aavanoaina.  
O lo'o fa'aauau 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.

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#### 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.

ole ala lea ole nei tala oia ma fa'aaogāina //  
ese e taimaiti le tala fa'i e fa'atapa ai vavasi //  
iisi taimaiti eoga //

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

Describe Samoa's response to this issue.

ma tali mai le digital e le toe taiti oia //  
toe ave iia se telefoni ise taimaiti e taiti //  
ole fa'aaogāina le matua sei fa'aaogāina ma fa'aaogāina //  
ma e matua //



- (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.

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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): tamaiti nofo

A'afiaga / Effect:

ua fauaga sese e tamaiti faabotaiaga faa leonapa  
mai e fa'atamisi ul maata ua le sel ai lei latou  
one ole fa'atamisi ma fa'atamisi i luga  
o telefoni //

Vāega o tagata / Group of people (2): faatupu misa

A'afiaga / Effect:

olo faatupu misa i luga faatupu misa i luga  
ole faabotaiaga olo faatupu misa e fa'atamisi  
mai isi faatupu misa i luga faatupu misa i luga  
ma fa'atamisi misa //

- (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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NO

Not Achieved exemplar for 91146 – 2016		Total score: 6
Q	Grade score	Annotation
1	N2	Little valid information. Message has been identified with limited explanation.
2	N2	The candidate has attempted to discuss themes, with some valid information. No answers have been given for phrases.
3	N2	The candidate has attempted to provide an explanation, but little valid information was given.