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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.**

Merit

TOTAL 17

## 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 Lupe (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

nothing

## 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 ☰ ▾ ☰ ▾ ↶ ↷ ?

I know Lupe was reluctant to sign up for sports teams because she says she does not have time and that the only sports she would want to join is fight / boxing and taikwando because her father use to tell her about two Tongan men, Paea Wolfgraeme and Pita Taufatafua who made it to the olmpics for fighting / taikwando. I feel Lupe has a passion for these two specific sports because it was a bonding connection she had built with her father and she might think that maybe if she could be really good at fighting and taikwando then maybe she could make it to the olympics and people would talk about her the same way her father talked about Paea and Pita.

(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 ☰ ▾ ☰ ▾ ↶ ↷ ?

Lupe changed her mind because the man who I assume is a teacher or coach of some kind convinced her that she could try other options beside fighting and taikwando because the school does not offer those two sports and because she never knows what sports she could be great in if she does not give any a chance.

## Page 2

### 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

##### FOURTH READING

 Section 1  
43s

 Section 2

 Section 3

#### LISTENING NOTES

he heard of a programme

## QUESTION TWO

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

Describe the gardening project in Tonga.

B I U     

The gardening project in Tonga is a programme to encourage people of the village to make and cook good, healthy food and it would be distributed to neighbours, kids of the village, anyone willing or in need of that food.

(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     

Nana and Samiu came up with the idea to give gardening and cooking lessons to anyone who will attend, they came up with this idea to help encourage healthy living and eating amongst the village.

## Page 3

### 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  
Played

Section 3

##### FOURTH READING

Section 1

Section 2

Section 3

#### LISTENING NOTES

nothing

### 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     

Sami feels ready for his performance but he is also nervous. He spent the past week ako faiva with his punake but it has made him distracted from his school work and he hasn't caught up yet. His family is very proud of him, they are coming to this festival to watch him perform but Sami feels he won't be as good as Tupou and is embarrassed because Tupou is a good punake, gets a lot of praise, is very confident which is what makes the crowd enjoy his performance but Sami isn't as confident as Tupou which makes him think the crowd won't want to see or enjoy his performance.

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

What encouragement does Ane give?

B I U     

Ane explains to Sami that even though Tupou is good at performing and very confident now it wasn't always the case for Tupou. Ane says that Tupou started out exactly like Sami, shy and nervous and second guessing but after a while and practise Tupou gain confidence and gained more skills as a performer and a punake and Sami will too.

## Merit

**Subject:** Lea Faka Tonga

**Standard:** 92039

**Total score:** 17

Q	Grade score	Marker commentary
One	M5	The candidate showed understanding by selecting and connecting relevant ideas. This is shown in part (a) with the identification of the sports Lupe wanted to play, the fact the school did not offer those sports, and that she felt she didn't have enough time to concentrate on sport. This was connected by the idea that Lupe wanted to do fighting sports as a way to connect with her father. In part (b) the candidate has identified the teacher giving her encouragement to choose another sport and to broaden her knowledge and experience.
Two	M6	The candidate showed understanding by selecting and connecting relevant ideas and language to confirm responses. This was done in part (a) by identifying the gardening project as a way for the community to improve health and to support those who did not have as much. In part (b) the candidate understands the passage refers to gardening and cooking lessons and links this with healthy living and eating in the village.
Three	M6	The candidate selected most of the relevant information from the texts and provided a level of detail and accurate understanding of them. For example, in part (a) the candidate gives excellent detail in why Semi is nervous and how the relationship with his uncle contributes to this. In part (b) the candidate correctly recognises the encouragement given by Ana, with particular emphasis to how his uncle would have felt when he was learning.