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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!

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.

Please note that this document exemplifies the Merit grade of performance for this exam, and responses to the component questions have been taken from more than one candidate script.

Merit

TOTAL

15

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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) Ua tele auā ua lauiloa e le lalolagi
ole lalolagi
- (2) O le lalolagi e tagata, ma tagata o le aiga.
- (3) O se fa'amalosiaga ina ia maua lea taleni.

- (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) Sa fa'apea le tamaitai o Parris, e faigata ona
ona ia talitonu i le suiga ua o'o iai lona
olaga, sa fa'apea lea tamaitai oleā le o'o
i se tulaga lelei o le taleni siva, o lea
foi sa lu'itau ai lona olaga o le avea o
ia ma tamaitai e doina pe taitaiina
se au siva Hip Hop o le lalolagi.
- (2) E ui ina lagona e le tamaitai lona mimita i le
tulaga ua o'o iai, ae sa ē faigofie, auā ole
tele o taimi e malaga ai le tamaitai i le
lalolagi ma galue taitasi e aunoa ma se
malolaga, ae na'o le tolu masina o le tausaga
e mafuta ai ma lona aiga, ae sa lu'itau o
ia e lona tinā, ina ia fa'amalosi e fai
le galuega po'o fa'amanulaga ua ia maua.

- (c) I lou 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.

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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.

I lou manatu i lea tala sa ou faitauina, o se aoga leki mo le tupulaga talavou, e le gata o le avea ma tagata talenia, ae maua mai ai foi le tele o fa'amanuiaga. O taleni fa'apenei, e lē 'aumaua i le tele o tupulaga, e mafua mai, i le fa'atamala, paie ma le tele o nisi mea e fa'atalale ai le olaga. A'o le olaga o le tamaitai, e tele se fa'atāua olo'o aumai ai, fai mai, mai i le 15 o tausaga o le tamaitai, sa ia fa'avae mai ai le taleni lea o le siva hip hop, o ina sa ia siitia ai se tulaga o le siva fa'akailoa o le lalolagi. O i e iloa ai le tagata e tauiva ma le tototele ina ia taumafai e maua ia fa'amanuiaga, o i foi e aumai ai foi luita o le olaga i matua fa'apea le aiga atoa. Aoga Tala: Tauiva

"IA E TULAI I LOU MA
TAUNU LE SINI OLO'o

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) O le tele o matua na tu'ua le latou auā
ma aiga e ala lea i le fanau iā e
naunau i latou ia maua se a'umamā
manuia mo fanau.

(2) E fa'aali foi le latou alofa e ala i
latou fānau e ala lea i le ote ma
avatu fautuaga fatifatiala auā
ia usitai ma galue ma le malosi ina
ia ~~tat~~ ~~sia~~ taulau le faamoemoa, ina
a aogā le latou tautiga.

- (b) Fa'amatala mai ni fa'afitauli 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) O le fa'afitauli o lo'o feagai ma mātua
~~o le~~ - e ala lea i le tua ai o le latou
aiga ma nuu ina ia maua se lumana'i
manuia o fanau ae talu ona matutua fanau
ua avea ^{lenei mea ua tele} fa'atuga a mātua o ona tata'a
ae le o i le aoga. ~~maua~~
- (2) ua fiu ~~fa~~ mātua ia ia lelei ma manuia
le o la a latou fanau. O le fa'afitauli
o lo'o feagai ma latou, o le tele foi
o le saolotoga ua avea ma mea
fiu ~~ta~~ toe faasaoapo a latou fanau
ua leai se aoga ua le usitai ma
faalogo

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 you answers with evidence from the text.

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

I lou manatu e fa'aalia lenei fa'aupuga i le alofa auā e tutusa uma tagata, o iai foi le olaga manuia. pe afai ua aoga. ~~lau~~ tautua. O le alofa foi e ~~autu~~ maua fo'i pe a manuia lou olaga.

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

I lou manatu e fa'aalia lenei fa'aupuga i le fete'ena'i auā tele o alo ma fanau ua o solo talu ai o le lē usitai ma faalogo i fautuaga a mātua. E telē foi le sa'olotoga ua le aoga le latou olaga.

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

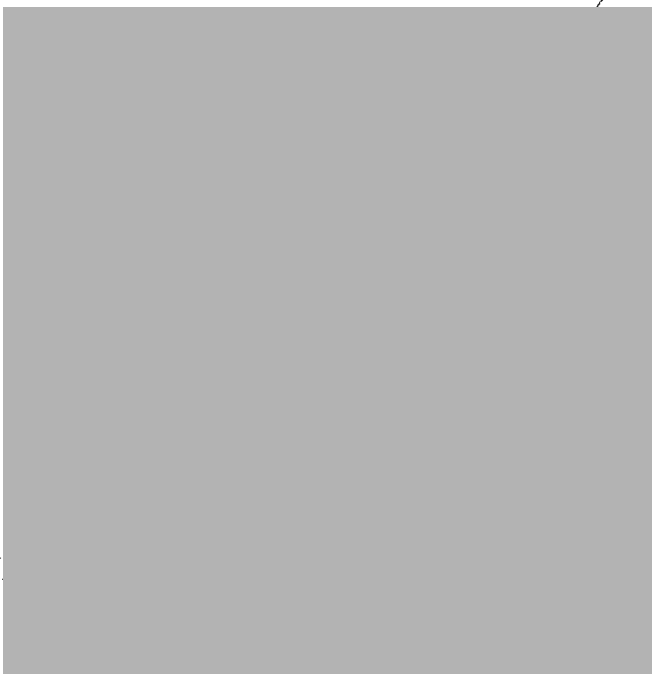
I lou manatu e fa'aalia lenei fa'aupuga i le fete'ena'i auā ua avea le latou uo ma mea ua vaai mauaalo ai i latou mātua ua avea o latou uō ~~ma~~ e vaai ai i aso uma ae pe a oo ona tupu se faalavelave i latou ~~maua avea mātua mo aso~~ mātua ua ~~se tagi aue~~.

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

I lou manatu e fa'aalia i le alofa ma le fete'ena'i e ala lea auā o le tamaititi e usitai ma faalogo e ua aoga le latou tautua afu ma tautua. Auā i luga i mea uma o le pelu ma te talitā ia.

M5

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.



(c) **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.

Ua tele fa'afitauli ma le veresi ua tulai mai aemaise i le va o aoga
ona o le telefoai o fa'amatalaga tau fa'amata'u ma fa'amatalaga
fai'ai e nisi tamaiti aoga i isi. O aoga i totonu o Samoa
matua faasaina le rai o telefoni faaveai i fanou i taimi o le
aoga. ~~Ua tele fa'amata'u~~ E seiloga e 18 ou tausaga fa'atua
ma'ai ona fa'afau sau telefoni.

- (ii) Fa'amatala mai le tali a Sāmoa i lenei mata'upu.

Describe Samoa's response to this issue.

Latou te tetee ma taumafai ina ia foia le fa'afitauli
ua tulai mai, ma o le a fa'amamalu foi i totonu o
aoga le faasā o telefoni.

- (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): Itū pū o tamaitai ma tinā

A'afiaga / Effect:

Ua tele sauaa o tinā ma tamaitai i nei ona po ona o faiga fou tau feso'otaiga fa'atekonolosi ma ua tele ina maliliu ai ma safa ai nisi o teneiti ma tinā i lenoi vaitaimi

Vāega o tagata / Group of people (2): Itupā o tama

A'afiaga / Effect:

Ua maliliu nisi o alii ma maua le fefe ona o felāuaiga o nei fa'amatalaga i lea o feso'otaiga fa'atekonolosi. Ua amata foi ona fai kegi ai nisi ma amata ai ni fusuaga i totonu o aoga mafua mai o feso'otaiga fa'atekonolosi

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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Lelei:

- O le telefoni e lelei e feso'otai ai matua i fanau ma fanau //
- matua peā tupu se fa'avelave //
- E aoga foi e fai ai mea'oga //

Lē lelei:

- E aveese mai ai le mafautau o le tamaititi i mea'oga //
- E felava'itala ai solo //
- E le maua ai foi se lelei o se aoga auā o lōb alu lava //
- le mafautau i le telefoni //
- E fai uō ai //

Merit exemplar for 91146 – 2016		Total score: 15
Q	Grade score	Annotation
1	M6	A range of relevant information has been provided, supported by some examples. Lesson / message has been identified and explained, with connection to the text.
2	M5	Both themes have been explained. Phrases have also been explained and connected to the text, showing clear understanding.
3	A4	The candidate has attempted to explain the problem and situation with valid information. However, the information is limited to examples with little explanation/supportive evidence.