No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

SUPERVISOR'S USE ONLY

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92035



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



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 (1/1/1/2). 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

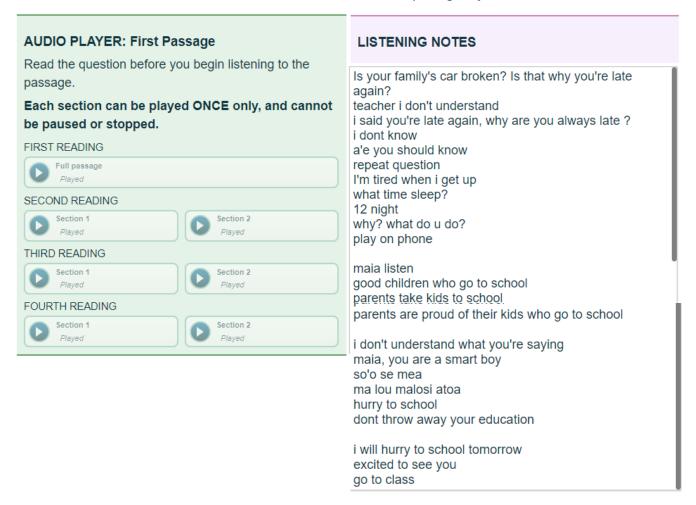
Answer in your choice of English, te reo Māori, and / or gagana Sāmoa.

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)

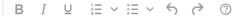
Listen to a conversation between a teacher and a student. Refer to the passage in your answer to Question One.



QUESTION ONE

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

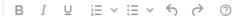
What should Maia do to get to school earlier?



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.



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 universaties 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'ī uiga o le talanoaga a Maia ma le faiā'oga.

Discuss how Maia and the teacher interact.

B $I \cup \Xi \vee \Xi \vee \Diamond \oslash$

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 Full passage Played SECOND READING Section 1 Section 2 Section 3 Played Plaved Plaved THIRD READING Section 1 Section 2 Section 3 Played Played Played FOURTH READING Section 1 Section 2 Section 3 54s Played 1m 2s Plaved Played

LISTENING NOTES

fa'aauau - to continue naunau - determination

hello im sina

i will be talking about continuing further education came from akl

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 - indegenous people

went to a university to look for a teacher for indeginous people

prefer to look for people with masters in their languages so indegenous 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.

В	1	$\overline{\circ}$	= ~	:= ~	1		()
to a u	ıniver She w	sity t vante	o see if d to pro	they ha	id a te indeg	acher enous	ed to go to university. She wanted to help her village and do good for her family. She were for indeginous people so she could learn her language. She wanted to get a masters in a people have a chance at university. Learning another language also opened up more

(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.



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.



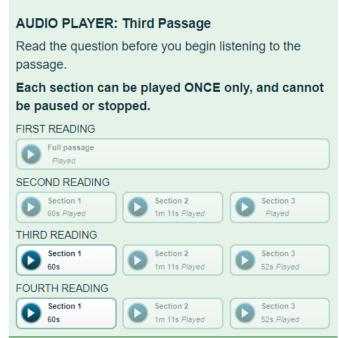
Page 3

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



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

e toititi 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 $I \cup \Xi \vee \Xi \vee \Diamond \oslash$

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 eachother 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 $I \cup \sqsubseteq \vee \sqsubseteq \vee \circlearrowleft ?$

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 $I \cup \Xi \vee \Xi \vee \circlearrowleft ?$

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.