

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 _____

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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, 2019

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

9.30 a.m. Tuesday 17 September 2019

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 to preview the question.
- At the end of each passage, you will have time to review your answers.

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 2–14 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 18		

Merit

FIRST PASSAGE: Ko e talanoa 'o e lavame'a' / A success story

 ASSESSOR'S
USE ONLY

Listen to the story of Semisi's success. Question One is based on this passage.

Fanongo ki he talanoa fekau'aki mo e lavame'a 'a Semisi'. Ko e Fehu'i 'Uluaki' 'oku fakatefito ia he konga tohi ko 'eni'.

LISTENING NOTES

fakalangilangi e Eiki mo fFhefisi ene gogo natia.
 Na'a he tafi a apisi. he ahokota he ko fatongia
 ia o ene gogo natia.
 Ka na'e itani koha meai ke tuku ai ene
 tokanga ko he ako.
 Na'a he fiefi he lava na'a he ako
 lesuni fika
 Na'a 3 he ako koha ene ako ai

QUESTION ONE

ASSESSOR'S
USE ONLY

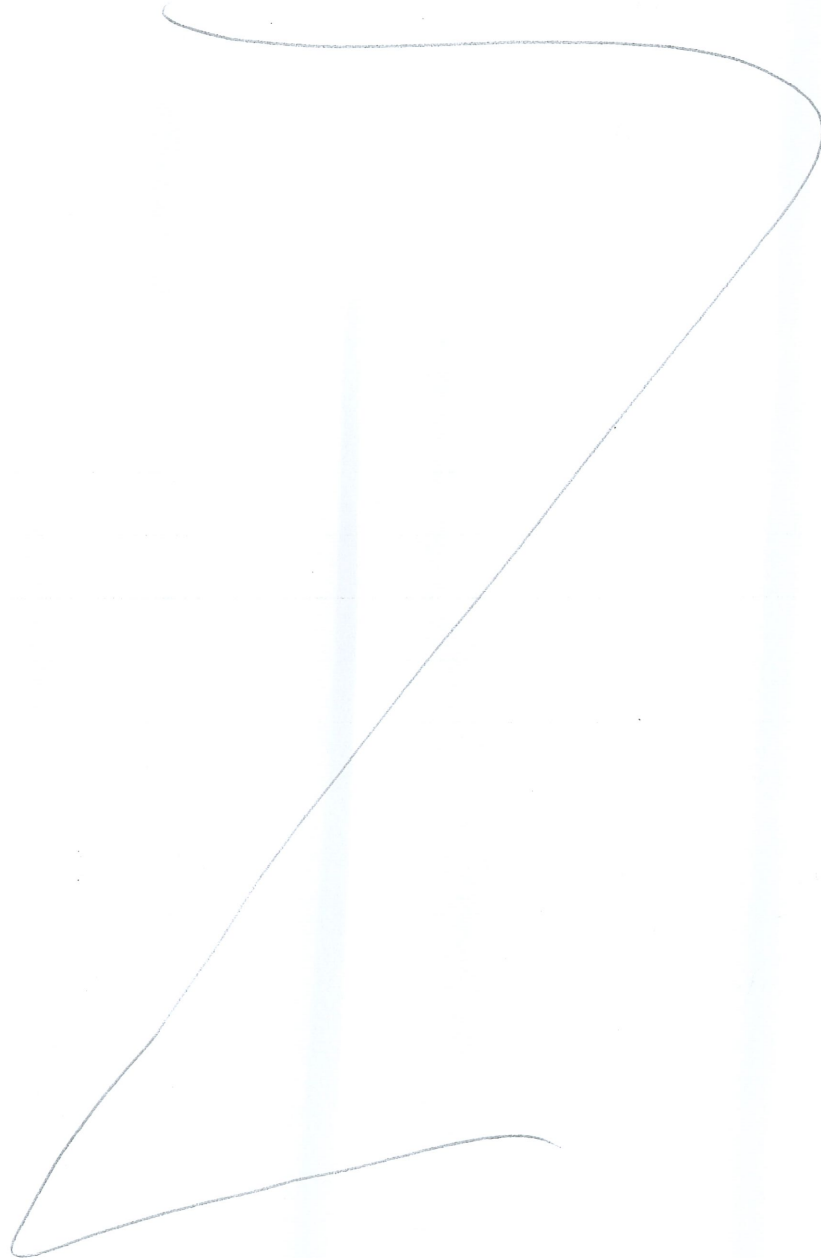
- (a) Describe how Semisi managed his school commitments and other activities.
Fakamatala'i mai pe na'e anga fēfē hono fai 'e Semisi hono ngaahi fatongia ki he ako' mo e ngāue kehe'.

~~He~~ ~~hono~~ ~~hono~~ ~~hono~~ faingataasi ia he ~~fi~~ fika ka'ne'a'ne
to'o hona e 3 he saho kotoa 'one ako ai.
na'a'ne tafi 'a 'apisiasi he 'akokotoa ke
tokoni ki hono ongo'pota he na'a'ne educta
ka nūe ikai koha mea ia ke tukū eni
'ene tokanga ki he ako.

- (b) Explain how Semisi could be considered a role model for young Tongan students.
Fakamatala'i mai ke mahino pe 'e malava fēfē ke lau 'a Semisi ko ha faifaitaki'anga ki he to'u tupu Tonga'.

'Oku hoko a Semisi koha faifaitakianga lelei kōhe
tōu tupu Tonga ~~ke~~ ~~iki~~ kōe ihi na'a'ne
ako mā'olahi kōpoto pea na'a'ne tōe tokoni
feki ke tafi hona apisiasi ka nūe ikai
pe ke tukū eni fainga 'Oku'ne fakaha mai
eni fainga ke fakalacalaka e. nō.

There is more space to answer this question on page 4 ►

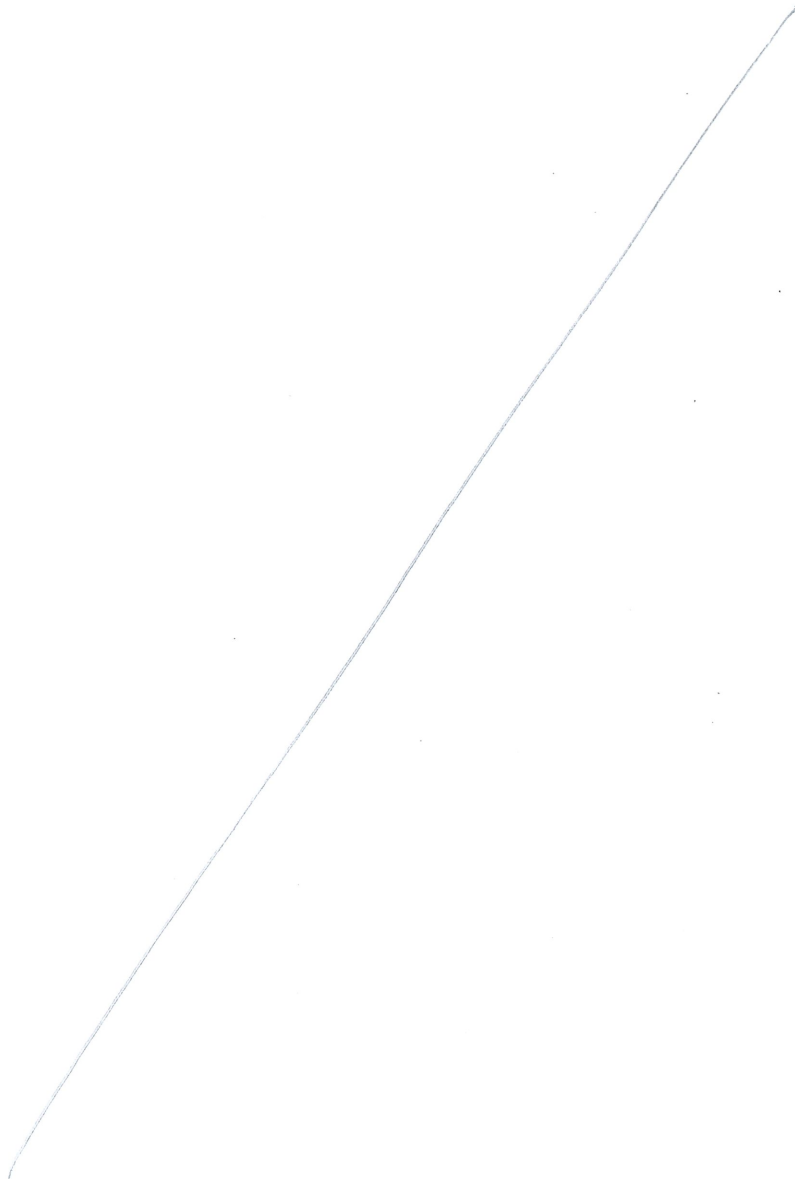
m₆

SECOND PASSAGE: *Ko e 'asi' mo e ki'i kulii*
The donkey and the little dog

ASSESSOR'S
USE ONLY

Listen to the story of the donkey and the little dog. Question Two is based on this passage.
Fanongo ki he talanoa ki he 'asi' mo e ki'i kulii'. Ko e Fehu'i Ua' 'oku fakatefito ia he konga tohi ko 'eni'.

LISTENING NOTES



QUESTION TWO

ASSESSOR'S
USE ONLY

- (a) Describe a typical day in the lives of the donkey and the dog in the story.

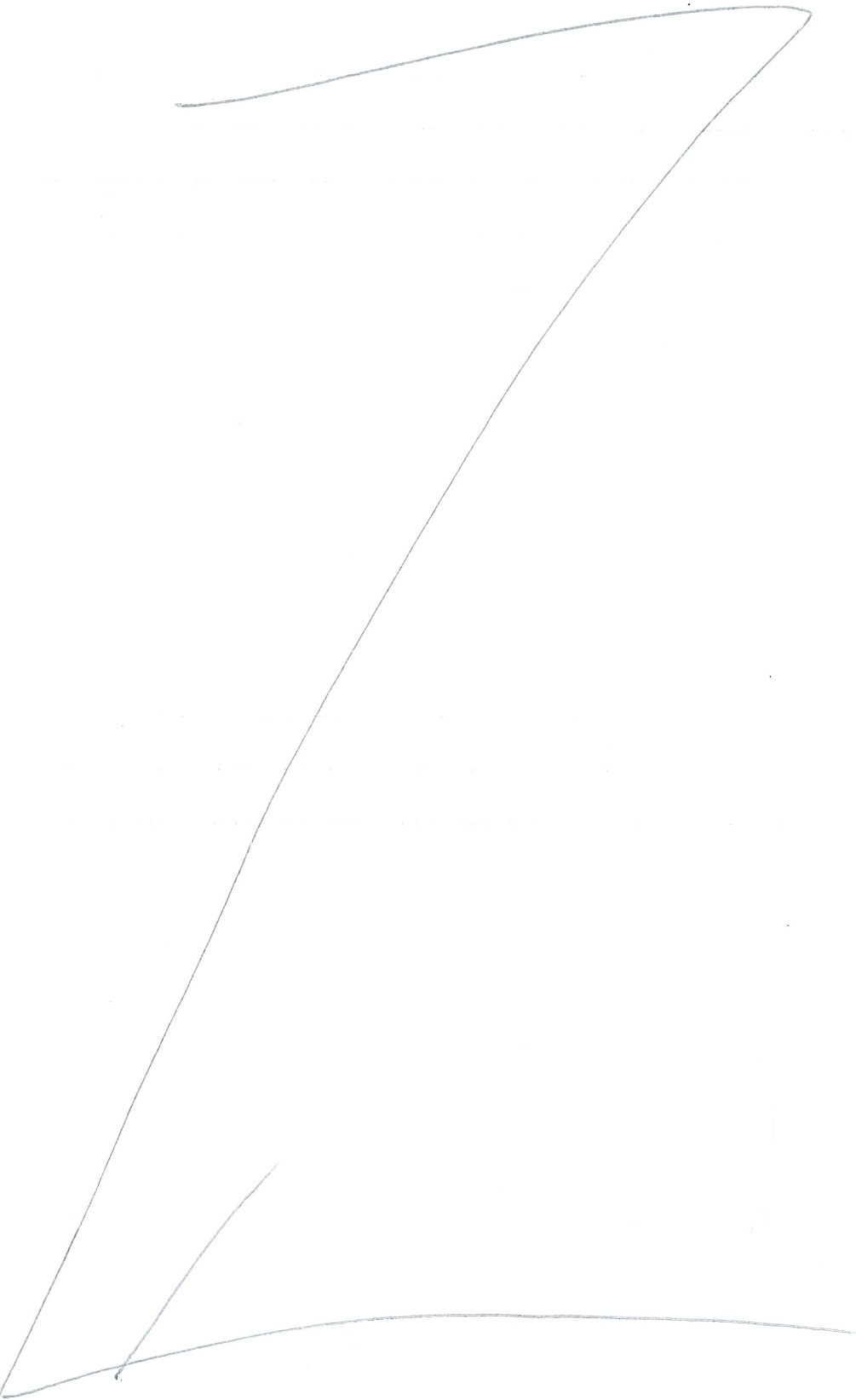
Fakamatala'i mai ha ngaahi me'a 'oku fa'a hoko faka'aho 'i he mo'ui 'a e 'asi' mo e kulii'

Hei ihi tangata kae tangata faama'i e vatinga moe,
Kuli kae tangata ne e 'asi' o'o Sib. 'Oku kanga māyūnē
he tangata faama'i 'o angē e meakei ki he
Kuli kene Kai. He tangata pē 'oku hēlāia ai
e Kuli he vatinga 'oku tokoto hō ai pe ia
he tangata 'o tangata faama. //

- (b) If you were the farmer and had to choose between keeping the donkey or the dog, which would you choose? Provide a detailed answer based on evidence from the text.
Kapau ko e tangata faama' koe, ko hai he 'asi' mo e kulii' te ke fili ke nofo mo ia'? 'Omai ha fakamo'oni fakaikiiki mei he talanoa' ke ne poupou ho'o tali'.

Tau fili e e 'asi' koe'he hēhē. Tāi he 'asi'
e ngane lāhi. Ka hēhē itai e 'asi' hēhē kēu
lawa o lawa e ngane ita mamafa angē.
Pē hēhē kē lawa ia he Kuli o'ua e 'u
lawa mamafa kē kēhē. //

There is more space to answer this question on page 8 ►



mb

THIRD PASSAGE: *Ko e lea/Speech*ASSESSOR'S
USE ONLY

Listen to a speech given by Princess Pilolevu. Question Three is based on this passage.
Fanongo ki he me'a 'a Pilinisesi Pilolevu'. Ko e Fehu'i Tolu' 'oku fakatefito ia he konga tohi ko 'eni'.

LISTENING NOTES*fakamafuina*

QUESTION THREE

ASSESSOR'S
USE ONLY

- (a) What is the main message of this speech?
Ko e hā e fekau mahu'inga ne ke ako mei' he lea ko'eni?

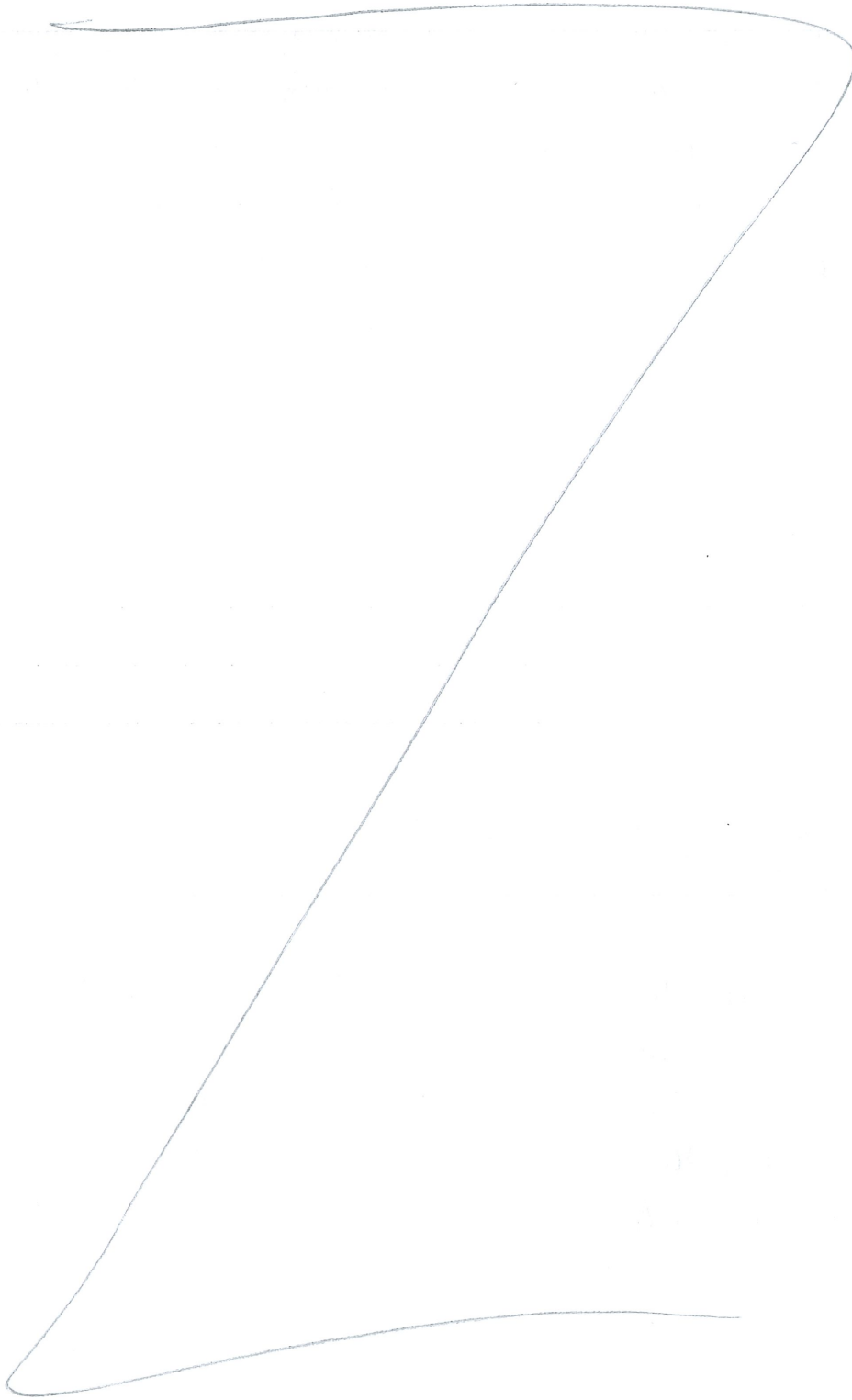
Ko e kaula ngane pule'anga koha Sevaniti ia ki he
Kakai Tonga. Ohiu fiamau ke fakamamafa'i ae kau
ngane pule'anga ke tuku e facebook he ohiu faka-
mamahi e hinkine ohiu e kakai kae vaivaga
ae kau ngane ia he facebook pea hoko ai pe
moe hoko ae fa pea nam fakamā'epiopo
e nam mea ngane x ka nam tapuni //

- (b) According to the speech, what makes a good government worker? Provide detailed evidence from the text to support your answer.

Fakatatau ki he lau 'a e konga tohi', ko e hā e me'a te ke hoko ai ko ha toko taha ngāue fakapule'anga lelei? 'Omai ha fakamo'oni fakaikiiki mei he konga tohi' ke ne poupou ho 'o tali'.

~~he~~ ~~nam~~ tokoni ho tau kakai pea tuku e kai e faimi
he telefoni ho 'ohu lala pe faimi ~~te~~ faki ehi
ai ki api 'o ala ki he telefoni. Talawa kikitam
kakai pea ~~o~~ mata malimali mo ngane xaki e lea
~~te~~ fakamapule x pea fai ho lea taha mo tam ~~te~~ //

There is more space to answer this question on page 12 ►



m6

Merit Exemplar 2019

Subject	Lea Faka-Tonga		Standard	91674	Total score	18
Q	Grade score	Annotation				
1	M6	The candidate provides enough evidence for a Merit. Their answer consists of personal responses explaining why they think Semisi could be considered a role model for young Tongan students. For example, he works hard at school but, at the same time, he helps his parents by cleaning the church every week.				
2	M6	The response demonstrates a clear understanding of the text. The candidate clearly explains why the farmer had to choose between the dog and the donkey with supporting evidence from the text. To gain Excellence, the candidate could have explained the reasons why the donkey should be chosen instead of the dog, and vice versa, with evidence from the text to support their answers.				
3	M6	The response demonstrates a clear understanding of the text. The explanation of what makes a good government worker is clear with supporting evidence provided from the text.				