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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.

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: *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

Fisiki Physics

Paiolo 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

 Full passage
3m 14s Played

SECOND READING

 Section 1
Played

 Section 2
1m 5s Played

 Section 3
Played

THIRD READING

 Section 1
46s Played

 Section 2
1m 5s Played

 Section 3
1m 9s Played

LISTENING NOTES

Full passage of Choosing Subjects:

LOFI:

Lofi wants to go and choose her classes now to prepare for the new year coming up. She wants to get a paper or degree at Polytech to join her siblings business. The teacher explains to the both of them that both their future career pathways they will need to take mathematics.

SETI:

Seti is being pushed by his father to study science to get a good job in the future. Physics is what Seti is worried about as he does not understand but has to take that class too. The teacher has told him if he goes to the university to study science he would have to take other subjects too. Seti realises physics isnt as important for scientific studies and biology would help a lot more especially with the examination of birds and creatures etc.

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 has been strongly encouraged by his father to study science to get a good job in the future, though it's a great push it isn't quite what Seti wants and he is a bit nervous. His teacher had spoken to him about this career path and the things he may need to also study to help him with his degree in science one of those being the class of physics. Seti explains to Lofi that he is worried about physics because he doesn't quite understand anything in that class but later in the conversation says that physics wouldn't be that ideal and will study biology instead since they do things similar to science like the examination of birds etc. With this planning in the beginning he was a bit unsure, but by the end of the conversation in my opinion he was more comfortable, confident and less nervous than he was.

- (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     

Lofi wants to go to Polytech to get a paper or degree to join her older siblings business. She also speaks to the teacher and the teacher suggest mathematics. Polytech would be more suitable for Lofi because of the environment. It would be much easier for her to learn in an environment of her people, earning her degree easily to join her siblings business.

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SECOND PASSAGE: *Lipoti i tauvaga o fa'afiafiaga fa'apasefika a Ā'oga Maualuluga* (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



SECOND READING



THIRD READING



LISTENING NOTES

Main Purpose:

The main purpose of this report is to show that Polyfest is a great way to express your culture and yourself.

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'aילו 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 main purpose of this report on Polyfest is to show how important this polynesian festival is to express our culture and keep it alive. She explains that Polyfest is a great opportunity to show cultural aspects as a polynesian whilst also expressing yourself through song, dance and speech. It isn't just a festival for people, but a bigger opportunity to express and show how proud you are of where you come from and why you are the person you are today, because of the village behind you.

- (b) *O le ā le tāua o le Tauvaga a Ā'oga Maualuluga 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 for other parts of New Zealand is the cultural atmosphere. In Auckland our Polyfest is where everyone comes, all cultures come together in one place in celebration of language. The reporter explains that Aucklands Polyfest has had a massive impact on those outside of Auckland like Wellington, and Palmerston North saying that they too also now have their own festivals to celebrate where all schools of that place come together and preform. Polyfest' impact is without a question amazing.

(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 ☰ ∨ ☷ ∨ ↶ ↷ ⓘ

The reporter thinks Polyfest contributes to the future Pacific students in New Zealand in many ways. She says Polyfest doesn't stop at the festival. Polyfest continues outside of it and helps the future of pacific students because of the huge advertisement and effect it has had on them new dance academies have formed keeping our dance and traditions alive by sharing the knowledge through dance and songs. Polyfest has had a massive positive impact without a doubt to this generation and will continue to in generations to come.

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THIRD PASSAGE: *Finau mo suiga 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

<p>AUDIO PLAYER: Third Passage</p> <p>Read the question before you begin listening to the passage.</p> <p>Each section can be played ONCE only, and cannot be paused or stopped.</p> <p>FIRST READING</p> <p>Full passage 3m 6s Played</p> <p>SECOND READING</p> <p>Section 1 50s Played</p> <p>Section 2 53s Played</p> <p>Section 3 59s Played</p> <p>THIRD READING</p> <p>Section 1 50s Played</p> <p>Section 2 53s Played</p> <p>Section 3 59s</p>	<p>LISTENING NOTES</p> <div style="border: 1px solid black; height: 200px;"></div>
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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

They admire Brianna because though she is young she is strongly dedicated to trying to make a difference in our damaged climate. She is helping everyone by advocating for this. She is genuinely trying to advocate this though others are doing nothing. They admire her courage, determination and strength even with how young she is.

(b) *E mafai fa'apefea e tupulaga Pasefika ona lagolagoina Brianna i le finauina o suiga 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

Pacific youth can look into Future Rush a space where there is information on how to help Brianna throughout her journey in advocating for climate change. We are advised not to just sit around and listen but to use our strength we have now as young youth get up, make a change and really do something about it, as it will not just be affecting others but ourselves also.

Excellence

Subject: Samoan

Standard: 91563

Total score: 23

Q	Grade score	Marker commentary
One	E7	<p>The response clearly explained Seti's uncertainty about his future, including his parents' expectations, the need for preparation, and his difficulty with physics, using relevant supporting evidence.</p> <p>It also showed a clear understanding of Lofi's decision to choose polytechnic study, explaining her preference for practical, hands-on learning with reference to the passage.</p> <p>Both perspectives were clearly explained and supported with evidence and implied meaning, showing a strong understanding of their different plans for the future.</p>
Two	E8	<p>The response presented a thorough and insightful discussion, with meaning clearly justified through strong supporting evidence. It offered an insightful explanation of Polyfest's purpose, highlighting ideas such as leadership.</p> <p>It showed a perceptive understanding of the event's national significance, linking this to examples from regional festivals. The response also explored Polyfest's influence on future students, cultural identity, and leadership, supported by detailed references to the passage.</p>
Three	E8	<p>The response provided a thorough analysis of Brianna's advocacy, youth leadership, and commitment to environmental action, making effective use of both evidence and implied meaning.</p> <p>It offered an insightful explanation of how young people can support her work, including practical environmental actions and their broader impact. The overall discussion showed a perceptive and detailed understanding, supported by well-chosen evidence.</p>