

To be completed by candidate and school

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

NSN

0									
---	--	--	--	--	--	--	--	--	--

School Code

--	--	--	--

# 2

SUPERVISOR'S USE ONLY



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, 2018

### 91674 Demonstrate understanding of a variety of spoken Lea Faka-Tonga texts on familiar matters

9.30 a.m. Tuesday 18 September 2018

Credits: Five

Listen to THREE passages. You will hear EACH passage THREE times:

- The first time, you will hear the passage as a whole.
- The second and third times, you will hear the passage in sections, with a pause after each.
- As you listen, you may make notes in the LISTENING NOTES boxes provided.
- Before each passage begins, you will have 30 seconds per question to preview the questions.
- At the end of each passage, you will have three minutes to review your answers.

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

Answer each question 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 2–12 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 spoken Lea Faka-Tonga texts on familiar matters.	Demonstrate clear understanding of a variety of spoken Lea Faka-Tonga texts on familiar matters.	Demonstrate thorough understanding of a variety of spoken Lea Faka-Tonga texts on familiar matters.
Overall level of performance		<input type="text"/>

**Merit**

## FIRST PASSAGE: Ko 'Ete Ako 'Ete Lea' / Language learning

ASSESSOR'S  
USE ONLY

Listen to Sione's speech to the students in his old school about his language learning experience. Question One is based on this passage. You now have 30 seconds to read the question on pages 3 and 4.

Fanongo ki he lea na'e fai 'e Sione ki he fānau ako 'o e 'apiako na'a' ne ako ai' fēkau'aki mo 'ene ako lea'. Ko e Fehu'i 'Uluaki' 'oku fakatefito ia he talanoa ko 'eni' 'Oku 'oatu 'a e sēkoni 'e 30 he taimi' ni ke ke lau ai 'a e fehu'i' he peesi 3 mo e 4.

### LISTENING NOTES

- Amanaki e iava eku sivi, French, no nau tokanga ke iava e sivi faka-Tonga e English.
- Manako he Tonga-Lou Tonga, Fava, umu-nga'anga, tala-faka fonua o Tonga.
- Uo lahi - faka ai ai kou ako e iava faka kōnakeko keu folau ki he fonua e taha ke mau na faungamau eku sivi.
- Pua o na kautaha lahi pea iava eku sivi faka-Franisē, siapani.

## QUESTION ONE

- (a) Based on the passage, what was the result of Sione learning French at school?  
*Fakatatau ki he talanoa, talamai ha ola lelei 'o e ako lea faka-Falanisē 'a Sione he ako'?*

The result of Sione learning ~~(French)~~ French at school was that he owned a business & he was also able to communicate with people.

- (b) What inspired Sione to learn languages other than Tongan? Support your answer with evidence from the passage.

*Ko e hā e me'a na'a' ne fakalotolahi'i 'a Sione ke ne ako mo e ngaahi lea kehe mei he'ene lea faka-Tonga'? 'Omai ha fakamo'oni mei he konga tohi' ke ne pou pou ho'o tali'.*

Something that inspired Sione to learn languages other than Tongan was the fact that with Tongan he learnt a lot, not only the Tongan language itself but also the Tongan ~~(the)~~ traditional dances that they do as well as the *Taua fakafonua 'o Tonga* which inspired Sione to learn other languages so that he can learn about their traditional ways and rules so that he can travel there one day & adapt to their ways to get more opportunities that are better ~~(the)~~ & it's true what the proverb says "Teke utu pe me'a na'ake ro".

This question continues over the page.



**SECOND PASSAGE: *Ko e Talanoa 'o Fehuluni* / The Story of Fehuluni**

 ASSESSOR'S  
 USE ONLY

Listen to the story of Fehuluni. Question Two is based on this passage. You now have 30 seconds to read the question on pages 6 and 7.

*Fanongo ki he talanoa 'o Fehuluni'. Ko e Fehu'i Ua, 'oku fakatefito ia he talanoa ko 'eni'. 'Oku 'oatu 'a e sēkoni 'e 30 he taimi' ni ke ke lau ai 'a e fehu'i' he peesi 6 mo e 7.*

**LISTENING NOTES**

A - kuonga mu'a, hohoi fua  
 Fehuluni ko e tevoio mo tangata hano anga.

## QUESTION TWO

- (a) Why did Fehuluni live in the mango tree?

*Talamai 'a e 'uhinga na'e nofo ai pē 'a Fehuluni ia 'i he fu'u mango'.*

~~(Feh)~~ Fehuluni lived in the mango tree because she was bored of staying alone so she ~~sto~~ lived up in the mango tree to look at the people who go past so she can do her anga. ~~(kai) (kai)~~

- (b) Why did the villagers believe the young man was mad? Provide evidence from the story to support your answer.

*Ko e hā e 'uhinga na'e pehē ai 'e he kakai 'o e kolo' 'oku vale 'a e ki'i talavou'? 'Omai ha fakamo'oni mei he talanoa' ke ne pou pou ho'o tali'.*

The villagers believed that the young man was dumb because he ~~(had)~~ had one fava and that was going to utu but he wore things like the shells on his head & two years & if he ~~(was)~~ got a necklace that was hand made he wears that to utu, so ~~the~~ the villagers ~~people~~ thought he was dumb but the villagers didn't know that everytime he was wearing that, that was when he gets the chance to talk to Fehuluni.//

- (c) Do you feel sorry for Fehuluni? Explain and support your answer with evidence from the story.

'Oku' ke ongo'i faka'ofa'ia nai 'ia Fehuluni? 'Omai ha ngaahi 'uhinga lelei ki he 'uhinga ho'o faka'ofa'ia 'ia Fehuluni' pea mo ha fakamo'oni mei he talanoa' ke pou pou ki ho'o tali'.

~~(ANSWERS)~~

NO, I do not feel for Fehuluni because she isn't a good person as she doesn't listen ~~(or)~~ nor do as she has been told like how her dad told her to "go stay in the other house in uta", Fehuluni went and stayed in the mango tree". Another reason why I do not feel for Fehuluni is because she was terrible & her anga was tangata and she was also abusive to the ~~(other people)~~ ~~(and)~~ children of the village. ~~(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z)~~ Fehuluni doesn't respect ~~(or)~~ or obey her parents but like ~~(the)~~ ~~(the)~~ it's stated in the bible in Efeso: 6:1 "Fana'u mo'u tauangofua ki nofo mo'u angomatu'a he ko nongo tatonu ia!"

ASSESSOR'S  
USE ONLY

M

**THIRD PASSAGE: *Ko e Faitohi 'a Samisoni' / Samisoni's Speech***ASSESSOR'S  
USE ONLY

Listen to Samisoni's speech. Question Three is based on this passage. You now have 30 seconds to read the question on pages 9 and 10.

*Fanongo ki he lea mali 'a Samisoni'. Ko e Fehu'i Tolu 'oku fakatefito ia he kongā tohi ko 'eni'. 'Oku 'oatu 'a e sēkoni 'e 30 he taimi' ni ke ke lau ai 'a e fehu'i he peesi 9 mo e 10.*

**LISTENING NOTES**



## QUESTION THREE

- (a) What was the purpose of Samisoni's speech? Explain clearly.

*Ko e hā 'a e taumu'a 'o e lea na'e fakahoko 'e Samisoni'? Fakamatala mai ke mahino.*

The purpose of Samisoni's speech is him clearly explaining and expressing his love for Sieli in front of Sieli's dad & also asking Sieli's father to please allow her daughter Sieli to marry him. //

- (b) What might Sieli find attractive about Samisoni? Explain your answer in detail with reference to the text.

*Ko e hā ha 'ulungaanga 'o Samisoni na'e 'uhinga ai 'a e sai'ia 'a Sieli ai'? Fakamatala'i fakaikiiki ho'o tali' pea 'omai ha'o fakamo'oni mei he talanoa' ke ne pou pou ki ai.*

Sieli might find that Samisoni is being honest and is opening up to her dad about how he feels for her. Also Sieli might realise how loyal Samisoni is to her that he's ~~so~~ mentioned that it's been a ride since they've dated "oku au lave'i na'e lani e fangata'a he'ema feoni", but they still made it this far but overall Sieli might realise that Samisoni's feelings for her is real & he is willing to do anything to make her happy which ~~is not~~ Sieli could find attractive. //

This question continues over the page.

- (c) What can be learnt about relationships from this story? Explain and support your answer with evidence from the text.

*Ko e hā ha akonaki na'a' ke ma'u mei he talanoa' ni 'o felāve'i mo e faikaume'a'?*  
*Fakamatala'i pea 'omi ha fakamo'oni mei he talanoa' ke ne pou pou ho'o tali'.*

Something that can be learnt from this story is that there is always ways to propose to a girl instead of doing other ways this story has taught us that it doesn't have to be a big celebration, the guy can just come over himself and ask your dad/family. Another thing that can be learnt from this story is that ~~the~~ ~~(if you)~~ no matter how hard their relationship/ride was things can still pull through and happen if you trust the process, like the bible verse Filipai 4:4 "Mou fiefia i'ne eiki mau ai pe, io kau toe ai atu mou fiefia!" //

ASSESSOR'S  
USE ONLY

M

## Merit Exemplar 2018

Subject	Lea Faka-Tonga		Standard	91674	Overall grade	M
Q	Grade	Annotation				
1	M	<p>The candidate has demonstrated clear understanding of the text by listing the important messages that can be learnt from Sione's speech:</p> <ul style="list-style-type: none"> <li>• trying to learn about something you know nothing about won't be easy</li> <li>• when you try hard, you will be able to communicate better if your people don't understand English.</li> </ul> <p>An example was given to support.</p> <p>Had this candidate elaborated more on one or two of the points stated, he/she would have been able to gain an Excellence.</p>				
2	M	<p>This candidate has demonstrated clear understanding of the text by explaining why she does not feel sorry for Fehuluni:</p> <ul style="list-style-type: none"> <li>• she is not a good person, as she does not listen or does what she's been told to do</li> <li>• she was abusive and does not obey her parents</li> <li>• a Bible verse was given as a result of disobedience.</li> </ul> <p>Had the candidate given examples of how Fehuluni behaved as such, they may have achieved Excellence.</p>				
3	M	<p>This candidate has demonstrated clear understanding of the text by stating what they have learned from the text:</p> <ul style="list-style-type: none"> <li>• there are always ways to propose to girls</li> <li>• there is no need for celebrating, as the groom can go to the girl's house and ask her dad for his daughter's hand in marriage</li> <li>• trust your plans and go for it, then rejoice in the Lord always.</li> </ul> <p>To gain Excellence, more detail was needed, along with evidence from the text.</p>				