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SUPERVISOR'S USE ONLY

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92035



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 1 Gagana Sāmoa 2025

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 (//////). 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 20

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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: *Sauniuniga mo le aso ta'alo* (Game day preparations)

Tima is talking to his friend Mona. Refer to the passage in your answer to Question One.

Glossed vocabulary

fa'ai'uga o le vaiaso	the weekend
fa'atauina	to buy
āu mea fa'alogo	earphones

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
2m 59s Played

SECOND READING



Section 1
Played



Section 2



Section 3

THIRD READING



Section 1



Section 2



Section 3
1m 26s

FOURTH READING



Section 1
40s



Section 2
57s



Section 3
1m 26s

LISTENING NOTES

The game is played on Saturday at 10 in the morning
food that was brought

- chocolate
- fruits
- banana and apples

a bag of sports balls that can be used to play
earphones to use on the bus

the bus departs at 8 in the morning we must get there at
7:30 in the morning.

QUESTION ONE

(a) *Fa'amatala mai po'o le ā le aogā o lenei talanoaga.*

Explain what the purpose of this conversation is.

B I U ☰ ☷ ↶ ↷ ?

This conversation between Tima and Mona was made to help each other prepare for the game day, in their conversations details such as when the game was going to happen (the game is happening at the end of the week at Saturday at 10am), what time they were going to arrive at the bus stop to transport to the game area (7:30am because the bus departs at 8:00am) and what things that should be remembered to be brought (snacks, sports equipment and most importantly their bus fare tickets) were mentioned by both recipients, both Tima and Mona during the call. The main purpose of this conversation could be described as a reminder, for both Tima and Mona during the call we can hear that they both had struggles figuring out certain things, like Tima who had forgotten when and at what the game was going to happen and Mona who had not prepared any food yet for the game.

(b) *Fa'amatala mai uiga o Tima i le la talanoaga ma Mona.*

Describe what Tima's character is like in his conversation with Mona.

B I U ☰ ☷ ↶ ↷ ?

In this conversation we can describe Tima's character as a forgetful person, someone who is not good at remembering important things, we can confirm this statement as throughout nearly all of the conversation Tima had with Mona, he was asking her about nearly everything, the day of the game and what time it was going to start, we can also describe his character as an unreliable person, if it wasn't for Mona reminding him about his bus fare ticket then Tima would have never known meaning that he would not be able to catch the bus to the game.

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SECOND PASSAGE: *O le ā se tāpenaga e sili ona lelei mo su'ega* (How to best prepare for exams)

Two teachers are giving their advice. Refer to the passage in your answer to Question Two.

Glossed vocabulary

tā'ua	to mention
su'e	to find
to'afilemū	a calm, quiet space
faletusi	library

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
2m 49s Played

SECOND READING

Section 1
Played

Section 2
Played

THIRD READING

Section 1
1m 38s

Section 2
1m 13s Played

FOURTH READING

Section 1
1m 38s

Section 2
1m 13s

LISTENING NOTES

Paulo(samoan teacher)

- complete homework everyday
- find a quite space where you are able to study and read
- write the definition in your book
- don't use your phone or watch tv
- go on a walk to cheer up your heart
- have a good sleep/ rest before your test
- eat good food
- believe that you can do it

Katarina(french teacher)

- Wake up early everyday
- Clean your bedroom
- Shower
- Study with friends at the library
- Eat vegetables
- Drink heaps of water
- Dont be scared and dont worry
- most questions will be about family
- Stand firm and study hard
- fight the strong fight

QUESTION TWO

(a) *O le ā le 'ese'esega i le vā o faia'oga e to'alua ma ā lā fautuāga?*

What are the differences between the two teachers' sets of advice?

B I U

One of the main differences that I can see between the two teachers and their sets of advice is that Paulo who teaches samoan gives advice which is based more around study to study hard and to avoid distractions where as Katarina who is the french teacher gives advice which is more based on taking care of ones safe and wellbeing. Paulo advises his students that to pass they must complete their homework everyday, find a quite space in their homes where they are able work and study at alone, learn and record the definitions and meanings of words in their books, to avoid giving into the temptation of distractions like personal devices such as phones and tv, digesting good food , getting good rest before the day of the exam and believing that they can do it. Katarina advises her students that to pass they must wake up early everyday, clean their bedrooms, take showers, study with a group of freinds at the library as she believes it would be easier to study in a group rather than individually, consume a good amount of vegetables and drink heaps of water, to not be scared or worried about the test as she hints that most question given on the exam will be based on family.

(b) *O ai le faia'oga e te mulimulita'i i lana fautuaga? 'Aiseā foi e te lē fa'aāogāina ai le fautuaga a le isi faia'oga? 'Aumai se fa'amaoniga mai le tala e lagolago ai lau tali.*

Which teacher's advice would you follow? Why would you not follow the other teacher's advice? Give evidence from the passage to support your answer.

B I U [List Icon] [List Icon] [Undo] [Redo] [Help]

If I were to choose one teacher's advice to follow I would choose Paulo, for me his advice seems like a more responsible choice, personally I think that I align with his advice more as it is based around studying individually, I think that I study better alone, another piece of advice Paulo mentions which my study plan aligns with is the rule of getting rid of all distractions, this is a main point in my study plan, for me when I study I like to be surrounded by silence and I also like to get rid of all distraction this includes things such as a phone by removing it out of sight, this helps me very much as phones really temp people to go on them. I would definately not follow Katarina'a advice as her study plan seems like a whole lot of distractions, things like going out with friends would definately not help me study for anything as I would just end up talking with them the whole time, other things like cleaning your bedroom also seem pointless to me as a good amount of time would be spent on other things rather than studying, for me I would describe Katarin's advice as careless because out of her whole plan she only mentions one thing about studying whereas Paulo manages his time wisely by setting out a fully schedule of how to plan out a full day of study that is not to crowded.

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THIRD PASSAGE: 'Auai mai i le Pō Fiafia a le a'oga (Come along to Fiafia Night)

Listen to an announcement about a school event. Refer to the passage in your answer to Question Three.

<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 2m 21s Played</p> <p>SECOND READING</p> <p> Section 1 1m 24s Played</p> <p> Section 2 56s Played</p> <p>THIRD READING</p> <p> Section 1 1m 24s</p> <p> Section 2 56s</p> <p>FOURTH READING</p> <p> Section 1 1m 24s</p> <p> Section 2 56s</p>	<p>LISTENING NOTES</p> <p>Everyone is invited in remembrance of our cultural values include cultural performances from our kids</p> <ul style="list-style-type: none"> - dances - songs - speeches <p>-kids would gain happiness and attention from family - good time for the school to gather together and share different aspects of our pasefika cultures - school kids would be more than happy to see your support.</p> <p>-a good way to support the children and community -there will be good food -starts at 6pm -come with family and friends - shows our respect for different aspects of the pacific community</p>
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QUESTION THREE

(a) *O le ā se a'oa'oga tāua e maua mai e tamaiti i le Pō Fiafia?*

What do the students gain from Fiafia Night?

B I U ☰ ▾ ☷ ▾ ↶ ↷ ⓘ

From the fiafia night, the students would be able to gain happiness from being able to showcase their cultural performances in front of their families, students will be able to represent not only their countries but also themselves, this would be a good way for students to shape and build their identity upon cultural values and traditions.

(b) *Fa'amatala mai, po'o le ā se aogā mo le fa'atasiga o le Pō Fiafia.*

Explain how the Fiafia Night brings families and the community together.

B I U ☰ ▾ ☷ ▾ ↶ ↷ ⓘ

The fiafia night which the school is hosting would be a good way for families to come together as it is an event where all are invited. The fiafia night displays promises of happiness and fellowship where people from all different cultures are able to showcase their own culture and how it differs from others. The fiafia night was originally organised to celebrate the remembrance of our Pacific cultures, just by attending people would be able to give their respects for other cultures, this event would be a good way for people from different cultures to socialise and mix with people from other cultures, this would help show and promote the strength of the Pacific community.

(c) *Fa'amatala mai i au lava upu pe aisea e tatau ai i tamaiti ā'oga, mātua, ma faiā'oga ona taumafai e auai i leni fa'amoemoe.*

Explain why students and teachers should make an effort to join this event.

B I U ☰ ▾ ☷ ▾ ↶ ↷ ⓘ

The students and the teachers should all make an effort to join this event as it is expected to be a very big and promising event, this event must mean a lot for the students as they are choosing to show up and represent their cultures they are standing and making themselves known by representing their cultures, they are also promoting their culture through a variety of different performances such as cultural dances, traditional songs, and speeches which I believe are going to be based about their culture and language. I believe that the teachers and the community should join in and support these students as they are going a long way to promote the different aspects and beauties of their cultures and traditions. This Fiafia night could be used as an outlet that would help inspire many and would also help connect people back to roots they thought were gone, these sorts of events could help find their identity through their 'Tu ma aga'.

Excellence

Subject: Gagana Sāmoa

Standard: 92035

Total score: 20

Q	Grade score	Marker commentary
One	E7	The response interpreted the language by stating the purpose of the conversation and was able to interpret the purpose (described as a reminder). The response also delivered a description of what Tima's character was like, stating that he was a forgetful person.
Two	E7	The response stated succinctly the differences between the two teachers' sets of advice. One set was based on studying hard and avoiding distractions and the other was based on being safe and taking care of oneself. The response shows a clear awareness of the purpose of the text.
Three	M6	The response demonstrated sound understanding of the Fiafia night. More clear awareness of the writer's choice of language and meaning may have moved this to an Excellence-level response.