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SUPERVISOR'S USE ONLY

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92039



Draw a cross through the box (X) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 Lea Faka-Tonga 2024

92039 Demonstrate understanding of spoken Lea Faka-Tonga related to everyday contexts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of spoken Lea Faka-Tonga related to everyday contexts.	Demonstrate sound understanding of spoken Lea Faka-Tonga related to everyday contexts.	Demonstrate thorough understanding of spoken Lea Faka-Tonga related to everyday contexts.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL the questions in this booklet.

Each of the questions in this assessment requires you to listen to a passage in Lea Faka-Tonga. You will hear each passage four times:

- The first time, you will hear it as a whole.
- The second, third, and fourth times, you will hear it in sections, with a pause after each.
- As you listen, you may make notes in the space provided.
- Before the passage begins, you will have 30 seconds to read the question.
- Once the passage has finished, you will have time to review your answers.

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.

Do not write in the margins (/////). This area will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Achievement

TOTAL 10

FIRST PASSAGE: Ko e sipoti 'oku sai'ia ai 'a Lupe (Lupe's preferred sport)

Listen to a teacher and student talking about sport. Refer to the passage in your answer to Question One.

LISTENING NOTES

SPORT LUPE WANTS TO PLAY.
 FIGHTING AND TAKUANDO.
 ?

HAS NO TIME TO PLAY SPORTS:

- IT'S IMPORTANT TO PLAY SPORTS, SO THAT YOU CAN GET CLOSE WITH OTHER KIDS IN DIFFERENT SPORTS.

PITA AND MAHA

THEY MADE IT TO THE OLYMPICS.

- TALK TO THE SPORT MANAGER.

LUPE CAN PLAY SPORT BUT HAS TO FOCUS ON SCHOOL.

QUESTION ONE

- (a) Na'e anga fēfē ho'o 'ilo 'a e 'ikai fie kau atu 'a Lupe ia ki he taha 'o e ngaahi timi sipoti?
How do you know Lupe was reluctant to sign up for any of the sports teams?

~~LUPE DID NOT WANT TO SIGN UP FOR ANY~~

LUPE DID NOT WANT TO SIGN UP TO ANY
SPORTS TEAM BECAUSE THERE WAS NOT
ANY FIGHTING SPORTS. LUPE WANTED TO BE
INVOLVED IN A SPORT ~~THAT~~ LIKE FIGHTING
OR TAKWANDO.

- (b) Ko e hā e me'a na'e hoko 'o tupu ai e liliu e fakakaukau 'a Lupe' ke toe kau pē he sipoti?
What made Lupe change her mind about signing up for a sport?

LUPE SAYS THAT ^{SHE} WOULD SIGN UP FOR
A SPORT, BUT WOULDN'T BECAUSE FIGHTING
OR TAKWANDO WAS NOT ON THE LIST. WHEN
THE TEACHER HEARS ~~THIS~~ THIS, HE
MADE A RECOMMENDATION THAT HE
WILL TALK TO ~~A~~ TEACHER. ~~SE~~ THE
SPORT MANAGER.

SECOND PASSAGE: *Kai mo'ui lelei* (Healthy eating)

Listen to a grandmother and grandson talking about gardening and cooking. Refer to the passage in your answer to Question Two.

Glossed vocabulary

kaungā'api neighbour

LISTENING NOTES

TODAY IS HARVESTING DAY.

SAMU WANTED TO LEARN HOW TO
HARVEST AND PLANT VEGETABLES.

ALSO WANTED TO LEARN HOW
TO COOK HEALTHY FOOD.

NANA WAS HOPING THAT SAMU
WANTED TO LEARN FROM HER.

NANA WAS GOING TO GO TO SAMU'S
SCHOOL TO TEACH THEM A LESSON
ON HOW TO PLANT VEGETABLES.

QUESTION TWO

- (a) *Fakamatala ki he polokalma tō ngoue 'i Tongá.*

Describe the gardening project in Tonga.

From the ~~VILLAGE~~ VILLAGE SAMIU
was from IN TONGA, ~~THE~~ THE
PEOPLE from THAT VILLAGE WOULD GO
AROUND GIVING OUT THE VEGETABLES
THAT ~~THEY~~ ^{THEY} HAVE PLANTED.

- (b) *Ko e hā e fakakaukau ne tupu mei he manako 'a Nena mo Samiu ke na tō ngoue fakatahá?*
What idea came out of Nana and Samiu's hobby of gardening together?

NANA AND SAMIU WAS LEARNING ON HOW
TO PLANT. SAMIU WAS NEW TO PLANTING
SO HE ASKED NANA IF SHE COULD ~~TEACH~~ ^{TEACH}
HIM HOW TO PLANT VEGETABLES. NANA SUGGESTED
TO GO TO SAMIU'S SCHOOL AND TEACH
THEM A LESSON ON PLANTING VEGETABLES.
AFTER SAMIU HEARD THIS NEWS, HE WAS
HOPING THAT IF NANA COULD TEACH HIM
HOW TO COOK THE HEALTHY FOODS THAT
SHE MAKES FOR HIM.

THIRD PASSAGE: *Kātoanga faiva 'a e to'utupu Pasifikí* (Pasifika Youth Festival)

Listen to two friends talking about taking part in the Pasifika Youth Festival. Refer to the passage in your answer to Question Three.

Glossed vocabulary

tumutumu	peak
lotosi'i	nervous
matakakai	confident

LISTENING NOTES

FAMILY ARE COMING FROM OVERSEAS
TO SEE HIS PERFORMANCE.

TUPOU IS A TALENTED PERFORMER.
- MAKES MORE MONEY.

NERVOUS.

QUESTION THREE

- (a) 'Oku fēfē 'a e ongo'i 'e Semi hono fatongia 'i he katoanga faiva 'a e to'utupu Pasifiki?
How does Semi feel about his role in the Pasifika Youth Festival?

SEMI FELT NERVOUS. SEMI FELT
NERVOUS BECAUSE OF WHEN HE HEARD
THAT TUPOU, A VERY TALENTED PERFORMER
WAS ALSO GOING TO ~~PERFORMER~~ PERFORM.

- (b) Ko e hā e fakalotolahi 'a Ane kia Semi?
What encouragement does Ane give?

ANE ENCOURAGED SEMI TO GO TELL
TUPOU ON HOW HE FEELS ABOUT TUPOU
~~PERFORM~~ PERFORMING TOO. AFTER ANE SAID
THIS TO GET SEMI TO BE LESS NERVOUS,
SEMI SAYS THAT IT WOULD BE A WASTE
OF TIME TO TUPOU. ANE THEN MENTIONS
TO SEMI THAT IT WAS HIS FIRST TIME
PERFORMING. "JUST DO YOUR BEST, AND BE BRAVE."
ANE SAID.

Achievement

Subject: Lea Faka Tonga

Standard: 92039

Total score: 10

Q	Grade score	Marker commentary
One	A3	The candidate identifies that Lupe did not want to sign up to the sports teams and preferred a 'fighting' sport. A higher grade could have been achieved by selecting more relevant details about Lupe's reasons – such as her busy schedule, other commitments, and her inspiration from her father's story about boxing and taekwondo.
Two	A3	The candidate was able to give relevant information in relation to some basic details. For example, in part (a) the candidate has identified that the gardening project enabled the whole village to be involved and to share the produce between each other. In part (b) the candidate identifies that Samiu asks Nana to teach him to cook healthy meals.
Three	A4	The candidate showed basic understanding of the passage by recognising that Semi felt nervous, and a primary reason for this was that his uncle was going to be in attendance, and that he was a talented performer. To enhance the answer to part (a), the candidate could have explored the amount of time Semi had spent practising and reasons as to why he was nervous about his uncle attending the performance. Part (b) has basic information and would have been enhanced with a narrower focus on the encouragement Ana gives rather than on what Semi thinks his uncle will say.