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91566



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

91566 Demonstrate understanding of a variety of extended written and/or visual Samoan texts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended written and/or visual Samoan texts.	Demonstrate clear understanding of a variety of extended written and/or visual Samoan texts.	Demonstrate thorough understanding of a variety of extended written and/or visual 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.

Pull out Resource Booklet 91566R from the centre of this booklet.

You should attempt ALL the questions in this booklet.

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 (X/X/X). 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.

Merit

TOTAL 15

QUESTION ONE: Sa'ilimālō i nu'u ese (Growing up as a Samoan Kiwi)

Read Text A on page 2 of the resource booklet. Use the text to answer Question One.

- (a) Fa'amatala mai mātua o le tusitala. Fa'aaogā fa'amaoniga mai le tusitusiga e lagolago ai lau tali. Describe what the writer's parents were like. Use evidence from the text to support your answer.

The writer's parents are very hard working. By reading this piece I can see that the writer's parents ~~are~~ are determined to make all their kids succeed in life, in the text it says 'Sa kualuga i lona mafuifau le mafuaga na tuua ai Samoa ma Niu Sila'. This roughly translates to he prioritised the reason we left Samoa for New Zealand.

- (b) O ā ni lu'itau na fetaia'i ma le tusitala i lona ola tuputupu a'e? What were some of the challenges faced by the writer while growing up?

One of the challenges faced by the writer is getting used to the weather in New Zealand. It is difficult for the writer to wake up early 'auā e fa'i o'le alipō e tapena hukava ma sāuni.' - The writer describes early mornings this would be probably to be probably the most stressful part of their family's day.

- (c) O le ā se mea e mafai ona a'oa'oina mai lu'itau na feagai ma le tusitala?

What can be learned from the challenges that the writer faced?

A lesson that can be learnt from the challenges faced by the writer is before having your rest to prepare everything for school the night before, this way it will give abit of time in the morning to eat breakfast maybe even a couple more minutes to sleep. Another lesson is to always carry a jacket around and expect the unexpected because New Zealand weather can change in a split a second.

QUESTION TWO: Tāofimau i lau gagana (Hold on tight to your language)

Read Text B on page 3 of the resource booklet. Use the text to answer Question Two.

- (a) O ā tiutē ma nafa e manatu Tuiātua o lo'o i ai i tagata, 'aemaise lava tagata Sāmoa, 'ae pe aiseā fo'i? Fa'aaogā fa'amaoniga mai le tusitusiga e lagolago ai lau tali.

What duties does Tuiātua think people, and in particular Samoans, have and why?

Use evidence from the text to support your answer.

Tuiātua thinks that Samoan people have the duty of looking after the language and protecting ~~environment~~. In the text it talks about other countries in the Pacific that are currently on the verge of being below sea level, ~~and~~ so if in the future this happens to the islands of Samoa at least their language and culture would have survived.

- (b) Fa'amatala 'au'ili'ili le fa'amoemoe o le tusitala na ala ai ona faia lenei tusitusiga.
Explain in detail the writer's intention in producing this article.

The writer's intention in producing this article was to voice out the importance of knowing the Samoan language. The article indicates Samoan language week as being a symbol of being the chosen people of the lord. That Samoans were created to carry out the duty of keeping the Pacific heritage alive. The writer wants us to hold on to our language and cherish so that it may one day, if Samoa ends up like Tuvalu and Tokelau, at least the language will still be there.

QUESTION THREE: O siva Sāmoa ma suīga o le ōlaga
(Samoan dancing then and now)

Read Text C on page 4 of the resource booklet. Use the text to answer Question Three.

- (a) O le ā se mafaufauga i aso anamua e uīga i siva?

What was the perception of dancing in the past?

Dancing in the past was very rare. The only time where you would need to would be able to view a dance or cultural performance would be at church and family events. There was no need to choreograph because people should be learning have been learning at home with their families. Dancing was not a priority in schools because the main focus was for the students to excel academically.

- (b) Na fa'apefea ona suia le va'aiga i siva a'o fa'agasolo ai le olaga? Taga'i ane i manatu o lo'o fa'asoa mai e fa'amaonia ai lau tali.

How has the perception of dancing changed over time? Refer to the opinions shared to justify your response.

The perception of dancing has ~~to~~ changed in many ways over time. In the past platforms such as TikTok did not exist, today TikTok is a ~~where~~ a source that helps ~~the~~ people especially our young adults learn dance trends, this is a positive change because e "faamanatu ai a labu aganuu ma le maimoa mai a le kutele." Today students also have the advantage of being able to participate in PolyFest, a festival that involves weeks of preparation for many cultural groups, that perform not only representing their culture but also the school in which they attend.

Merit

Subject: Samoan

Standard: 91566

Total score: 15

Q	Grade score	Marker commentary
One	M5	<p>The candidate used clear communication in explaining the parents' hard work, the writer's challenges, and the lessons learned.</p> <p>The candidate also demonstrated an understanding of both explicit and implicit meaning, though with room for more development. Providing more specific details from the text would have resulted in a higher grade being achieved.</p>
Two	M5	<p>The candidate demonstrated a clear understanding of Tuiatua's views and used relevant supporting detail from the text. However, there could have been more depth in the explanation and a stronger focus on the language's spiritual connection to God.</p> <p>The candidate captured the general intention of the writer, but the explanation could have been further developed with more focus on the deeper significance of language in Samoan culture, as well as a clearer link to the environmental context.</p> <p>Overall, the candidate clearly understood the main themes of the text and provided relevant examples to support their answers. Both parts of the question were addressed well.</p>
Three	M5	<p>The candidate responded clearly to both parts of the question and made relevant connections to the information in the text. The supporting details (like Polyfest and TikTok) demonstrated a strong understanding of how perceptions had changed, but more depth and analysis regarding the cultural significance of the change in perception of dance would have pushed the grade further to Excellence.</p>