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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.

Merit

TOTAL 15

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

 Full passage
Played

SECOND READING

 Section 1
Played

 Section 2
Played


THIRD READING

 Section 1
Played

 Section 2
Played

FOURTH READING

 Section 1
Played

 Section 2
Played

LISTENING NOTES

Is your family's car broken? Is that why you're late again?

teacher i don't understand

i said you're late again, why are you always late ?

i dont know

a'e you should know

repeat question

I'm tired when i get up

what time sleep?

12 night

why? what do u do?

play on phone

maia listen

good children who go to school

parents take kids to school

parents are proud of their kids who go to school

i don't understand what you're saying

maia, you are a smart boy

so'o se mea

ma lou malosi atoa

hurry to school

dont throw away your education

i will hurry to school tomorrow

excited to see you

go to class

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 is always late to school because he is tired in the morning when he wakes up. Maia should go to sleep earlier than 12 and keep his phone away from him to stop him from playing on it every night.

(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 teacher's advice is important because she cares for Maia's education and wants him to do good in school and make his parents proud. It is also important because attendance is really important at school because the more you are present in class, the more likely you are to do good in school. A lot of universities and scholarship opportunities look at students' attendance to decide if that student is worth their recourses or not which Maia can keep in mind if he plans on continuing his education after high school.

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

Discuss how Maia and the teacher interact.

B I U     

The teacher is very gentil when she talks to Maia. She expands on her explanation when Maia does not understand what is being said to him. The teacher is not angry with his actions and does not tell him how to solve them, but she gives him advice on why what he is doing is a problem and lets him figure out himself what he should do moving forward.

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



SECOND READING



THIRD READING



FOURTH READING



LISTENING NOTES

fa'aauau - to continue
naunau - determination

hello im sina
i will be talking about continuing further education
came from aki
have a lot of strength and determination to pursue
further education
a lot of spare time is spent doing homework
like to help village

tagatanu'u - indigenous people

went to a university to look for a teacher for indigenous
people
prefer to look for people with masters in their languages
so indigenous people get a chance at further education
you can find jobs in different languages

fa'auaua - to continue

to do this education, you don't have to be smart
do your work and continue school and you will find high
results
tell teachers or parents or email or call if u want to go
whether it's for someone else or for yourself

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     

Coming from Auckland, the speaker wanted to go to university. She wanted to help her village and do good for her family. She went to a university to see if they had a teacher for indigenous people so she could learn her language. She wanted to get a masters in this. She wanted to prove that indigenous people have a chance at university. Learning another language also opened up more doors to jobs with multilingual people.

(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     

I would advise someone who is thinking about pursuing further education you don't have to be smart. If you focus and spend your free time doing homework, you will expect high results. You can ask your teachers, parents or email or call them if you would like to pursue further education after high school.

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
60s Played

Section 2
1m 11s Played

Section 3
Played

THIRD READING

Section 1
60s

Section 2
1m 11s Played

Section 3
52s Played

FOURTH READING

Section 1
60s

Section 2
1m 11s Played

Section 3
52s Played

LISTENING NOTES

fa'asa - banned

hello teacher
hello mother
i want to ask a question
is it true that phones are banned in school?
yes it is banned for students from when school starts
until school finishes
thank you for answering my question
why is it banned ?

if a student is caught with their phone during class or during break time, it is taken off them and given back at the end of class,
if it happens again, it gets given back to them at the end of school,
if it happens a third time, the school calls their parents so they can pick up the phone for them

really good rule
ua le fa'alavelave telefoni i taimi o le vasega a ua ou usitai i le tamaiti
so they can do their school work
children can play together during break time

really good rule
ei ai e se mea popole ai
ou te popole ne'i suia e computer phone
what do u mean?
kids can do what they do on phones, on their computers in class and break
o lea ua amata o le latou faia i luga o le comipiuta e taimi
e to'ititi nei fo'i falogo atu ua fa'asa mai o le comipiuta
Ona toe fo'i lava lea i le api ma le peni

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 school has decided to ban phones from the time school starts all the way until school ends. This includes class time and break times. This lets the students focus fully on their schoolwork and get it done. This also lets the students play and interact with each other during break times rather than being glued to 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     

If a student is caught once using their phone during class or break time, their phone is given to the teacher and handed back until the end of class. If the student is caught a second time using their phone during class or break time, their phone is given to the office and given back to them at the end of school. If the student is caught a third time using their phone during class or break time, their phone is given to the office and the school will call the student's parents to pick up the phone after school.

(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 aware that some things that are used on phones can also be used on computers. When he says "Ona toe fo'i lava lea i le api ma le peni", I think he means that because of what students are able to do on computers, he wants to do all schoolwork using pens and books and not online.

Merit

Subject: Gagana Sāmoa

Standard: 92035

Total score: 15

Q	Grade score	Marker commentary
One	M5	The candidate identified relevant information from the passage to support their responses. For example, in Q1(c), the candidate explained that the teacher interacted with Maia gently and patiently, expanding on explanations when needed. The candidate highlighted that the teacher does not scold Maia but instead offers advice, allowing him to reflect and decide how to move forward.
Two	M5	The candidate showed understanding by selecting and connecting relevant ideas in their responses. Adding more awareness of the speaker's choice of vocabulary would have enabled the candidate to receive a higher grade.
Three	M5	The candidate described key concepts from the passage and articulate the interconnections to support their responses. For example, the candidate was able to connect the ideas for Q3(a) as to why the school decided to ban phones.