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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 Excellence grade of performance for this exam, and responses to the component questions have been taken from more than one candidate script.

Excellence

TOTAL

20

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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) Become well known, with people in music industry: Jennifer Lopez, Janet Jackson, Pa'apea Justin Bieber.
- (2) You gain opportunities to be in movies such as said in the text, "Step up: All in" and "Born to Dance".
- (3) Got reward awards for your show of dance and teach such like Parris Goebel who recieved "Tama'itai Faisiva/A'oriva" twice in a row.

- (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) One of her challenges is as she became more well known, she was requested for quite often and had to travel heaps, which mean't she had no rest time and in a whole year only had 3 months to spend time with her family.

- (2) Second challenge Parris Goebel faced was although she had a supportive family there were many people who questioned her ability to dance and make it far, with her talent.

- (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.

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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After reading the text, what I believe Parris' most important lesson that she wants us, as young people, ~~to~~ to take away is ~~do not~~ looking for something that each ~~individual~~ ^{of us} ~~who~~ wishes and likes to do, as she did just that and says in the text, Parris

said: 'O le siva, o se mea e sili ona tāua iā te au i le olaga atoa' which told me as ~~a~~ ~~an~~ ~~audience~~ reader that dance was something she enjoyed doing and was the most important thing she did for the rest of her life. Which inspires me as her passion and love for dance pushed her to do so many things although at times faced challenges, dance was something she wanted to do for the rest of her life. She also said ~~as~~ as her last sentence, and the last line in the text 'E tatau ona su'e e le tagata le mea e fiafia ma mana'o e fai - e mo'o mo'o i ai i taimi uma' which basically states her important lesson as she said everyone should look for something that makes them happy and that they want to do, and will interest them for all the time

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.

AVANOA MO
LE MAK
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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 mātua na tūia aiga ma mui~~
~~Taku fanau aua lo latou lumana'i.~~
 Ua sili atu le alofa o le mātua e
 sili mai i sili atunuu ma usu i le
 ao atoa ma le po, ma o la se olaga
 matua ma le pologa, ina ia maua a se
 lumanai nana'i mo lo latou fanau.
- (2) "Aua o au o matua mea nei o fanau
 E'ote le matua i le naunau ia telei
 E'ote le matua mai le fatu, mai le
 alofa, aua ua latou tupu ae ma
 le matua ma o le mea lea
 ua loto ova ai le matua i le
 fanau ina ia latou loto fausi
 aua ua latou te mafaia mafaia
 ona sui le latou olaga, ina ia
 latou maua se olaga e leai
 ni tige ma faigata.

(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.

AVANOA MO
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- (1) "O uō mo aso 'ura a'o matua mo aso vela
tupu loā le faalavelave ma ua aafia, Manatu
le tamā ma le tinā na lafoa ai" E'ai is
② ta'imi e nofo ai matua ma mafafai

poo ifea na ia. sese ai le tausina o lana fanau
ua amio ai fa'apena. Poo ia le ala fa'atele atu id
te i latou, poo ~~sa~~ ia e le o se tinā poo tania lelei

- (2) "Ae manatu le tama ma le teine e sese
Ua le aoga le taumafai ma le pologa
E noe i loinata, maleifua i le tagi
E oo mai le tiga ma le loto fa'ancanod
pe a le ~~fa~~ usitai ^{le} fanau i upu
mo i latou e oo atu ai ^{lo latou} te manuia
~~E~~ ~~manatu~~ Mo matua o le mea e
~~ona~~ sili ia te i latou, ~~ante~~ e vaai
atu i le fanau ua ~~vaai~~ maua
le manuia, o le mea le e ia ui
lava ona ~~foto~~ le usitai ma le
le faalogo o fanau e (~~fa~~) faia
pea e le matua e mea e
faatuputupu ai lona tasi fanau mea
le lumanai.

Question Two continues on page 6 ►

- (c) Fa'amatala mai lau malamalama'aga i nei fa'aupuga ma fa'amatala pe fa'aapefa 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.

AVANOA MO
LE MAK
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"E tutusa 'uma tagata i le olaga manuia":

E tutusa uma tagata manuia aua o ia tagata ua latou talia mea ua latou maua ma le loto faafetai. E leai ni latou loto mona aua ua ia iloa oia manuia e maua mai mea ua tuiina atu i ona lina.

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

Aua ua faia le loto o fanau ae tuu le finagalo o matua. Ua ~~ma~~ manatu fanau ua latou matutua, ua pule lava latou na faia mea e loto ai a le tagata ae tuua monaoga na manuia a matua.

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

E fiafia fanau e lagolago ma latou ua ae o taimi ua latou vaei atu i faafitauli, e vare ona latou tamomoe i matua mo le faasosoani aua ua latou iloa e faia e matua so se mea mo i latou.

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

O mea ia e taunafai matua e tapenapera ai le fanau ae lei oo i le latou taimi aua ua iloa e matua latou te le mafua pea ma i latou i le lenei olaga, ae ia latou aao i le fanau latou te mafua mea uma lava i le usita'i ma le alofa.

M6

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.

AVANOA MO
LE MAIKA
PEPA

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USE ONLY

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 fai ma faafatūlulu i loto ma
mafaufau o tagata matutua o Samoa
le faafitauli ua oo ai le Sāmoa o le
fa'aaogāina e tamaiti āoga o telefoni, ma
ua vesesi ai āoga, ua lē maua ai se nofo
filemu a tamaiti āoga, ae ua avega ma
ma e fetuāi ai, ae le gata i lea, ua āafia
ai le va tapua o uso ma tuagane ona ole
malosi o faiga a telefoni.

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

Describe Samoa's response to this issue.

Ua tali le Atunui o Samoa, ua
tali i telefoni ma e tau foia ai
le faafitauli ua iai nei. Ua logo foi
le matagaluega o lēo gafa ma le
fa'atavina o telefoni, ma ia iai ni
āiaiga e ala lea i le fa'atavina
e tamaiti o telefoni, ai atonu
e tau fesososai ai i leoleo ma le
atunui e fofō le faafitauli oleo tupu
nei.

- (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.

AVANOA MO
LE MAKA
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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): Tagata matutua

A'afiaga / Effect:

Ona o le a lē fetauri ai ile silasilā o tagata matutua i fa'amatalaga lē āoāia ale tupukaga o lōlō fetauri ai i luga o nei feso'ota'iga fa'atekonolosi.

Vāega o tagata / Group of people (2):

A'afiaga / Effect:

(Tama male Feine)
(tuagane ~~ma~~ male tuafafine)

Fa'imai le mau ale atuniu, "O le tuafafine o le i'oinata ale tuagane!" Ae paga le fa'anoanoa ole loto, ua avea nei feso'ota'iga fa'aleonaponei, ua tafea ai le mamalu male vā tapuia ale tuafafine ma le tuagane, ua leiloa ai fua fua fa'amatalaga e tatau ona fai. Talitonu foi le agaga o le itū tonu lava^{le} ua leiloa ai e uso ~~ma~~ tuagane āoga, le latou vā tapuia ona ole malosi o fa'asoaoga ale telefoni ma ua o'o lava ina satau ai āoga.

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'aapea 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.

Ole itū e lelei ai le telefoni, e feso'otaia ma mātua, āiga, ūa ma e masani, o lōo ~~nonofo~~ valavala i atunuu i fafo, e tusa ai male faismatalaga a ~~se faa~~ komesina o leoleo, e mafai fōi ona fesoasoani i le tau mafai o meaoga meaāoga ma galuega, ~~ese~~ ese o lōo faunafai nei. Aō le itū e pito i sili ona leaga ai, ua avefa ma mea e ta lafo solo ai faismatalaga lē pulea, ma ata le fetani i le silasila ale lautele^{ole} atunuu, e pei ona faamamamaina ele ofisa o leoleo o lōo taua i le tali.

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Excellence exemplar for 91146 – 2016		Total score: 20
Q	Grade score	Annotation
1	E7	A range of relevant information, justified with examples. The message has been identified, explained, and justified, with connection to the text.
2	M6	Both themes have been explained and supported with evidence. Most explanations show clear understanding, with links to examples.
3	E7	A range of valid explanations and reasoning, demonstrating understanding of the problem and situation.