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Draw a cross through the box (X) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 3 Samoan 2024

91563 Demonstrate understanding of a variety of extended spoken Samoan texts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended spoken Samoan texts.	Demonstrate clear understanding of a variety of extended spoken Samoan texts.	Demonstrate thorough understanding of a variety of extended spoken Samoan texts.

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.

Excellence

TOTAL 22

FIRST PASSAGE: O fea o mea nei e malosi atu – o le tupe po'o le alofa?
(Which is stronger – money or love?)

Listen to a father's answer which he gave in response to his daughter's question about their family.
 Refer to the passage in your answer to Question One.

Glossed vocabulary

sapaia	to hold
ausage	few in numbers
saisaitia	life is chained or shackled in love
o'ona ma matuitui	bitter and hurtful

LISTENING NOTES

miss his mum when giving birth to you in NZ
 excited to hold you
 few family in numbers immediate family
 for working in business
 your mums sides likes in NZ
 and good for you 2 to help them.

[dad is hard to understand] doesn't want us to leave the family
 by to have a good business to
 earn money
 I am my parents' right hand
 feel chained from
 should I love my
 family or yours?
 love is bitter and
 hurtful.

I left my home for us
 even when we were
 not I wasn't
 you are my eldest and happy.
 12 years in difference!

but can — relationships

↳ distant
 ↳ bitter

QUESTION ONE

- (a) Fa'amatala mai le vā o le tamā o le tusitala ma lona tamā matua.

Describe the relationship between the writer's father and grandfather.

The relationship between the writer's father and grandfather is mainly distant and cold. The father talks about his family dynamic, how his parents and siblings all work for their family business. He explains how as the eldest of his family, he is the right-hand of his father and is expected to do everything for them. He says that the grandfather is ^{hard} to understand at times ^{because} he refuses to let ^{any of} his children leave the family but to stay to help out with the business so ^{that} their family could earn money. He feels that life is chained by the idea of 'love' because his parents have always made him decide between the family he has created and the family he was brought up in.

- (b) O fea o mea nei e talitonu le tamā e sili ona tāua – o le alofa po'o le tupe? Aumai ni fa'ata'ita'iga mai le faitauga e lagolagoina ai lau tali.

According to the father, which of these things is more important – money or love? Provide examples from the passage to support your response.

The father ~~to~~ values love more important than money. In his words he says that love is bitter and hurtful at times but by the grace of God, he can better enhance all relationships. Because of this, the father chose to leave his home ^{for the family} to ~~work on the~~ he has created with his wife knowing that the business was going well and his family were well off. He still decided to choose love over money. He reminds his daughter, the writer, of her role as the eldest but also the answered prayer her and her sister is to them both. To remind her that money comes and goes but the gift of love lasts forever.

SECOND PASSAGE: O le ā le gagana fa'aaloalo i manatu o tagata Sāmoa?
(What is respectful language in the minds of Samoan people?)

Listen to a podcast about another language of Samoa. Refer to the passage in your answer to Question Two.

Glossed vocabulary

ta'avilivili	spinning
'ata fa'amaela	sarcastic laugh
ta'igāsua	a way someone shows appreciation to another by presenting them with a sua

LISTENING NOTES

Didn't know there was RL
2. If not taught the GLS, I wouldn't know RL
fa'avae → PLS, thanks, excuse me
of RL → fa'atutulu

SLIP away the language because of PLS
+ fa'atutulu o neasina = thanks
teutenga o fa'avae lele = fa'atutulu

These are gestures of R we
need to understand. R

- To advise not growl
- To cry not laugh
- To repent but no show strength
- To speak to village for peace / s
- No use if not used / spoken.

NO R/L NO
Ta'i, no, guests
or respect
acknowledged
of family
in events

R is the va with us + God

us + others

Through actions & words

as
obedience, fear,
miga, mata'u usita'i

fall under RL

family → Tafua to instruct, Love.
→ Those that do it, R.

QUESTION TWO

- (a) Aiseā e tāua ai i so'o se tagata Sāmoa ona malamalama i le gagana fa'aaloalo?

Why is it important for every Samoan to understand gagana fa'aaloalo (respectful language)?

I bet believe that it is important to understand the respectful language, which is Samoa's second language because it implements values of respect and love between our relationship with God, and with others. The basis of respectful language stems from gestures of ~~APP~~ appreciation, giving requests or excusing ourselves. The respectful language can be used to advise, not scold, to cry not ^{to} laugh sarcastically, it can be used for us to repent not to show off. The language can create peace and harmony within Samoa. There is no use in learning respectful language, if we don't act out the words we speak.

- (b) E tusa ai ma lou malamalama i le fa'asalalauga ma sou oe lava iloa, fa'amatala pe aiseā sa le'i iloa ai e le tagata fa'asalalau e iai se isi gagana lona lua a Sāmoa, le gagana fa'aaloalo lea.

According to the text and your own understanding, explain why the podcaster did not know that Samoa has a second language, gagana fa'aaloalo (respectful language).

The podcaster didn't know the Samoan language because she wasn't aware of the many events/customs in Samoa and its significance. She learns about a family or team who works to build a home. A tufuga is known as the person who gives instructions with love and those who abide and build the house are known to exemplify respect. The podcaster compares this with similarities to the respectful language. With this language, the podcaster believes there wouldn't be an gifts of appreciation presented through a 'sua', no acknowledgements of families in events and no hospitality given to guests. The podcaster believes that without the respectful language (along with values of love and service) Samoa wouldn't be the same.

THIRD PASSAGE: Fa'asāina o telefoni fe'avea'i i ā'oga (Cell phone bans in schools)

Listen to a conversation between a teacher and a student about a recent ban affecting schools in New Zealand. Refer to the passage in your answer to Question Three.

Glossed vocabulary

telefoni fe'avea'i	cell phone
fa'alavelave fa'afuase'i	emergencies
auala o feso'ota'iga	ways of communication

LISTENING NOTES

3. use for ~~the~~ emergencies with families,
1. GOVT - not using right reasons
- not listening to teachers but going on phones
2. Can use ^{time wisely} for exams, ^{talk to others} help for connect to others
other ~~at~~ ways to call families

QUESTION THREE

- (a) E tusa ai ma le saunoaga a Tapa, aiseā ua fa'amalosia ai le fa'asāina o telefoni fe'avea'i?
According to Mr Tapa, why has the ban been enforced?

Mr. Tapa is aware that the Government has noticed that students ^{are} ^{using} ~~were~~ their cell phones for the wrong reasons. Many have used it to go on social media, watch movies or take pictures ^{of themselves}. This has stopped them from paying attention to their teachers, preventing them from learning.

- (b) O ā auala e manatu ai Tapa o le suiga lea o le ā manuia ai le si'osi'omaga o potu ā'oga?
In what ways does Mr Tapa think that the change will benefit the classroom environment?

Mr Tapa sees this change as a good chance for students to spend their time wisely (studying for exams, connecting and socialising more with others and can offer other alternatives for when an emergency arises.

- (c) E fa'aapefea ona a'afia le fa'atinoga o le suiga i le a'oa'oina o tamaiti ā'oga mo se taimi umi?
Aumai ni fa'ata'ita'iga mai le faitauga e lagolagoina ai lau tali.
How might the implementation of the change impact students' learning in the long run?
Provide examples from the passage to support your response.

The implementation of this change could impact students' learning in many ways. One of them being it could help them focus better inside classrooms, many have used their phones to contact their families for emergencies but this change could encourage the students to contact their teachers if any emergency ^{arises} ~~arises~~. Time away from cellphones can encourage more socialising between other students. In this time, many of our generations are currently going through things and we in need to reach out to their peers/teachers for help.

Excellence

Subject: Samoan

Standard: 91563

Total score: 22

Q	Grade score	Marker commentary
One	E8	This response demonstrated a deep understanding of the emotional complexity and themes in the passage, particularly the tension between duty and personal happiness in the father's relationship with his own father. The candidate effectively analysed the father's internal conflict, supporting their argument with relevant quotes and insightful explanations. The response is well-structured, cohesive, and engaged with the key ideas, illustrating a strong grasp of both the passage's content and its deeper meanings.
Two	E7	The candidate demonstrated a clear understanding of respectful language's role in Samoan culture, explaining how it fosters respect, love, and harmony. The candidate effectively highlighted key points from the text, such as using the language to advise rather than scold and to show repentance. In Q2(b), the response explained the podcaster's lack of knowledge about the second language, linking it to cultural customs like the role of the tufuga.
Three	E7	The candidate's response was detailed and reflected a strong understanding of the conversation. They correctly identified the main reasons for the ban, offer an insightful analysis of the benefits of the change, and provide an in-depth response to the long-term impact on student learning. The response also included clear references to the passage, showing that the candidate can draw directly from the passage to support their answers.