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SUPERVISOR'S USE ONLY

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91143



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

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Samoan 2025

91143 Demonstrate understanding of a variety of spoken Samoan texts on familiar matters

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of spoken Samoan texts on familiar matters.	Demonstrate clear understanding of a variety of spoken Samoan texts on familiar matters.	Demonstrate thorough understanding of a variety of spoken Samoan texts on familiar matters.

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 Samoan. You will hear each passage three times:

- The first time, you will hear it as a whole.
- The second and third 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 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 (//////). 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 23

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

INSTRUCTIONS

You may listen to each passage three times using the audio player. The first reading is the entire passage, and the second and third readings split the passage into sections. Complete your audio listening before continuing to the next page.

FIRST PASSAGE: *O le kirikiti (Cricket)*

Listen to this reflection about Sione's involvement in a team sport. Refer to the passage in your answer to Question One.

Glossed vocabulary

i'ila	shine
to'a	confident
tauivi	strive

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



LISTENING NOTES

Full Passage:
the bell has rang
sione and his frineds go to the school field
the time has come for cricket
its a game that involves boys and girls pasifika, pplaying together
sione likes cricket
sione is the captain of his team
sione is confident playing infront of people
cricket is known by boys and girls as a samoan game played around the pacific
its good to encourage young people to strive and work hard in whatever they do

Section 1: 2nd reading
the bell has rang and siones team goes to the school field
they bring the bat and finish doing something to it something about the sun
it has come for the time to play cricket
a game that brings pacific boys and girls together and lets them spend time together

Section 2:
sione loves cricket
its a game that allows him to play with something to do with NZ
a game that is won through team work
he is or wants to be captain of his team
have strong body/be strong
become confident when playing infront of people

Section 3:
cricket is known by boys and girls as a samoan game in the pacific
theres a lot of school boys and girls that dont have something, but when they learn the game they are good at
older boys and girls who play cricket, teach the younger kids the game
they look for players in strong people and teachers??
it lifts something up

it helps them strive for other things in life, they learn valuable lessons in cricket

Section 1: 3rd reading

they finished varnishing the bat

all the teams come

its a game that brings together boys and girls of the pacific

to do something to pass the time

Section 2:

sione loves cricket

because its a game he can play here in NZ

this game is known for its importance for its teamwork something about a captain of the team

song and dance?

he gains his confidence when he stands infront of people

Section 3:

cricket is known by boys and girls as a samoan game in the pacific

theres a lot of school boys and girls that had nothing to do

and became aware of this game and learnt it and became good at it

the older cricket students help teach the younger ones at classes/trainings of the game

teachers play the game also

lift something up?

the word of the school

they know the benefit of striving for things in whatever they do

QUESTION ONE

(a) *O ā ni tomāi ma ni mea tāua ua a'oa'oīna ai Sione ina ua ta'alo kirikiti?*

What skills and important things has Sione learned from playing *kirikiti*?

B I U     

Some skills and important lessons Sione has learnt first and foremost is teamwork. As said in the passage, cricket is a game that is based on teamwork. Pacific boys and girls working together to win a game of cricket, and through this he has learnt the value of teamwork. Another lesson/skill he has learnt is confidence. By playing the game he has had to become used to standing and playing in front of people, and the only way he was able to do that was by learning to be more self confident. And lastly, he has learnt the importance of work ethic, striving and being determined to achieve a goal. As it said towards the end, something that young people can take from this is the value of hard work and striving for the best in whatever you do.

(b) *O ā ni auala ua aveā ai le kirikiti ma a'afiaga i le olaga o tamaiti?*

In what ways does *kirikiti* impact students' lives?

B I U     

Cricket has impacted the lives of students in many ways. Firstly, it has given young students something to do to pass the time, and to enjoy eachother's company. Another impact of cricket on students lives is it teaches them the importance of teamwork, as boys and girls of the Pacific are encouraged to play this game to better enhance their ability to work as a collective. Thirdly, it has allowed older students to connect better with the younger ones, through teaching them the game of cricket. Thus, furthering intergenerational bonds between the older youth and the younger youth. And lastly, it has impacted them in a way that teaches them the importance of goal setting and hard work. As it mentions in the passage, young people learn the importance of striving and working hard in cricket, and they can take that and apply it to whatever else they do.

Page 2

SECOND PASSAGE: *Fa'atāuaina o lau gagana* (The importance of learning your language)

Listen to a podcast about learning a language. Refer to the passage in your answer to Question Two.

Glossed vocabulary

augātupulaga	generations
su'esu'ega	research
fofō	solution
lu'i	challenge

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
3m 18s Played

SECOND READING

Section 1
1m 34s Played

Section 2
1m 29s Played

THIRD READING

Section 1
1m 34s Played

Section 2
1m 29s Played

LISTENING NOTES

Full Passage:

the language is not just words but its the something of the samoan people
there is a samoan prover, if there is no langiage, there is no culture, if there is no culture, the people will fade
songs, ??? story from the bible
the language comes from our parents/elders
there is about 500,00 people around the world that can speak samoan
samoan is the 3rd most spoken language in NZ
bu thteres alot fo people here that cant speak the langauge
research done shows that people who can speak 2 or more languages are more smart
my challenge to you is strengthe your speaking in samoan
start using daily words
such as talofa, malo le soifua, faafetai
the more you better your samoan, you can help your friend who wants to learn samoan

QUESTION TWO

(a) *E tusa ma le talanoaga i le leitiō, o le ā le aogā o lou a'oa'oina ma lou iloa o se isi gagana?*

According to the passage, what are the advantages of learning or knowing another language?

B I U ☰ ∨ ☷ ∨ ↶ ↷ ⓘ

In the passage, the reader states that research shows that people who understand and are able to converse in 2 languages are often smarter and more intellegent as they are able to understand and interpret things in more than 1 language. Another advantage of knowing 2 languages is the ability of being able to translate and interpret things for other people who may not speak english or the other language, and which comes with another advantage of being able to teach others the languages you know.

(b) *"A leai se gagana, e leai se aganu'u; a leai se aganu'u ua po le nu'u."*

E te manatu, e lagolagoina pe lē lagolagoina e le 'au fa'asalalau lenei muāgagana? 'Aiseā?

"Where there is no language, there is no culture. Where there is no culture, all the village will be in darkness."

Do you think the podcaster would agree or disagree with this saying? Why?

B I U ☰ ∨ ☷ ∨ ↶ ↷ ⓘ

I think the podcaster would agree with this saying, as they have given evidence that would suggest their belief in the importance of learning and retaining's one's motner tongue. Firstly, in the passage the podcaster talks about how the language is more than just words, and is a way of life for the samoan people, suggesting their belief in the sacredness and vitalness of the samoan language for its people. Secondly, they talk about how the language is past on, firstly through our elders, through dance and song, and through our faith, in story-telling from the bible. Here the podcaster highlights and makes clear the important connection the samona language has to do with the rest of our culture, our elders/ancestors, our cultural performances, traditions, and our faith. Which echoes themes that relate to the saying. Furthermore, the podcaster makes mention of the omnipresence the Samoan language has around the world, with an estimate of 500,000 speakers worldwide, and how it is the 3rd most spoken language in NZ. However, there are still alot of Samoans who cannot speak the language, showing how the podcaster may be delited in the fact the language is heavily present in our society, but is still not content with the amount of samoans who still cannot speak it. Lastly, the podcast challenges us at the end to speak Samoan daily, by using common and daily phrases to help better our Samoan. in the spirit that we may be able to teach others the language, and thus continue and save our culture.

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THIRD PASSAGE: *Talanoaga* (Conversation)

Listen to this conversation between Tane and Lani. Refer to the passage in your answer to Question Three.

Glossed vocabulary

fa'a'ete'ete	careful
mā'ale'ale	delicate
si'osi'omaga	environment
fofō	solution
'amu	coral

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
3m 47s Played

SECOND READING

 Section 1
1m 36s Played

 Section 2
2m 6s Played

THIRD READING

 Section 1
1m 36s Played

 Section 2
2m 6s Played

LISTENING NOTES

Full Passage:

I heard theres alot of tourist coming to samoa
its good for our family
we must remember to becareful
our land and area, sea are delicate
people who come from elsewhere dont care about
youre right, i saw some tourist just chuck their rubbish at
the beach and walk all over the ground
they hang around and loiter and ruin the environment
tourist dont care about the environment
they like to swim at the beach and walk on the field, all
those things can be done carefully

theres other people who throw money at tourists that do
work for the environment
these people must learn how to be careful with our
enirnement

QUESTION THREE

(a) *Fa'amatala au'ili'ili mai pe fa'aapefea ona a'afia le si'osi'omaga o Sāmoa i turisi ma tagata tafafao.*

Explain in detail how tourists have impacted the environment of Samoa.

B *I* U       

The two people talking have expressed opinions on the amount of tourists visiting Samoa. The man says that it is good that they are coming as it benefits the family, whereas the girl says to remember that they must look after their land, seas, and environments as they are delicate. And that tourists coming to Samoa are damaging the environment with their reckless attitudes towards it. Firstly, the man says that he sees tourist come and chuck their rubbish all over the ground or at the beach, and walk away, walking all over the land without caution. He also mentions how they hang around and loiter in certain areas, disrupting the delicacies of the area. The girl mentions how tourists have no care for the environment as they are only here to do the things they like, regardless if they are damaging the environment. But she also mentions how they can do the things they like, swimming in the ocean, going for walks, in a careful and respectful manner. So as to not damage anymore of the environment.

(b) *E tusa ma le talanoaga a Tane ma Lani, o ā mea e tatau ona fai e fofō ai le fa'afitauli?*

According to Tane and Lani, what are the solutions to the problem?

B *I* U       

There a few solutions they have suggested. Firstly, Tane (the man) makes mention of how there are places that give money to tourists to help them nurture and look after their environment, to which Lani agrees. Lani points out how a solution to this issue cold be educating and teaching tourists on the importance and delicacy of Samoa's environment. Making sure that they understand the that grounds that they will be going on should be treated with respect, and looked after as well. Another solution Tane had was putting up signs that made clear what tourists CANNOT do within Samoa's environment, such as "dont litter" "dont hang around or damage this are" "dont abuse our coral" etc. And how it would be beneficial to set up public services that allowed for the preservation and looking after of the environment in Samoa.

Excellence

Subject: Samoan

Standard: 91143

Total score: 23

Q	Grade score	Marker commentary
One	E8	<p>The response demonstrated thorough understanding by identifying implied skills and supporting them with explicit examples to justify well-developed conclusions.</p> <p>The response to part (a) identified Sione's positive attitude, which showed understanding beyond surface-level description. The inference in the response was also where humility is shown through relationships. The example of connecting with other Pacific students provided supporting details in justifying their conclusions.</p> <p>The response to part (b) identified a key idea about motivation and competition, showing understanding of the game's purpose. There was a clear understanding of intergenerational learning, an implied meaning in the passage, and the response explained its wider significance (respect), showing depth in their response.</p> <p>Part of the response made a cause-and-effect link between <i>Kirikiti</i> and schoolwork, using details from the passage to justify how the game impacts students' lives beyond sport, identifying a social and cultural impact, which reinforced conclusions with ideas of connection and community drawn from the passage.</p>
Two	E8	<p>The response clearly explained the advantages at both an individual and community level, using ideas from the passage and addressed implied meanings, such as cognitive growth and language preservation. The examples support why the podcaster would agree and led to a clear, reasoned conclusion that reflected both the podcaster's message and the meaning of the proverb.</p> <p>The response to part (a) linked bilingualism to cognitive development, explaining how language supports problem-solving and deeper understanding rather than just communication. It used supporting details from the passage, including concerns about language loss, to justify why learning another language is important.</p> <p>The response to part (b) took a clear and justified position, showing strong understanding of the podcaster's perspective. It referred to concerns in the passage about people undervaluing language and clearly connected language with culture.</p>
Three	E7	<p>The response to part (a) showed clear understanding of a key idea in the passage by identifying the lack of regulation as a cause of environmental damage. The response recognised the implied idea of environmental fragility. A relevant example from the passage was used to support the view that tourism can harm the environment, while also acknowledging its benefits, showing a</p>

	<p>balance and thought. The conclusion was justified with evidence from the text, although the discussion of long-term consequences was not fully developed.</p> <p>The response to part (b) identified a practical solution suggested by Tane and Lani, showing sound understanding of their perspective. It explained the link between education, rule-following, and environmental protection, demonstrating awareness of cause and effect. The response also recognised the idea of shared responsibility, although the explanation remained quite general and did not explore how this might work in practice.</p>
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