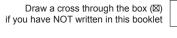


90906







Mana Tohu Mātauranga o Aotearoa New Zealand Qualifications Authority

Level 1 Samoan 2023

90906 Demonstrate understanding of a variety of Samoan texts on areas of most immediate relevance

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of Samoan texts on areas of most immediate relevance.	Demonstrate clear understanding of a variety of Samoan texts on areas of most immediate relevance.	Demonstrate thorough understanding of a variety of Samoan texts on areas of most immediate relevance.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

Pull out Resource Booklet 90906R from the centre of this booklet.

You should attempt ALL the questions in this booklet.

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 any cross-hatched area (cover write in a will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

QUESTION ONE: Fa'alauiloaina o tu ma aganu'u a Samoa (Promotion of the Samoan cultural village)

Read Text A on page 2 of the resource booklet. Use the text to answer Question One.

	Samoana ma le noana and lese	e similarities ar	nd differences	s between th	nem?
mo ia.	a fa'atino e lua, activities for Sal				
mo ia.					
mo ia.					
mo ia.					
mo ia.					
mo ia.					
mo ia.					
mo ia.					
mo ia.					
mo ia.					
mo ia.					
mo ia.					

O a ni galue	ega e lua, e lelei i	mo lese. Faʻam	natala pe aiseā u	a sili ai nei gaio	ga mo ia.
Suggest two	o activities for les	se. Explain why	these are the be	est activities for	nim.

QUESTION TWO: Tusi o mafaufauga (Diary entry)

Read Text B on page 3 of the resource booklet. Use the text to answer Question Two.

Des	scribe how the writer felt during the events of the day. Why did he feel this way?
	atusatusa manatu o kulupu nei e faʻatatau i le Polyfest: mātua o le tusitala isi mātua ma faiaoga.
Cor	mātua o le tusitala
Cor	mātua o le tusitala isi mātua ma faiaoga. npare how the following groups feel about Polyfest: the writer's parents
• Cor	mātua o le tusitala isi mātua ma faiaoga. npare how the following groups feel about Polyfest: the writer's parents
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•	mātua o le tusitala isi mātua ma faiaoga. npare how the following groups feel about Polyfest: the writer's parents

	ā e manatu ai le tusitala e aogā le Polyfest mo i latou, fa'apea le ā'oga ma tagata laute does the writer feel that Polyfest is beneficial for them, the school, and the community
ialou	lava/themselves:
a'oga	
	a/the school:
	a/the school:
	a/the school:
	a/tne school:
	a/tne school:
	a/tne school:
	a lautele/the community:

QUESTION THREE: Solo (Poem)

Read Text C on page 4 of the resource booklet. Use the text to answer Question Three.

Faʻamatala lago	na o le tusisolo e fa	a'atatau i lona f	a'asinomaga o ia	o le Samoa.	
	na o le tusisolo e fa poet feels about th			o le Samoa.	
				o le Samoa.	
				o le Samoa.	
				o le Samoa.	
				o le Samoa.	
				o le Samoa.	
				o le Samoa.	

c)	O le a le feau o lo'o taumafai le tusisolo e fa'asoa atu i tagata faitau? What message is the poet trying to communicate to the reader?					
	what message is the poet trying to communicate to the reader:					

Extra space if required. Write the question number(s) if applicable.

QUESTION NUMBER		 	
NUMBER			