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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.

Excellence

TOTAL 21

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)

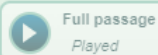
Listen to a conversation between a teacher and a student. Refer to the passage in your answer to Question One.

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



SECOND READING



THIRD READING



FOURTH READING



LISTENING NOTES

Sleep earlier
Stop playing on phone

Student who always goes to school has a good future
The parents send you to school for a reason
Consequences
That he could use all of his heart and smart
Dont skip school

They joke around
Satire
A'e
Auuu

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 needs to stop sleeping late, saying that he sleeps at around 12pm every night is not good, he also playings on his phone for too long which gets him tired. He needs to sleep early, get good rest and make it to school in 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 sets an expectation for Maia for the future. That a student that always goes to school will turn out to be good, which is why she says that his parents send him to school. Another motivating thing the teacher said is that Maia is a smart boy, he an do anything if he puts all his heart and intelligence to school. This advice was even motivating to myself, it is so important to go to school everyday, to put all your hard work into study for our own good in the future, our parents and more.

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

Discuss how Maia and the teacher interact.

B I U     

First of all the teacher says a satire joke that their car broke down this morning because Maia is late every single morning. In section 1 of the audio, the teachers expression tells me that they have known each other for a while (A'e) and that she is starting to get cocerned on why Maia is always late.

In section 2, the teacher kind of becomes like a Motherly figure to Maia, giving important advice to Maia and his education. Maia then also says a satire joke after listening to her advice, "teacher, don't be suprired if you see me first to class". The teacher then goes on saying, "Auuuu, go to class now". This sounds like the teacher and the student have a good relationship and can interact well with each other.

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
1m 15s



Section 2



Section 3
Played

FOURTH READING



Section 1
1m 15s



Section 2
54s



Section 3
1m 2s Played

LISTENING NOTES

Determined for her future
interested in Social Studies, countries, indigenous people
Masters to help the people in the future
job in her masters
Strengthen

Teachers, parents
email or call university for help and motivation
Opportunities

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     

The factors that influences Sina to seek further education in University is that she is determined to study for the embetterment of her future and pathways she could get. Sina is interested around Social studies, history, and cultures. But she figured that she would study Indeginous Peoples which is something she would be happy learning. She always wants to get a Masters to help people in the future and to have job from what she has studied.

(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 personal adice that I would give is that you should definitly aim for your dreams, and taking from what Sina tells us in Passage 3, is to ask your teachers and parents on what you want to do for help and more motivation. Also to even call or email the University that you want to go to.

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

Section 3

FOURTH READING

Section 1
60s

Section 2
1m 11s

Section 3
52s

LISTENING NOTES

Ban phones in school
Big changes
No distractions
Usita'i, fai meaoga
play and talk together during break
Start to play on their laptops

Start of school till the end
Teacher take away - pick up after school
3 times - parents called pick up

Go back to books and pens

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

Mr Sanele tells the parent that the ban on mobile phones in schools had made a very big difference in the school, that there is no distractions, the students are obeying and listening as well as finishing their school work. He as also seen that the students now play and talk together during break times. However, there is one problem, which is that the use of laptops and computers have just become an alternative to no phones, which is what students used to do on the phones is what they are starting to do it on their computers during class and break times.

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

How is the school enforcing the new change?

B *I* U

In Passage 1, Mr Sanele says that the use of phones are banned from the time when school starts until it finishes. In Passage 2 he also says that if a student is caught using a phone, the teacher will take it away, and the device can be picked up after school. But if it happens 3 times, parents are then called, and asked to pick up their childs phone.

(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

Mr Sanele is saying that if the computers of laptops becomes an actual problem / alternative to phones in a class or during break, a ban will also happen to those devices; then resorting to all students going back to the use of books and pens.

Excellence

Subject: Gagana Sāmoa

Standard: 92035

Total score: 21

Q	Grade score	Marker commentary
One	E7	The candidate interpreted language to construct meaning. By highlighting the speaker's language choices, the candidate demonstrated an understanding of the passage's intent. For example, they note the teacher's satirical joke about their car breaking down, linking it to Maia's habitual lateness. Additionally, the candidate recognised that the teacher's expression suggests familiarity with Maia and growing concern about his repeated tardiness.
Two	E7	The candidate could see the speaker's choice and justify the conclusion about the factors that influenced the speaker to pursue further education, as well as give advice to someone who is thinking about pursuing further education.
Three	E7	The candidate showed awareness of the writer's choice of language, justifying the conclusion about the passage. For example, in Q3(a), the candidate explained that the phone ban reduced distractions, improved student behaviour, and encouraged social interaction. However, they note a downside – students now use laptops and computers in the same distracting ways they previously used their phone.