

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 _____

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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, 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		13

Achievement

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

 ASSESSOR'S
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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

A: NA'ANE VALE LA VAUA E
TOU KE ME AKE AI.

NA'ANE TALI E AP' SIA SI LA
~~HE~~ AKE KATOAGA RE HE TIKU E AKE. //

B

QUESTION ONE

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- (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'.

NA'E PEHE I TALANOA NA'ANE TUKUPE
 HA HOUA E TOLU HE ATO KOTOA
 KE NE ALO AI. PEA NA'ANE
 TO'E TAFI FORI MO E AFI SIGISI
 HE TUKU A E ALO HE ATO
 KOTOA PE. //

- (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'.

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



A3

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

~~Ua' Fehu'i Ua'~~ ~~FE~~

He la ~~la~~ fa hono tai hōc
 Ngane
 Ngane maloti aupite
 Fua ha uta mama aupite
 I hoku tui //

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 kuli'.

I He lau 'o e talanoa koe
fili 'oku nau mea kai lelei.
Peg lava ke ne vainga
mo ^{hono} ta'uti peg to e lava foki
ke hove i funga 'o e ta'uti. //

- (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 kuli' te ke fili ke nofo mo ia'? 'Omai ha fakamo'oni fakaikiiki mei he talanoa' ke ne pou pou ho'o tali'.

Kapau ko e tangata faama' au
teu fili 'a e 'asi' He ko hono
vainga. I He lau 'o e talanoa
koe 'asi' 'oku ne fai e ngoue
He ata kotoa 'aia 'o hange
ko hono fata holo e ngaa'hi
mea mamafa i hono tu'a. //

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

M5

QUESTION THREE

- (a) What is the main message of this speech?

Ko e hā e fēkau mahu'inga ne ke ako mei' he lea ko'eni?

KO E ME'A NA'AKU AKO' KE'OUO
TEU FAKAMOLEKI HOKU TAIMI
I LU MEA NO'IA KAU FAKA
MAMAFAI HEKU TAIMI KEU
FAI E NGĀUE PE TOKOMI' E
KAKAI 'O GI'G WANGĒ KO E
NGĀATI TELEFONI 'I HE lolotonga
'O E NGĀUE. //

- (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'.

KAPAU TE KE FIE HOKA KO HA
TOKO TATTA NGĀUE FAKAPULE
ANGA lelei; KO E 'OKU
PE HE MAI 'I HE TALANOA
KUAPAU KE KE NGĀUE
MALOTI ME OSIKIQUENGA.
PEA KUAPAU KE KE FOFONGA
MALIMALIPEA TO E FIE MAI. //

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

Fofu kelce lea faka mataipale
ki he ~~ngaa~~ kakai. //

m5

Achievement Exemplar 2019

Subject	Lea Faka-Tonga		Standard	91674	Total score	13
Q	Grade score	Annotation				
1	A3	This candidate shows some understanding of how Semisi managed his school commitments. More relevant information would have been needed to provide sufficient evidence for Merit.				
2	M5	The candidate provides enough detailed evidence for a Merit. The response includes reasons why the farmer should choose to live with the donkey instead of the dog.				
3	M5	The candidate provides sufficient connected ideas and details for a Merit. The response describes four qualities that a good government worker should have, reflecting a clear understanding of what the text was about.				