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SUPERVISOR'S USE ONLY

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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.

Merit

TOTAL 18

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

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
Played

 Section 3
Played

THIRD READING

 Section 1
46s Played

 Section 2
1m 5s Played

 Section 3
1m 9s Played

LISTENING NOTES

Mataupu - subjects
Science
Good job
Matata-eseese (polytech) or business o le uso matua
(business of the older sister)

Matematika - mathematics
Kamuta - Carpenter
Physic terms
Whole year
Practicals in carpenter settings
Major
Manu ma meaola
Faamautu - finalise

The teacher said if you go take science you need to take
maths and carpenter you need maths too but only one
paper
Heaps of aspects that

Needing physics but it's too hard because don't
understand physic terminologies

Thinking about their future ahead of them and what
subjects their parents and teachers are suggesting and
recommending for them and what is needed to be able to

recommending for them and what is needed to be able to get in

Carpenter programme isn't always about studying in rooms

Paiolo and science subjects that teach about living things and birds

Degree in university

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 is in great uncertainty finalising his future and what he would like to study for university which would help him succeed in finding a good job (**se galuega lelei**).

Seti's parents, especially his father, wants him to take science as a major in university, however Seti is told by his teacher that there are many subjects that are included and are required for the science degree or bachelor such as biology (**Paiolo**), physics (**Fisiki**) and mathematics.

Seti explains that he isn't very confident in physics as he finds it difficult to understand physics terminologies.

Lofi also advises Seti to not overlook these subjects and prepare as many science papers, like physics, may be required for the science degree.

(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

Polytech vs University for Lofi

Lofi is puzzled and torn between two options;

1. *Going university and studying business which then she could enter her older sister's business and work under her*
2. *Going Polytech and studying Carpentry*

Lofi explains more details on the programme given by *Matata 'Ese'ese (Polytech)* rather than the programme provided in university (**univesite**). Lofi explains to Seti that mathematics (**Matemateka**) is also included in carpentry/construction (**Kamuta**). She also shares that mathematics is heavily focused on as there is only one mathematics paper that is included and prioritised.

Lofi talks about programme provided by Polytech for carpentry/construction, saying the whole year it isn't focused about just studying and learning inside classrooms, but allowing and giving many opportunities for students to be hands-on, having practical lessons which enables them to experience first-hand on constructing houses and variety of different furniture.

Page 2

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

 Full passage
3m 22s Played

SECOND READING

 Section 1
1m 1s Played

 Section 2
45s Played

 Section 3
1m 7s Played

THIRD READING

 Section 1
1m 1s Played

 Section 2
45s Played

 Section 3
1m 7s Played

LISTENING NOTES

Report on secondary school on Polyfest

Main purpose:

Tu ma aganuu o Pasefika ma maua ai toni o fanau auai

Siva ma pese

Convey message:

Faataua measina

Lototele o fanua aoga ma faasoa helps with children and many were included in past festivals - televisions, schools, policce

Significance:

Faailoaliga ma siitia maualuga o aga

Olaga i fanau Pasefika i Niu sila

Biggest festival start 1976 and 2025 making 50 years of celebrating since started

Displaying cultrues and customs tnhrough song ,dance and speeches

Earns credits for tuents in school

Pacific students

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'aliloa 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 ☰ ▾ ☷ ▾ ↶ ↷ ⌚

Polyfest is a festival that was began in 1976, celebrating their 50th anniversary in 2025, this year. Polyfest is an opportunity given to students in schools, especially pasefika students, to learn and display their culture, traditions, customs in large stages.

The main purpose of this report on Polyfest described by the reporter is to discuss the significance of Polyfest to pasefika students across New Zealand, which are presented the opportunity to reignite cultural knowledge, treasures, customs and traditions of the Pacific Islands on the large stages of Polyfest through singing of songs, showcases of traditional forms of dances, and allowing students to stand proudly on stage and recite speeches on cultural topics on modern society.

- (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 ☰ ▾ ☷ ▾ ↶ ↷ ⌚

There are also many other festivals alternating to the Polyfest held here in Auckland such as Tu Tangata in Wellington, SPACBAC in Canterbury and Pasifika Fusion in Palmerston North. The purpose of these events stands the same as Polyfest, to allow pasefika students the opportunity to come together and showcase their cultural backgrounds, while also earning credits or academic credentials for school.

The significance of the Auckland Secondary Schools Polyfest for other parts of New Zealand is that Polyfest is the biggest festival held in New Zealand. The showcases and displayed shown at the Polyfest stages impromptly students across New Zealand to gather together and celebrate their Pacific cultures within their school and communities.

- (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 ☰ ▾ ☷ ▾ ↶ ↷ ⌚

In the passage, the reporter thinks that Polyfest will contribute to the future for Pacific students in New Zealand which impromptly Pacific students to express their cultural backgrounds across the nation through their schools as many groups have gathered together in order to create and educate young students in their cultural performances such as the Tatau and Kuiga dance academies, television and media coverage broadcasting the events across New Zealand and the across the world. The reporter also thinks that Polyfest is a stepping stone for young Pacific students impromptly to become bigger in terms of displaying their Pacific culture as many students have participated in previous years.

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



Section 2



Section 3
59s Played

THIRD READING



Section 1
50s



Section 2
53s



Section 3
59s

LISTENING NOTES

Climate Change

Determination

Born in Samoa and sees the effects in the Pacific Islands
Sees that her determination seeks the ears

11 future rush - youth for climate change in pacific island
to protect using plantation and mangroves

Speak in conference - respect in the highest

encourage youth to stand up for climate change rather
than sit and hear only

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

The friends admire Brianna because at 11 years old, she was included in Future Rush an event or stage for youth or young people. Their admiration for Brianna is also because she does not sit and wait for others to speak up about the devastating effects of climate change in the Pacific Islands, rather she leads the way and carries her own voice, representing young pacific youth and pacific people, imprompting others to do the same for the future of her country. She also won in awards for youth in conferences.

(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

The Pacific youth can support Brianna in fighting climate change and help make their voices heard around the world by standing up and speaking up for the effects of climate change and that by not laying about and waiting for change, they, together, can make a difference for their pacific countries and help fight against the effects of climate change

Merit

Subject: Samoan

Standard: 91563

Total score: 18

Q	Grade score	Marker commentary
One	E7	<p>The response clearly explained Seti's uncertainty about his future, including the subjects he needs to take and the expectations of his parents. Supporting evidence was used to show meaning, and there was some interpretation of his implied stress and need for preparation.</p> <p>It also demonstrated understanding of Lofi's decision between university and polytechnic, explaining the value of hands-on learning opportunities.</p> <p>The response clearly communicated both perspectives, used evidence to support ideas, and provided mostly justified explanations.</p>
Two	M6	<p>The response showed clear understanding of Polyfest's purpose for students, highlighting ideas such as cultural learning, pride, and joy, and supported these with relevant evidence.</p> <p>It also acknowledged the event's regional significance and the sharing of culture, although the explanation could have been explored in greater depth.</p> <p>The response explained how Polyfest inspires future students and recognises its wider impact on Pacific culture, again using supporting evidence. The response clearly communicated the purpose, significance, and impact, with relevant evidence, though for a higher grade the justification and implied meaning needed to be more fully developed.</p>
Three	M5	<p>The response shows understanding of Brianna's leadership, advocacy, and role as an inspiration. The general meaning was clear, although the supporting evidence could have been more detailed. It explained ways that young people can contribute and noted the wider impact of their actions, but the explanation was not fully developed. The response clearly communicated the main ideas, used some evidence, and provided mostly descriptive reasoning with some justification.</p>