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SUPERVISOR'S USE ONLY

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Draw a cross through the box (☒) 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.

Excellence

TOTAL 22

Page 1

Answer in your choice of English, te reo Māori, and / or Lea Faka-Tonga.

Make sure the exam supervisor has supplied note-taking paper.

INSTRUCTIONS

You may listen to each passage four times using the audio player. The first reading is the entire passage, and the second and third readings split the passage into sections. Complete your audio listening before continuing to the next page.

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

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

AUDIO PLAYER: First Passage

Read the question before you begin listening to the passage.

Each section can be played ONCE only, and cannot be paused or stopped.

FIRST READING



SECOND READING



THIRD READING



FOURTH READING



LISTENING NOTES

Nervous
Scared
Not being able to join in time
Two fav sports are not there

Tecaher changer her mind
Now confident to join the sport.

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?

B I U     

One of the ways that you can tell that Lupe was reluctant or nervous about applying for a sports team is that both of the sports team that she wanted to trail for was not in the sport reccomndation list (Tawkando and Fuhu), in this she quoted saying "**Oku ou fie sipoti tawkando mo fuhu ka oku ikai ha sipoti pehe ia**". Adding on to that she was also scared that she might embrass herelf because she thinks she might not have enough time to train for the sport an she might end up failing, this is another quote by her from the text stating "**Ongo sipoti ka oku ou hoha'a na'a ikai ha taimi lahi ki he sipoti na'a ai kau fakama**." In summary of the text I know Lupe was reluctant to sign up for any sports teams because the two sports team that she wanted to join was not on the list for sports team and that she was scared that she might embrass herself in front of a lot of people, if I were to put myself in Lupe shoes I would too be scared to join up for any temas that I don't know much off and not having enough time for trainings and such.

(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?

B I U     

In this her teacher was able to help her shift her shift her perspective to a more postive and confident one, emaple of this is when her teacher stated by the text quoting, "**Fefe ke ta talanoa ki he pule sipoti na'aku heke femau ha taimi lahi ki he ongo sipoti**". Connecting back to the first question this helped Lupe a lot when she was nervous of joining the sport's team and not having enough time to train and that she might embrass herself so she was able to change her mindset to be being able to join in the sports team when she had her converstation with her teacher that they can talk to the head of sports and is not required a lot of time to train for the sports in which is quoted that she replied back to the teacher, "**Kapau ko ia pea kou fe alu, kou femau ke kau kihe sipoti ka e heke ilo kapau e fefe**". To sum it up Lupe was able to change her mind about the sport when her teacher gave her advise that if she talked witht he teachers she wouldn't need so much time to prefect the sport that she wishes to trail for.

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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

AUDIO PLAYER: Second Passage

Read the question before you begin listening to the passage.


Each section can be played ONCE only, and cannot be paused or stopped.

FIRST READING

 Full passage
Played

SECOND READING

 Section 1
Played

 Section 2
Played

 Section 3
Played

THIRD READING

 Section 1
Played

 Section 2
Played

 Section 3
Played

FOURTH READING

 Section 1
Played

 **Section 2**

 Section 3
Played

LISTENING NOTES

Samiu villlage in Tonga
Cooking
Recipe book
"Taumua ke lava a'e kakai a'e kolo o kai meakai moui lelei."

QUESTION TWO

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

Describe the gardening project in Tonga.

B I U     

In Samiu villiage there is a garedeing project that encourages the people of the village and the kids to eat more healthy food such as fruits and vegatables, this is a quote from the text which Samaiu stated, "**Taumua ke lava a'e kakai a'e kolo moe fanau o lava o kai mea'kai moui lelei.**" To sum it up from my understanding the gardeing project in Tonga is too help people be more efficant and caring in what they eat, thats is why they placed up the project so they can encourage thoese in the village to be able to eat more efficant and healthy. For me this is a great idea for thoese in the village as it shows a lot of care for the people of the village and in their future life as well.

(b) *Ko e hā e fakakaukau ne tupu meí he manako 'a Nena mo Samiu ke na tō ngoue fakatahá?*

What idea came out of Nana and Samiu's hobby of gardening together?

B I U     

One of the ideas that came out on the ideas of both of Nena and Samiu hobby together is the liking of **cooking**. In which Samius asked if he can borrow some recpies from Nena so tat he can be able to teach his students about being able to eat healthier and planting vegatables in their own gardens at home "**E lava keu hiki ho'o founga ngaahi mea'kai ke fau mau tohi ki he eku kalasi**". In which Nena provided a more better idea of them teaching the class together, "**Fefe kapau teu alu mo koe kihe ako o fakalele a'e kalasi fei mea tokoni.**"

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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

AUDIO PLAYER: Third Passage

Read the question before you begin listening to the passage.

Each section can be played ONCE only, and cannot be paused or stopped.

FIRST READING

Full passage
Played

SECOND READING

Section 1
Played

Section 2
Played

Section 3

THIRD READING

Section 1

Section 2

Section 3

FOURTH READING

Section 1

Section 2

Section 3

LISTENING NOTES

Shy
Lotosii'i
"Ko hono mo'oni kou fu'u loto si'i"

QUESTION THREEE

(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?

B I U ☰ ∨ ☰ ∨ ↶ ↷ ?

In this you can tell that Semi is excited about getting the role of a tulafale in the Pasfic youth festival but he is also nevous within his role of becoming one but is nerovus that Tupou is coming to teach him for his tulafale in which he stated "**Mole eku fe tulafale**" and "**Ka oku ou ma naku heke a'u ki he tuanga a Tupou**". This can be shown that he is shy or lotosi'i that someone whos a good punake, good performer and whom won mutiple awards is coming to teach him and that he might not be up to startnted which a lot of kids can relate too.

(b) Ko e hā e fakalotolahi 'a Ane kia Semi?

What encouragement does Ane give?

B I U ☰ ∨ ☰ ∨ ↶ ↷ ?

Ane gives advice that Tupou is not the type to judge thoese who are begginers she enocugers him on by saying "**Lotolahii!!**" and to be shy as no oen will judge him for being shy or someone who just started especially someone like Tupou, insted he will be there to support not judge.

Excellence

Subject: Lea Faka Tonga

Standard: 92039

Total score: 22

Q	Grade score	Marker commentary
One	E8	The candidate showed detailed and accurate understanding, justifying conclusions with supporting details. For example, in part (a) the candidate recognises that Lupe's reluctance could well be related to being nervous as much as anything else. This was supported with the conclusion that a lack of time to train could increase the chances of this happening. In part (b) the candidate correctly identifies the teacher as the main reason for her change of mind. This is supported with examples such as, being invited to meet the club captains. The candidate also concluded that by meeting with the teachers Lupe can mitigate the possibility of spending too much time training for the sports team.
Two	E7	The candidate displays a comprehensive understanding of the text including some implied meanings. All important points are described. In part (a) the candidate has stated a simple observation about what the gardening project is and expanded on that to describe the reasons why Samiu would like to replicate this in her location. In part (b) the main points are well covered, such as the creation of a cookbook and Nana offering classes at school.
Three	E7	The candidate showed detailed and accurate understanding in their responses. In part (a) the candidate understood that, whilst excited, Semi was also nervous about performing in front of his uncle. This is further unpacked with explanations as to why Semi feels nervous. In part (b) the response explains how Ana encouraged Semi by having him understand that his uncle would be there to support and not judge as he has been through it himself when younger.