

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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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

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		24

Excellence

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

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 hingoa Laku Fā'anga'?

Ko e tamai mo'ene fanau e foko 8 na'e nuanako
aupito o e fanau ko'eni' ki he vainga ~~3~~ hoto
i he ulu fa' na'e ~~ngapp~~ ngapūpūlou i he ve'e lili'fa.
Na'e honga ai enau tamai o fola ki bo'ene fanau ke
oua ~~te hana~~ vainga o ofi ki he lili'fa ka na'e ikai
fanongo nau'olu ki ai. Koe me'a leva na'e fo ai pe
na'e pūli'a ai a'e si'isi' fola o e fanau kochi ki
he lili'fa pe nau fakakau leva ke nau hopo koto
o fokon'i ki hono ~~kanu~~ enau kii fehina. Pea o hovele
pe kuo fakatokanga'i nai no'e tamai enau hopo
peo fakakau leva no'e Tamai ko hopo o fokon'i. ene fana

- (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 pou'ou ki ho'o tali'.

Koe fekau e ako e he fanau to'ietupu' koe
ofa' pea no'e fanongo foki ki he fuitu'ini
foki o'ka on'i e he fanai. he koe ofa foki
koe faha a'e anga oku mahi'inga aupito
ki he hofa a'e fanau i he faini oku nau
vainga ai no'e fetalanoa'aki. Na'e hoko foki
a'e ~~fai~~ fanongo fa'efanongo a'e kii fanau
koe faingataa ia kua nau'olu ikai ngata ka
ko enau kii fehina na'e fo. Fakatāfā aki

āki ā e lau ā e fohi, kōro ai ne nau loto
 faha ~~ke~~ kotoa pē ke nau hōpo kotoa
 ki he pilife'ō ~~ke~~ feinga ke fakahaofi enau
 kii fehina. Rōe fakahā. ½ ia enau ōfa. ki hona
 kii fehina āki enau feinga kotoa ke nau
 kua ā enau kii fehina. Rōe faha ōku toe
 fienāu pe nōe fanongo ki he tūfetu'ni ā e
 ōngomātua he ~~itapa~~ ō kapau nōe fanongo
 ā e kii fanau kōeni' ki he ōngomātua ō
 'ikai fō enau kii fehina ki he pilife. Pea ōku
 tau fienāu lea ke tau sio ki he mahinga
 ā e faamāi i he fanau kōe uinga māne
 tala atu ai ā e tūfetu'ni pea nāi'ne toe
 kae foki he feinga ~~ke~~ ki hono tokonii kōe uhi'
 kō ēne mahinga i he fanau.

ES

SECOND TEXT: Ko ha founa fo'ou/A new trend

ASSESSOR
USE ONLY

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 founa fo'ou 'oku fakamatala ki ai 'a e konga tohi ko 'eni'?

Oku fakamatala ia o fika'oki no'e fā valivali
koe fā valivali koo faha ia o'e ngaahi me'a
na'i 'te fai 'i he'e kei o'lu hake. Pea oku
fakamanatu mai foki i he fā valivali o'ete
ngaahi kala no'e lanu na'o 'te ngāue o'ki 'i
he'e kei tupu hake. He koe koe fisa'ini no'e
lanu koe 'oku 'ke ngāue ki hono fā o'e
fakatāta no hono valivali oku 'ne falamā'a
e fiefia no'e ngaahi fakaōfōfā o'e ~~na'i~~
na'i 'i he'e o'lu hake. O fakatatau foki ki he
lau o'e tohi, oku nau pehē tokua oku kau
o'e pepa fā valivali, 'i he ngaahi tohi e 15
na'e fakatau faha i he ~~ke~~ kamatōnga o'e
tai 'ni'. Koe u'inga foki hono fakatau faha
ko ene mahi'inga no o'onga o'e fanga
ki pepa fā valivali.

- 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 pou pou'i ho'o tali'.*

Ashley: Koe ~~ko~~ Ashley na'i 'ne fakakaukau foki
ia koe tã valivali koe faha' o e fakakaukau.
Fakatātē ōki ō e konga tahi, na'i 'ne
pehē, koe tã valivali koe faha ia he fonga
ō e fakakaukau. "Koe faahinga ngāue pē
ini i faha ōku ou fai pea ōku 'ne tō
aupito hoku ōtamai mei ha toe fakakaukau
ki ha toe meā kehe, ka koe eku tã valivali
pē. Koe lau kōni ō e konga tahi' ōku auōni
he koe ngāchi: faini nīhi ōku tau sio
ai koe veve ō e kato moe pepo tã fakatātē
ka ōku ikai ko ha veve ka koe ngāchi halanga
ia ōku 'ne fakamanatu kīa koe hō
ngāchi tiseini moe lenu na'i 'ke manako kiai
ho fupu hake!"

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

ASSESSOR'S
USE ONLY

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'.

Koe founa Koe konga he faiva ōku ōunga
no mahiinga ki he kakai Fonga kotoa pē.
Fakatātā āki e lau e konga tohi, "Koe konga
iluvaki e Koe talateu'ō fakafongāia o'he
fakatapu, Koe konga hono ua 'koe lakalaka (koe
kakano ia o'he tohi'), pea ko hono folu 'ko e tafau
(pē aofangafuku). Koe konga foki eni he
lakalaka ōku hā mai haagē tofū pe hā lea
ōku 'te fai 'i he katoanga pe ko ha
potokalania ōku fai ~~ita~~ pē hā fofonga mai
ai ha kakai.' Koe konga tohi ko'eni ōku 'ne
lisi mai ai o'he hokohoko o'he fau ha
lea mei he kavata ki heine ōsi ā ite
lea o kapau ōku 'te fau lea.

- (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'.

ASSESSOR'S
USE ONLY

Ōku anga pehē nī 'i he fainii ōku te kau
 ai he lakalaka pea koe fainii fehe. hiva
 ai ō fakahā mai he hiva ha ngaahi lea
 fuku fakaholo fehe ilo pea te ako lea mei
 ai. Fakafāfō ōki e laue e konga tohi, "No Moheofo
 koe faiva faka-Tonga koe konga mahi'inga
 ia e auu'i 'a e Tonga' he ōku 'ne fakahā
 mai 'a e anga ō e nofo mo e fakatu'utu'inga
 'a e sosaieti' no e nofo ō e ngaahi fāmili.
 koe konga tohi' ko eni' ōku 'ne ōmai
 ai 'a e uhi'inga kia kita 'a e mahi'inga
 ve lakalaka pea ōku te toe ako foki
 no e ngaahi ulungaanga faka-Tonga. Ōku
 'i ai foki 'a e ngaahi lea ōku ōmai
 'i he faloteu ōku pehē hōu faka lea 'i he
 tohi, "Tapu no hāa moheofo, Tapu ange no
 tui 'Fakataa Falea', Tapu ange no hāa mā'afu.
 Hāa latu hifo no hāa vaea." koe ngaahi lea
 koe nī ōku talamai ai 'i te fakatapu tapu
 ki he tui no he hōu'iki.

Excellence Exemplar 2019

Subject	Lea Faka-Tonga		Standard	91677	Total score	24
Q	Grade score	Annotation				
1	E8	This response is deserving of an Excellence. The explanations of how the name Laku Fa'anga came about, as well as what the story was trying to teach young people, were very thorough and included relevant examples from the text to support the answer.				
2	E8	This candidate demonstrates a thorough understanding of the text by clearly explaining the new trend and the impact it has on young people with relevant supporting evidence from the text.				
3	E8	The candidate provides enough evidence for Excellence. The response reflects a very clear and detailed understanding of the overall text in relation to the lakalaka dance and its impact on young people.				