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91143



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Samoan 2024

91143 Demonstrate understanding of a variety of spoken Samoan texts on familiar matters

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of spoken Samoan texts on familiar matters.	Demonstrate clear understanding of a variety of spoken Samoan texts on familiar matters.	Demonstrate thorough understanding of a variety of spoken Samoan texts 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.

You should attempt ALL the questions in this booklet.

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

- The first time, you will hear it as a whole.
- The second and third 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 Samoan. 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.

Achievement

TOTAL 12

FIRST PASSAGE: *Pese* (Song)

Listen to someone recite the words of a song. Refer to the passage in your answer to Question One.

Glossed vocabulary

sao

contribution

ola pologa

struggled in life

fa'amalie pea o latou mana'o

to satisfy their desires

lē fa'autauta

not careful

LISTENING NOTES

QUESTION ONE

- (a) Fa'amatala mai le malaga o lo'o pese iai le fatupese.

Describe the *malaga* (journey) the songwriter is referring to.

O lo'o pese le fatupese i tamaiti talavou, e mafa e
toaga i le aoga aua o tamaiti talavou le luma nai
o aiga ma ia faoga faalele le poto.

- (b) E pei ona tā'ua e le fatupese, fa'matala mai itū lelei ma itū lē lelei o le poto.

As mentioned by the songwriter, explain the positive and negative sides of wisdom.

~~O le tele o~~

O le itu lelei o le poto e mafa ai se galuega
lelei e tasi ai ou matua a maise lou aiga.
O le itu lē lelei o le poto, e mafa loa le
poto ona galo loa ou matua ma lou aiga ma faoga
sepe ai loa le poto.

- (c) O ā fautuaga o aumai e le fatupese mo tupulaga Sāmoa? 'Aiseā e tāua ai fautuaga.

What advice does the songwriter have for Samoan youth? Why is the advice important?

"Ia faoga le poto i mea siao."

Ona ua tele o tamaiti talavou ua faoga sepe le
poto i mea sese.

SECOND PASSAGE: *Talanoaga* (Conversation)

Listen to a conversation between friends Pati and Neta. Refer to the passage in your answer to Question Two.

Glossed vocabulary

alagā'oa	resources
fenanui	to speak in English
upega tafā'ilagi	website

LISTENING NOTES

QUESTION TWO

- (a) O le ā tonu le 'autū o le talanoaga a Pati ma Neta?

What is the main message in Pati and Neta's conversation?

O le autu sab o le talanoaga a Pati ma Neta
O lo'o mana'o Pati e i loa tautala faasamoa pei o
Meta.

- (b) Fa'atusatusa mai le 'ese'esega o Pati ma Neta. 'Aumai ni fa'ata'ita'iga mai le talanoaga e
lagolago ai lau tali.

Compare how Pati and Neta are different. Provide examples from the conversation to support
your response.

O Pati sa fanau i Miu Sila, a'o Neta ~~sa~~ sa sau
mai samoa na matu.

- (c) Fa'amatala mai pe fa'a'apefea ona fesoasoani alagā'oa ta'itasi i le a'oa'oina o le fa'asāmoa
a Pati.

Explain how each resource will help Pati to learn Samoan.

Taunafai e talatala noa ma ou matua matutua.
ma taunafai e talanoa i tagata o lou aiga.

THIRD PASSAGE: *Lesona e uiga i pese Sāmoa* (Lesson about Samoan songs)

Listen to a teacher give a lesson about Samoan songs. Refer to the passage in your answer to Question Three.

Glossed vocabulary

tomai sa tu'ufa'asolo mai tua'ā

skills passed down from ancestors

fa'amaumau

to record

fale teu'oa

treasure house

mauga mū

volcano

LISTENING NOTES

QUESTION THREE

- (a) *E fa'apefea ona fesoasoani pese Sāmoa e fa'aolaola le gagana Sāmoa?*

How can Samoan songs help the Samoan language to thrive?

A fiafia e ao pese samoa ma ufu o pese e
lē umi a ae pepese faa samoa mai.

- (b) *Fa'ailoa mai le tāua o pese Sāmoa i tupulaga o aso nei.*

Identify the importance of Samoan songs to the youth of today.

Ua tele le tupulaga nei ua ao latou faasamoa
i pese samoa ua latou ao fati o pese samoa.

- (c) *Fa'amatala mai ni fe'au fa'apitoa o lo'o i pese. 'Aiseā e tāua ai nei fe'au?*

Discuss some of the specific messages in these songs. Why are the messages important?

O isi pese e tau mai ai feau pei o le pese o
le tatau, sa tui na na'o fafine e tā latou tatau
ae unaifo ua tā na'o tanē.

Achievement

Subject: Samoan

Standard: 91143

Total score: 12

Q	Grade score	Marker commentary
One	M5	The candidate provided a basic understanding of the journey referenced in the song, identifying that the songwriter spoke about the importance of staying committed to education for the benefit of the family and using wisdom properly. This captured the general message of the songwriter's perspective on the role of youth in the community and their future responsibilities. There could be further elaboration on the emotional or personal journey referred to in the song and a clear description on what the songwriter means by the "journey". The candidate's response clearly identified two sides of wisdom, linking to achieving success – finding a good job and being able to care for their family. This was a meaningful interpretation of wisdom, showing that the candidate understood the detail of the positives of wisdom and some vague parts in the explanation of the negative side of wisdom. The candidate mentioned "people forgetting about their parents and their families" but did not fully clarify how wisdom can lead to such neglect. Expanding on how wisdom might be misused would offer a clearer understanding of the negative side.
Two	A4	The candidate correctly identified the main message of the conversation, which was Pati wanting to learn how to speak Samoan like Neta. The response captured the core idea of the conversation in a simple and clear way, outlining the relationship between the two characters – Pati born in New Zealand and Neta from Samoa. The candidate accurately identified one of the resources Neta suggests to Pati: Speaking with his grandparents and conversing with other Samoan speakers in his family. Further explanation of how these resources would specifically help Pati learn Samoan would demonstrate a more thorough understanding of how the resources function in language learning leading to a higher grade.
Three	A3	The response showed a direct link between learning Samoan songs and learning the language, stating that singing the songs in Samoan could help people learn the words. The response acknowledged that many youths learn Samoan through songs, which reflected an understanding of how songs can bridge generations. The use of rhythm and melody can connect young people to their language and culture. An emphasis on the role of songs in cultural preservation and empowerment would reflect a more thorough understanding of their importance. A higher grade could be secured by mentioning how singing Samoan songs can allow learners to internalise cultural references and expressions that might not be immediately evident in regular language learning.