

To be completed by candidate and school.

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

Name: \_\_\_\_\_

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NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

COMMON ASSESSMENT TASK

## Level 2 Lea Faka-Tonga, 2019

**91677 Demonstrate understanding of a variety of written and/or visual Lea Faka-Tonga text(s) on familiar matters**

9.30 a.m. Tuesday 17 September 2019

Credits: Five

Make sure you have Resource Booklet 91677R.

**You should attempt ALL the questions in this booklet.**

Answer in your choice of English, te reo Māori and/or Lea Faka-Tonga. 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.

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

ASSESSOR'S USE ONLY		
Achievement Criteria		
Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of written and/or visual Lea Faka-Tonga text(s) on familiar matters.	Demonstrate clear understanding of a variety of written and/or visual Lea Faka-Tonga text(s) on familiar matters.	Demonstrate thorough understanding of a variety of written and/or visual Lea Faka-Tonga text(s) on familiar matters.
Overall level of performance		<b>20</b>

**Merit**

**FIRST TEXT: Ko e talanoa 'o e Laku Fā'anga / The story of Laku Fā'anga**

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Read the text on page 2 of the resource booklet and use it to answer Question One.

Lau 'a e konga tohi 'i he peesi 2 'o e pepa 'oku 'i ai e ngaahi konga tohi', pea 'ke ngāue'aki ia ke tali 'a e Fehu'i 'Uluaki'.

**QUESTION ONE**

- (a) According to the story, how did the name Laku Fā'anga come about?

Fakatatau ki he lau 'a e talanoa', ko e hā e tupu'anga 'o e hinga Laku Fā'anga'?

'Oku ha'u 'a e tupunga 'o e hinga "Laku  
 Fā'anga" mei he talanoa fekau'aki mo ha famili  
 na'e male kotoa koe'uhi konau tō ki he lili'a, o  
 liliu kotoa pe 'o hoko ko ha fanga fonu. 'I he hili  
 konau pekia na'e 'ofa lahi 'a e kakai 'o e ki'i  
 kolo ki he famili ni, pea na'a nau paki 'a e ulu  
 fā 'oku tui'utakatakai, 'o laku ki he famili ni  
 'o nau lau "Tu'a'ania moe fanau, mau talia  
 e faa ku mau laku", pea ko e tupu'anga  
 ia o e hinga "Laku Fā'anga". ko e laku  
 'a e kolo 'a e fa ki he famili ni. //

- (b) What do you think the story is trying to teach young people? Answer in detail with evidence from the text to support your answer.

Ko e hā ha fekau 'e lava 'e he fanau to'u tupu' 'o ako mei' he ki'i talanoa' ni? 'Omai ha fakamo'oni fakaikiiki mei' he talanoa' ke poupu ki ho'o tali'.

Ko ha fekau 'oku lava 'e he fanau to'u  
 kupu 'o ako mei he ki'i talanoa' ni, ke  
 fanongo ma'u pe ki he tui'utu'uni kotoa pe  
 'oku talamai 'e tau matu'a koe'uhi koe  
 ngaahi tui'utu'uni 'oku nau 'omai, ko enau  
 ofa iate tautolu mo enau lotu ke tau  
 mau he taimi kotoa pe. 'I he taimi 'oku  
 i'kai ke tau fanongo, 'e hoko ia ko ha  
 fetu'utamaki ki'ate tau tolu <sup>hange ko e fanau</sup> ~~he oku~~ i'ine  
 talanoa. //

~~tau tale faranga pea e koto ia~~ Koe'uni  
 'oku ikai ke tau 'ilo pe mahino'i ko e  
 fale'i etau matua 'oku mahi'inga he 'oku  
 nau fai eni ke tau malu; ~~Ma'e~~ etau i he  
 taimi kotoa pe //

## SECOND TEXT: *Ko ha founga fo'ou* / A new trend

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Read the text on page 3 of the resource booklet and use it to answer Question Two.

*Lau 'a e konga tohi 'i he peesi 3 'o e pepa 'oku 'i ai e ngaahi konga tohi', pea ' ke ngāue'aki ia ke tali 'a e Fehu'i Ua'.*

### QUESTION TWO

- (a) What is the new trend described in the text?

*Ko e hā e founga fo'ou 'oku fakamatala ki ai 'a e konga tohi ko 'eni'?*

ko e founga fo'ou 'oku fakamatala ki ai  
'a e konga tohi ko'eni ko e hoko 'a e  
tā valivali ko ha me'a aonga ki he fanau  
'iiki 'o a'u ki he kakai lalahi. 'oku hanga  
'a e kakai tokolahi 'o kumi ha ngaahi  
pepa tā valivali pe ma'u mei he intaneti  
'o nau ngaue'aki ke nau tā valivali. Pea  
ko ha founga fo'ou eni koe'uhi 'i he kuo  
hili ko e tā valivali ko e me'a pe ia na'e  
sai 'i api, loki ako pe i he ngaaki kiliniki  
kapau 'oku fiemo'ukina 'a e matu'a, pea  
ko e kau faiako, 'i ha ngaahi ngāue makehe



- (b) What ideas do Samuel and Ashley have that could help other students? Provide evidence from the text to support your answer.

*Ko e hā e ngaahi fakakaukau 'a Samuel mo Ashley 'e ala tokoni ki he fānau ako'. 'Omai ha fakamo'oni mahino mei' he konga tohi' ke ne poupou'i ho'o tali'.*

Samuel: *Ko e ngaahi fakakaukau 'a Samuel 'e tokoni'i 'a e fānau ako, ko e hoko 'a e tā valivali ko ha me'a faingofua mo fakafiefia i he sio a kita ki he 'ola 'o e tisiqini 'a kita. Pea ko e me'a fakamafana 'aupitō ko e uhi 'oku ne ta'ofi 'a e te fakakaukau kiate kita i ho'o fakakaukau 'oku ikai ke ke lava 'o fai ha me'a. //*

Ashley: *Ko e ngaahi fakakaukau 'a Ashley 'e tokoni'i 'a e fānau 'ako, ko e hoko 'a e tā valivali ko ha founa fakalaulau loto 'oku ne to'o 'ene atamai mei he to e fakakaukau ki ha to e me'a kehe. 'Oku to e tokoni ene valivali kiate ia i he ne 'ongo'i siemalie mo e fiefia i he taimi kotoa 'oku ne tā valivali ai. //*

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### THIRD TEXT: *Ko e faiva lakalaka/Lakalaka dance*

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Read the text on pages 4 and 5 of the resource booklet and use it to answer Question Three.

*Lau 'a e konga tohi 'i he peesi 4 mo e 5 'o e pepa 'oku 'i ai e ngaahi konga tohi', pea ' ke ngāue'aki ia ke tali 'a e Fehu'i Tolu'.*

#### QUESTION THREE

- (a) In what ways can a lakalaka dance be seen as a speech? Give examples from the text to support your answer.

*Ko e hā ha ngaahi founa 'o e faiva lakalaka' 'oku lava ke tau pehē ko ha lea? 'Omai ha fakatātā mahino mei' he konga tohi' ke ne poupou'i ho'o tali'.*

*Ko e ngaahi founa 'o e faiva lakalaka  
'oku lava ke tau pehe ko ha lea koe  
ta'anga 'o e lakalaka he koe lea 'oku fahu  
'o hange ha maau pea 'oku haka'i e maau  
koeni. Pea koe fotunga 'o e lakalaka 'oku  
konga tolu 'o hange pe koe fotunga 'o e  
lea. 'Oku alu ki ai mo e fakatapu  
i he ~~tuatua~~ konga uluaki, ai 'oku fai i a  
i he lea Tonga kotea pe. //*



- (b) How can learning lakalaka dance teach young people about the cultural and social values of Tonga? Support your answer with evidence from the text.

'E anga fēfē ho'o ako e 'ulungaanga' mo e ngaahi me'a mahu'inga 'i he nofo 'a e Tonga' 'i ho'o kau he faiva lakalaka? 'Omai ha fakamo'oni mahino mei' he konga tohi' ke ne poupou'i ho'o tali'.

~~E lava~~ E lava ke tau ako 'a e ngaahi  
'ulungaanga mo e ngaahi me'a mahu'inga  
'i he nofo 'a e Tonga' 'i hotau faiva lakalaka,  
koe'uh; i ~~hotau~~ lea'i he 'etau lea'i a e  
fakatapu 'i he faiva a ia oku mahu'inga  
he 'oku lau a e kau kakai 'oku i ai honau  
ngaahi lakanga mahu'inga pea 'oku nau  
'i he katoanga. E lava ke ako'i e tau anga  
faka'apa'apa ki he kau nobele 'i he etau  
fakatapu. Te nau lava 'o ako ki he etau  
fokotu'u vahenga he 'i he fanga ko'eni  
oku fakaha'ai e he kau faiva enau  
faka'apapapa mo enau metaki'i honau  
tu'i, hoveki pea mo e kakai 'o e fenua.  
ko e konga ua pe kakano o e lalakalaka  
ko e tefitola 'o e faiva 'a e 'oku kakai  
pea 'oku kamata'aki hono fakafe'i'loaki  
e kau faiva, aki a e lave ki honau kolo  
pe fefitu 'oku nau tele mai me ai pea  
e lava ke ilo'i a e kakai 'oku nau  
ka'u mei fo. Ko e katoanga hilitaki kalau  
'oku mahu'inga aupito, a ia 'oku nau lau  
paloveape ke fakakoloo enau loto mafana  
mo e ngaueaki heliaki.

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## Merit Exemplar 2019

Subject	Lea Faka-Tonga		Standard	91677	Total score	20
Q	Grade score	Annotation				
1	E7	The candidate provides a fully developed answer that is consistent with an Excellence. The answer shows a thorough understanding of the text and includes relevant examples from the text as supporting evidence.				
2	E7	The response provides enough evidence for an Excellence, showing a sustained and thorough understanding of the text across all parts. Ashley and Samuel's ideas about colouring are referenced in detail.				
3	M6	The candidate's answer demonstrates clear understanding of the text. It provides a clear explanation of the cultural and social values that are learnt by young people from the lakalaka.				