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91563



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 3 Samoan 2025

91563 Demonstrate understanding of a variety of extended spoken Samoan texts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended spoken Samoan texts.	Demonstrate clear understanding of a variety of extended spoken Samoan texts.	Demonstrate thorough understanding of a variety of extended spoken Samoan texts.

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 2–11 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 11

Page 1

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: *Filifiliga o matāupu* (Choosing subjects)

Listen to a conversation between Lofi and Seti. Refer to the passage in your answer to Question One.

Glossed vocabulary

meāfale	furniture
Fīsiki	Physics
Paiole	Biology

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 notes:

- Subjects (Lofi and Seti)

- I want to go

- Lofi i dont want to know about dad, i want to go to university. i want to work

- i dont care if i go to politech, i want to work for my young siblings.

- i want to go to the universey to take more than one math

- i want to pass one paper to make my dad proud, i want to go on a good job. to get good furniture

- i want to take physics to understand the laguage of physics

- i want to go to a sunny place to get the...

- oi no, i want to be a big at physiccs and biology

- biology is hard, i want to write the ...more than one work

SECOND READING:

Section 1:

i want to go to the upu go and bring back the years sbjects

i want to go study science and study at university. i dont knoe if im ready

i dont care if i go to polytech because itll be easy to work and take care of my younger siblings

Section 2:

i want to go to the uni to get a good job in science but choosing math will help me

i only want to pass one paper to keep my dad proud

i need to work for my furnitue

i need physics to go to the uni and bring back the understanding of physics

Section 3:

i dont want to go to uni

i want to work at the furnitue store?

no i want to work to provid to my family through physics and work through the...

i want to stay here and write the path for my job, i dont want

THIRD READING:

Section 1:

i want to go to the upu and take and bring back for the year

i want to make my dad proud and study scence and go to university

i dont care for uni i want to go to polytech i can bring my paper back faster and show for my siblings

QUESTION ONE

- (a) *Ua lava tāpena Seti mo le iunivesitē e su'esu'e ai le fa'asaienisi? Aumai ni fa'ata'ita'iga mai le faitauga e lagolagoina ai lau tali.*

Is Seti prepared enough to go to university to study science? Provide examples from the passage to support your response.

B I U     

Seti think he needs to be more prepared, he want to study science at university so he can understand the laguage of physics. In the passage, he said he needs to take more math subjects to pass his paper. He want to make his dad proud.

- (b) *E tusa ai ma le talanoaga, 'aiseā e fetau ai le Matātā 'Ese'ese mo Lofi na i lō le iunivesitē?*

Based on the text, why is going to Polytech better than university for Lofi?

B I U     

In the passage I picked up that Lofi doesnt care weather she goes to university or polytech. Polytech seemed like it was more sutable for her since she wants to work and provide for her siblings. She wants to write a paper then start working to get money for her house and get furnitature.

Page 2

SECOND PASSAGE: *Lipoti i tauvaga o fa'afiafiaga fa'apasefika a Ā'oga Mauaululuga* (Report on Secondary Schools' Polyfest)

Listen to a student radio reporter's story about Polyfest. Refer to the passage in your answer to Question Two.

Glossed vocabulary

fa'ama'ite pioneer
a'otauina educating

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 22s Played

SECOND READING

Section 1
1m 1s Played

Section 2
45s

Section 3
1m 7s

THIRD READING

Section 1
1m 1s

Section 2
45s

Section 3
1m 7s

LISTENING NOTES

Full passage notes:

- song and dance
- ncea family of life
- the pasifika achool
- fusion between auckland and palm to tutangaga in wellington
- tattoo
- tuiga
- the pasfika culture

SECONDDREADING

Section 1:

QUESTION TWO

(a) *O le ā tonu lava le fa'amoemoega autū o lenei lipoti i Tauvaga o Fa'afiafiaga fa'apasefika? E fa'apefea ona fa'ailoa mai e le tusitala lenei fa'amoemoega?*

What is the main purpose of the report on Polyfest? How does the reporter convey this purpose?

B I U

The reporter made this report about the polyfest to spread the word of culture. Showing that the song and dance bring joy to our people, to give everyone a break from NCEA. It joins school together and creates bonds with people from different school. I makes a beautiful day, where people laugh and are happy.

The reporter conveyed this message through a voice audio, she spoke of detailed moemnt where the crowd seems to enjoy themselves.

(b) *O le ā le tāua o le Tauvaga a Ā'oga Mauaululuga i Aukilani mo isi vaega o Niu Sila? Aumai ni fa'ata'ita'iga mai le faitauga e lagolagoina ai lau tali.*

What is the significance of the Auckland Secondary Schools Polyfest for other parts of New Zealand? Provide examples from the passage to support your response.

B I U   ↶ ↷ ?

The significance of Auckland Secondary Schools polyfest for other parts of Aotearoa is to spread culture, make people's days brighter. She told the audience that palmistion north and Auckland were joijnning for the day.

(c) *E fa'apefea ona fesoasoani le Tauvaga o Fa'afiafiaga i le lumana'i o tupulaga Pasefika i Niu Sila? Aumai ni fa'ata'ita'iga mai le faitauga e lagolagoina ai lau tali.*

In what ways does the reporter think that Polyfest contributes to the future for Pacific students in New Zealand? Provide examples from the passage to support your response.

B I U   ↶ ↷ ?

She thinks that it provides a feeling of home, remembering the feeling of being at home for the life. It helps our pasifika people to remember more than just NCEA. It helps us to enjoy life as it is. This helps to inspire the furte pasifika students. as she said in the passage our song and dance are what brings us together.

Page 3

THIRD PASSAGE: *Finau mo suīga o le tau (Advocate for climate change)*

Listen to a conversation between two friends about Brianna Fruean, the Samoan youth advocate for climate change. Refer to the passage in your answer to Question Three.

Glossed vocabulary

togātogo mangroves
fonotaga fa'avāomālō international summit / conference

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 6s Played

SECOND READING

Section 1 50s Section 2 53s Section 3 59s

THIRD READING

Section 1 50s Section 2 53s Section 3 59s

LISTENING NOTES

FULL PASSAGE:

- samoan youth adviccate: Brianna
- have you heard about Brinna
- yes shes not afraid to defence samoas people to tell the truth. we stay as one
- the pasifika oceans are one
- she is only 21, and they rush to bing results.
- she speaks for us, helps us were we cannot hepl our own
- the tsunami is a sign of climate change
- big part of our pasifika people
- the speech of listening, the strength of her light.

QUESTION THREE

(a) *'Aiseā e fiafia ai uō nei iā Brianna? Aumai ni fa'ata'ita'iga mai le faitauga e lagolagoina ai lau tali.*
Why do the friends admire Brianna? Provide examples from the passage to support your response.

B I U ☰ ▾ ☷ ▾ ↶ ↷ ?

Because she is strong but young, many people believe that you need more experience than her since she is only 21. She advicates for her people of samoa. She fights for their voice to be heard, how its affecting their land and everything.

(b) *E mafai fa'apefea e tupulaga Pasefika ona lagolagoina Brianna i le finauina o suīga o le tau, ina ia iloa e le lalolagi? Aumai ni fa'ata'ita'iga mai le faitauga e lagolagoina ai lau tali.*
How can Pacific youth support Brianna in fighting climate change and help make their voices heard around the world? Provide examples from the passage to support your response.

B I U ☰ ▾ ☷ ▾ ↶ ↷ ?

They can support her by making her youth known, making her take the word of the people out into the countrys, showing them the photos after the tsumani in 2013.

supporting her with everything they have

Achievement

Subject: Samoan

Standard: 91563

Total score: 11

Q	Grade score	Marker commentary
One	A3	<p>The response explained that Seti wants to prepare for university, study science, and make his father proud. The main idea is communicated clearly, but the explanation is brief and mostly descriptive, with limited reference to the passage.</p> <p>There was some understanding of Lofi's choices, such as choosing polytechnic instead of university and helping to support siblings.</p> <p>The response showed basic understanding of both speakers' future plans, though the discussion remained largely descriptive rather than detailed ideas with textual evidence.</p>
Two	A4	<p>The response communicated the main ideas clearly, but they remained descriptive and lacked detailed supporting evidence. It identified that Polyfest promotes culture, joy, and unity, and while this main idea was clear, it was not supported with direct textual evidence or further exploration of deeper meaning.</p> <p>The response also gave a brief, surface-level explanation of culture and regional participation, as well as ideas of pride, a sense of home, and inspiration. The discussion would require greater depth to move into a higher grade.</p>
Three	A4	<p>The response communicated a general understanding Brianna's youth, advocacy, and recognition. Key ideas were clear but there was limited textual detail. It identified basic ways to support her; however, these were generalised and would need to be developed more for a higher grade.</p>