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SUPERVISOR'S USE ONLY

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92035



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 1 Gagana Sāmoa 2024

### 92035 Demonstrate understanding of spoken Gagana Sāmoa related to everyday contexts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of spoken Gagana Sāmoa related to everyday contexts.	Demonstrate sound understanding of spoken Gagana Sāmoa related to everyday contexts.	Demonstrate thorough understanding of spoken Gagana Sāmoa related to everyday contexts.

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 Gagana Sāmoa. You will hear each passage four times:

- The first time, you will hear it as a whole.
- The second, third, and fourth 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 Gagana Sāmoa. 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 10**

## Page 1

Answer in your choice of English, te reo Māori, and / or gagana Sāmoa.

### INSTRUCTIONS

You may listen to the entire passage once, and each section up to three times. You can choose when to start each play but may not pause inside a passage or section. Complete your audio listening before continuing to the next page.

### FIRST PASSAGE: *Toe tuai mai fo'i* (Late again)

Listen to a conversation between a teacher and a student. Refer to the passage in your answer to Question One.

### FIRST PASSAGE: *Toe tuai mai fo'i* (Late again)

Listen to a conversation between a teacher and a student. Refer to the passage in your answer to Question One.

#### AUDIO PLAYER: First Passage

Read the question before you begin listening to the passage.

**Each section can be played ONCE only, and cannot be paused or stopped.**

#### FIRST READING



Full passage  
Played

#### SECOND READING



Section 1  
Played



Section 2  
Played

#### THIRD READING



Section 1  
Played



Section 2  
Played

#### FOURTH READING



Section 1  
1m 6s Played



Section 2  
1m 19s Played

### LISTENING NOTES

notes

### QUESTION ONE

(a) *O ā ni auala e mafai e Maia ona fai e lē toe tuai ai?*

What should Maia do to get to school earlier?

**B** *I* U     

Maia should stop going on his phone at night so he could go to sleep earlier and get up on time so he wouldn't be late to school all the time.

(b) *Aisea e tāua ai le fautuaga a le faiā'oga? Fa'amatala lau tali.*

Why is the teacher's advice important? Justify your answer.

**B** *I* U     

The teachers advice is important because it teaches Maia on why he should get to school earlier and why he should always be at school. The teachers advice is also important because it shows him a new perspective of why he should be coming to school.

(c) *Fa'amatala mai, pe fa'ape'ī uiga o le talanoaga a Maia ma le faiā'oga.*

Discuss how Maia and the teacher interact.

**B** *I* U     

Maia and his teacher interact as if they were friends we can tell this because when we listen to their interaction we hear them joking around and laughing. Sometimes through the pasage they interact as a mother and son because we can hear the teacher giving him advice as a mother would.

## Page 2

### SECOND PASSAGE: *O o'u fa'anaunauga* (My aspirations)

Listen to someone deliver a speech about their aspirations for further education. Refer to the passage in your answer to Question Two.

#### Glossed vocabulary

fa'aauau	to continue
naunau	determination
tagatanu'u	Indigenous people

#### AUDIO PLAYER: Second Passage

Read the question before you begin listening to the passage.

**Each section can be played ONCE only, and cannot be paused or stopped.**

##### FIRST READING

Full passage  
Played

##### SECOND READING

Section 1  
Played

Section 2  
Played

Section 3  
Played

##### THIRD READING

Section 1  
Played

Section 2  
54s Played

Section 3  
1m 2s

##### FOURTH READING

Section 1  
1m 15s

Section 2  
54s

Section 3  
1m 2s

#### LISTENING NOTES

she likes the subjects that talk about different countries because it teaches her different cultures languages and all sorts of things about that country. that's the reason why she went to uni so she can study about different countries.

she wants a masters degree in that subject so she could help different indigenous people in the future and she is hoping to find a job that relates to this.

school is not only for smartness but also for seeking.

## QUESTION TWO

(a) *O ā itū na mana'o ai le tusitala ina ia fa'aauau pea ana 'a'oa'oga? Fa'amatala 'au'ili'ili mai.*

What factors influenced the speaker to pursue further education? Discuss in detail.

B I U ☰ ▼ ☷ ▼ ↶ ↷ ?

Some factors that influenced the speaker to pursue further education is because she comes from Auckland she says that Auckland is a place where schools are always determined to push students into doing homework for a better future. Knowing this information I can see why Sina wants to pursue further education it's because she went to a school that pushes students into doing homework for a better future, we can see how Sina was influenced by that idea so she wanted to do further education for a better and brighter future for her and others. Another factor on why she would want to pursue further education would be because she wanted to learn more about the subject that teaches about different countries (so Geography). I can see her love for this subject so she was influenced to learn more about it at university.

(b) *O le ā se fautuaga e te tu'uina atu i se tasi o lo'o mafaufau e fa'aauau ana a'oa'oga? Aumai ni fa'amaoniga mai le tala e lagolago ai lau tali.*

What advice would you give someone who is thinking about pursuing further education? Provide evidence from the passage to support your answer.

B I U ☰ ▼ ☷ ▼ ↶ ↷ ?

My advice to someone who is thinking about pursuing further education is to go and do it. If you are someone who is determined and who is still seeking I would advise them to go and do further education because as it says in the passage school isn't the only place for learning it's also a place for seeking. My advice is if you are doing further education you should do a subject you love because if you do it would be more fun, in the passage we see that Sina did a subject that she was really in to so if you are doing further education do a subject that you would want to study.

## Page 3

### THIRD PASSAGE: *Suiga fou* (New changes)

Listen to a conversation between a student's parent and teacher about the new mobile phone changes at school. Refer to the passage in your answer to Question Three.

#### Glossed vocabulary

fa'asā banned

#### AUDIO PLAYER: Third Passage

Read the question before you begin listening to the passage.

**Each section can be played ONCE only, and cannot be paused or stopped.**

##### FIRST READING

Full passage  
Played

##### SECOND READING

Section 1  
Played

Section 2  
Played

Section 3  
Played

##### THIRD READING

Section 1

Section 2  
1m 11s Played

Section 3

##### FOURTH READING

Section 1  
60s

Section 2  
1m 11s

Section 3  
52s

#### LISTENING NOTES

notes

### QUESTION THREE

(a) *O ā ni a'afiaga o suiga fou i le ā'oga?*

What effects have the new change had on the school?

**B** *I* U     

The new change on the school has had a positive impact on the students learning, because the devices that are banned are not disrupting the students learning. It also had a positive impact on the students learning because now that there are no phones the students are finally doing the homework. Another positive impact is that the students are finally talking and playing with each other during break time rather than being on their phones.

(b) *E fa'apēfea ona fa'amalosia e le ā'oga suiga fou?*

How is the school enforcing the new change?

**B** *I* U     

how they are enforcing the new change is that if a teacher sees a student on their phone they would take their phone and only give it back at the end of the day. If the student breaks this rule 3 times they would call their parents and give them the phone to take.

(c) *O le ā le uiga o le tala a Mr Sanele, "Ona toe fo'i lava lea i le api ma le peni"?*

What do you think Mr Sanele means by, "Ona toe fo'i lava lea i le api ma le peni"?

**B** *I* U     

I think what he thinks by saying "ona toe foi lava lea i le api ma le peni" is that they are going to go back to the old days where they only used pens and books and no devices, because devices are distracting the students from doing the homework.

## Achievement

**Subject:** Gagana Sāmoa

**Standard:** 92035

**Total score:** 10

Q	Grade score	Marker commentary
One	A3	The response has a brief summary of some key points but does not include further details. For example, in Q1(a) elaboration about what Maia could do to get to school earlier would have helped in securing a higher grade.
Two	A4	The response shows an understanding of the general meaning but reasons have not been included. Providing an example from the passage may have helped in securing a higher grade.
Three	A3	The candidate identified and communicated some meaning from the passage. They needed to elaborate further in their responses to gain a higher grade.