

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: \_\_\_\_\_  
 NSN \_\_\_\_\_ School Code \_\_\_\_\_

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--

2

SUPERVISOR'S USE ONLY



COMMON ASSESSMENT TASK

## Level 2 Lea Faka-Tonga 2020

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

9.30 a.m. Tuesday 20 October 2020  
 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.	
<b>Overall level of performance</b>			<b>12</b>

Achievement

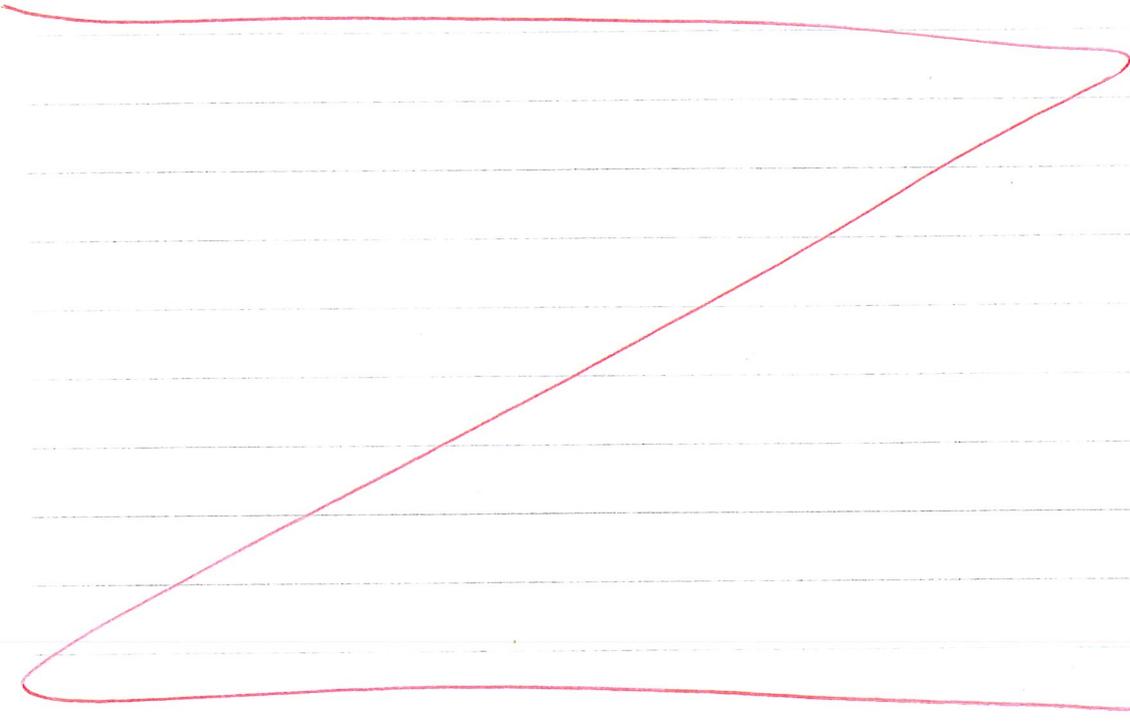
**QUESTION ONE: Ta'anga (Poem)**

 ASSESSOR'S  
USE ONLY

Read Text A on page 2 of the resource booklet.

- (a) *Na'e anga fēfē 'a hono fakamatala'i 'e he tokotaha fa'u maau' 'a e tō'onga mo'ui 'a e Misi Heilala'?*

How does the poet describe her experience as Miss Heilala?

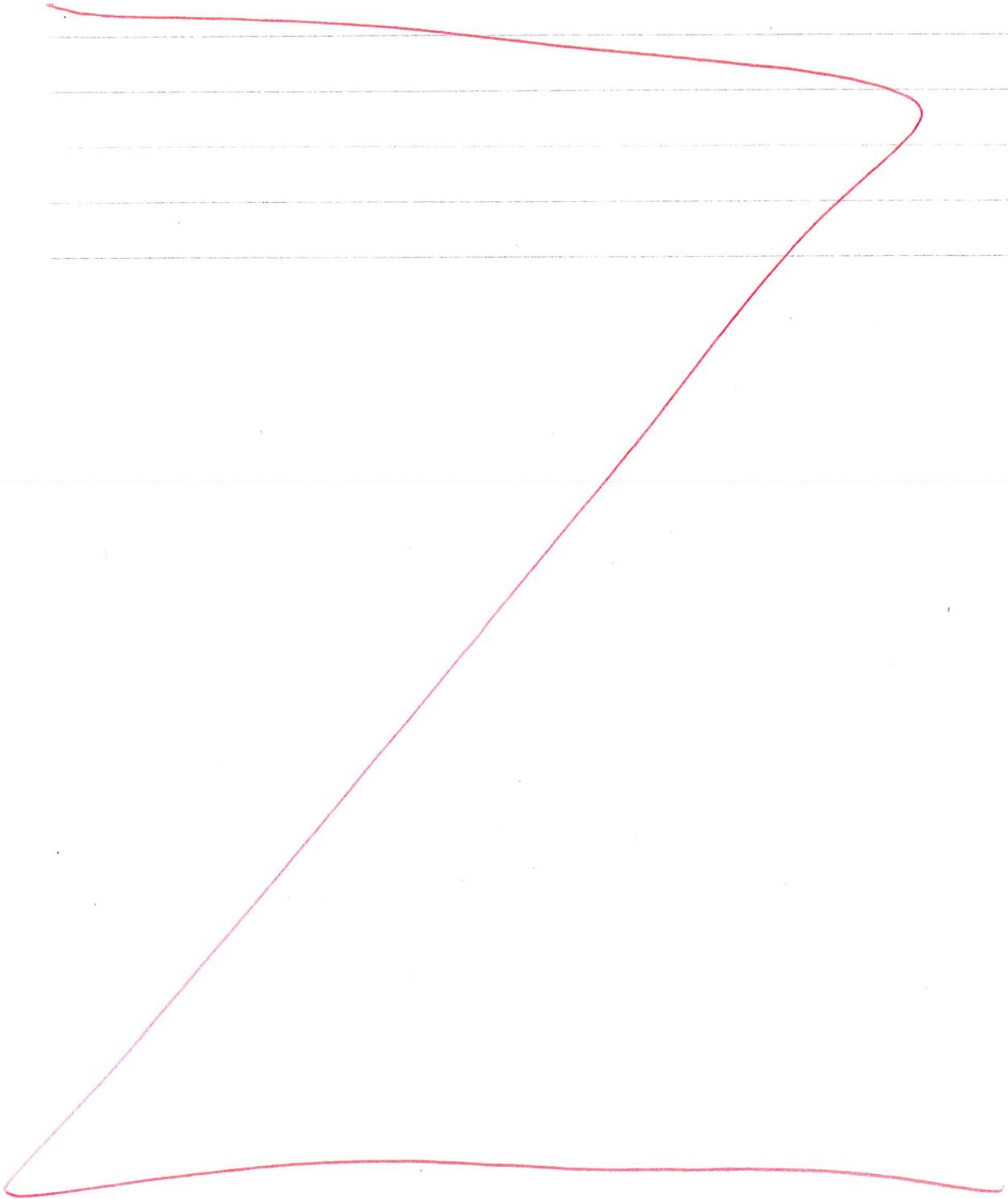


- (b) *Fakamatala'i fakaikiiki mai 'a e to'onga mo'ui 'a e tokotaha 'oku lau ki ai 'a e maau'. 'Omai ha fakatātā mahino mei' he konga tohi' ke ne poupou'i ho'o tali'.*

Describe her personal qualities in detail. Explain your answer, using examples from the text.

Ko e to'onga mo'ui a e  
 tokotaha oku lau ~~ki~~ ki ai  
 ko e <sup>mo'ui</sup> ofa, I he konga tohi  
 oku pehe "Hoku 'ofa lahi atu  
 ki si'eku fa'ee' Moe tuku  
 loto'i ho'o 'ofa fakaēfa'ee'"  
 Ko e ukinga a e foi lea ko  
 eni ko ene ofa ki he'ene  
 fa'ee he tuku taimi ke  
 ha'u fai fatongia ma'ae  
 Miss Heilala. Koida ai, oku  
 sai ketau mo'ui ofa koe'uhi

Oku ia ihe etau 'Ulungaanga  
Fakatonga. //



M5

**QUESTION TWO: Ko e 'ulumotu'a (Head of clan)**

 ASSESSOR'S  
 USE ONLY

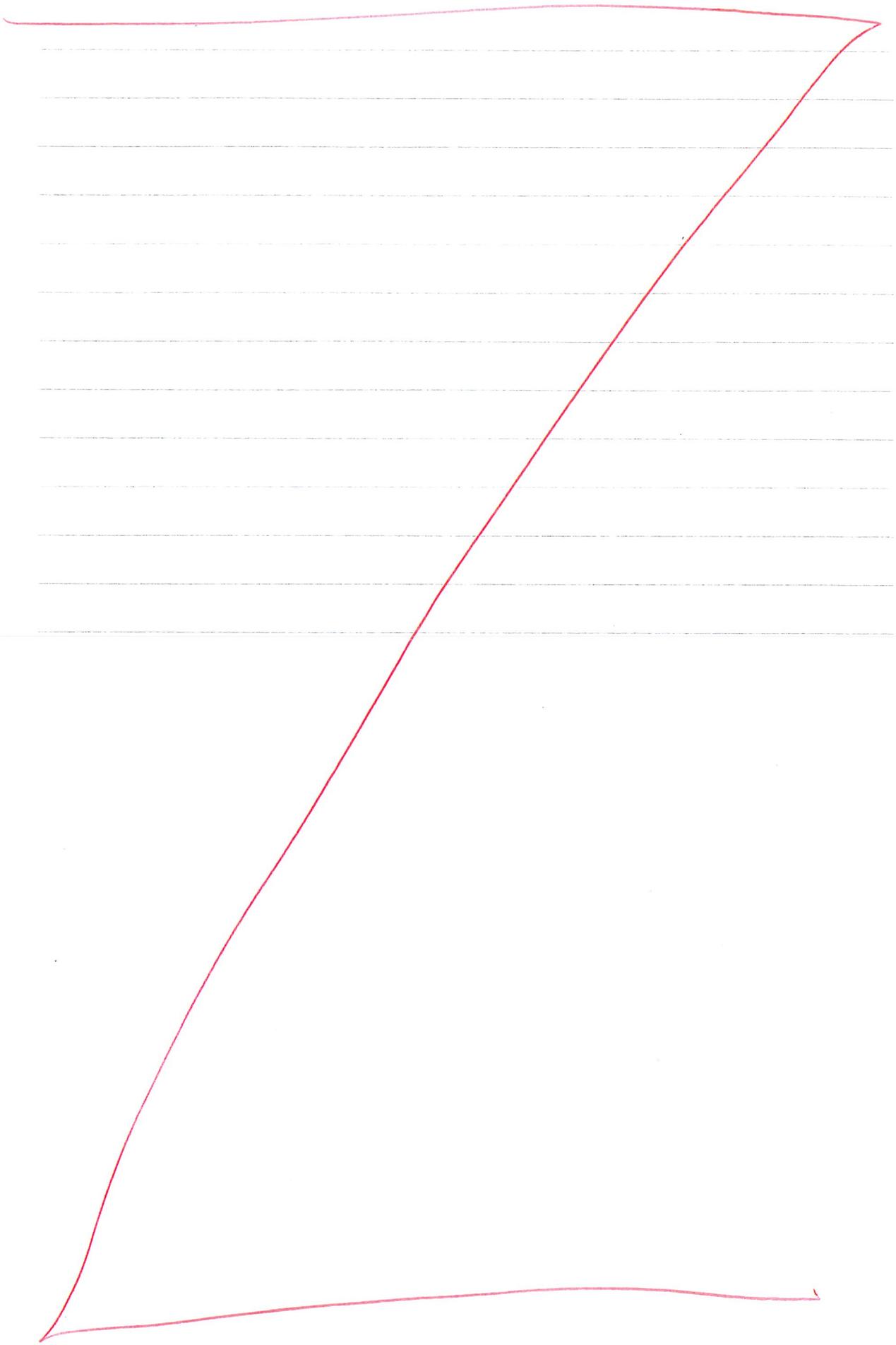
Read Text B on page 3 of the resource booklet.

- (a) *Fakamatala'i fakaikiiki mai pe 'oku anga fēfē hono fili 'o e 'ulumotu'a 'i ha fāfili.*  
 Explain in detail how the head of clan is decided.

Ko e fili o e ulumotu'a  
 i ha fāfili ko e fili ia  
 mei he laini o e foha  
 lahi taha o e fāfili. I he  
 konga tohi oku pehe kapau  
 e mavahe a'e foha lahai  
 o nofo muli e tuku leva  
 a e fatongia ki hono  
 tehina si'i //

- (b) *Ko e hā 'oku mahu'inga ai 'a e 'ulumotu'a' 'i he anga 'o 'etau nofo faka-Tonga'? 'Omai ha fakatātā mei' he talanoa' ke ne poupu'i ho'o fakakaukau'.*  
 How is the head of clan significant in Tongan society today? Explain your answer with evidence from the text to support your ideas.

(Ko e mahu'inga a e  
 ulumotu'a i he anga faka-  
 tonga ~~ke~~ //



A4

**QUESTION THREE: Kumi fonua 'a e kakai Tonga' ki muli (Migration from Tonga)**
ASSESSOR'S  
USE ONLY

Read Text C on page 4 of the resource booklet.

- (a) Ko e hā e 'uhinga 'o e kumi fonua ko eni 'a e kakai Tonga' ki he fonua muli'? 'Omai ha fakatātā mei' he talanoa' ke ne poupu'i ho'ō tali'.

Why do Tongans migrate to overseas countries? Give examples from the text to support your answer.

I he konga tohi oku pehe  
ko e tupu a e kakai a  
ko e pēseti e i ko e uhinga  
ia e hiki a e kakai  
Tonga ki Nu'u sila //

- (b) Ko e hā e ngaahi faingata'a 'oku fetaulaki mo e kakai 'oku mavahe mei Tonga ki muli'?  
What challenges are faced by Tongans who move overseas?

Ko e ngaahi faingata'a  
oku fetaulaki mo e  
kakai Tonga ~~ko e~~ ko e  
ako ko e uhinga i he  
konga tohi oku pehe  
oku tokolahi a e kakai  
oku kumi fonua ki muli  
ke fakalauka ange enau  
ako mo ako'i mo enau  
fanau. Koia ai, oku totonu  
ketau nofo ma'u ha  
fonua k e taka ke oua  
mole pa'anga. peapea mole

faimi he fekumi ha apiako  
fo'ou. //

- (c) Ko e hā e ola 'o e hiki fonua 'a e kakai' mei Tonga' 'i he kakai 'oku kei nofo 'i Tonga'?  
What effect does the migration of Tongans have on the people who remain in Tonga?

Ko e ola o e hiki fonua  
a'e kakai Tonga i he  
kakai oku kei nofo i  
Tonga he oku nau ma'u  
a'e mo'ui fiefia he nofo  
i muli tuku kehe a'e kakai  
Tonga pea ko e me'n  
e Taha ko e kumi fonua  
ki muli a e kakai Tonga  
oku mahuinga o'e mo'ui  
a'e ngaahi famili oku  
nofo i Tonga. //

A3

## Achievement Exemplar 2020

Subject	Lea Faka-Tonga		Standard	91677	Total score	12
Q	Grade score	Annotation				
1	M5	This is an M5 because it demonstrates a clear understanding and unambiguously communicates some of the meaning through relevant supporting details from the text. For example, ko e to'onga mo'ui 'a e tokotaha ni ko e mo'ui 'ofa hoku 'ofa lahi atu ki si'eku fa'ee.				
2	A4	This candidate's response demonstrates understanding and communicates the general meaning of the text. For example, ko e fili 'a e 'ulumotu'a 'o ha famili ko e fili ia mei he laini 'o e foha lahi taha.				
3	A3	The candidate supplied enough evidence in this response for A3 because it demonstrates some understanding of the general meaning of the text. For example, ko e faingata'a 'oku fepaki mo e kakai Tonga nofo Tonga ko e ako he ko e me'a ia 'oku kumi fonua ai e kakai ki muli ke ako'i 'enau fanau.				