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SUPERVISOR'S USE ONLY

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92350



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 Gagana Tokelau 2025

92350 Demonstrate understanding of spoken Gagana Tokelau related to everyday contexts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of spoken Gagana Tokelau related to everyday contexts.	Demonstrate sound understanding of spoken Gagana Tokelau related to everyday contexts.	Demonstrate thorough understanding of spoken Gagana Tokelau 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 Gagana Tokelau. 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 Gagana Tokelau. 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 20

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Answer in your choice of English, te reo Māori, and / or Gagana Tokelau.

INSTRUCTIONS

You may listen to the entire passage once, and each section up to three times. You can choose when to start each play but may not pause inside a passage or section. Complete your audio listening before continuing to the next page.

FIRST PASSAGE: *Talanoaga a Lupe ma Papa (Lupe talks to Papa)*

Listen to Lupe talking on the phone to her Papa, who is in Tokelau. Refer to the passage in your answer to Question One.

Glossed vocabulary

gaegaea	to become seasick
tīpi	chips
popole	worry

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

gaegaea seasick

how are you papa, happy you are coming

yes its ready and book i read im gonna become sick
how is school

good school is good there is a concert , fatele and toke
friends, fatele 4 with family, happy to showcase culture,
nice fatele, all kids toke is nice

nice listening , i like what you are doing , i cant wait to
watch the concert , is taupou cold ?

not to me , sometimes it is hot like tokelau and there is
some things to make sure you are warm like blankets so
you dont get cold.

already tapena some chips to bring for you

QUESTION ONE

(a) *Ko hea te talanoa ai ia Lupe ma Papa i te telefoni?*

Why are Lupe and Papa talking on the phone?

B *I* U

Because Lupe's Papa is coming to New-Zealand and she wanted to see how he is and ask if he is ready / has packed everything. He replies that he is ready and he has his reading book for the boat ready too.

(b) *Ko hea te fakamatala ai e Lupe kia Papa na mea a ia e fai i te aoga?*

Why does Lupe tell Papa about what's happening at school?

B *I* U ☰ ▾ ☰ ▾ ↶ ↷ ?

Lupe tells her Papa what is happening because there is a school concert and because he asked how school is. They are going to sing at the school concert, do some Fateles with the school and 4 Fateles with all Kaiga. She is happy to showcase her Aganuku at school too. The actions and words of the Fatele is nice she says.

(c) *Ko he hokotaga vefea ta Lupe ma tona papa? Hapoti tau tali i ni fakamatalaga mai te fatuga.*

What kind of relationship do Lupe and Papa have? Support your answer with evidence from the passage.

B *I* U ☰ ▾ ☰ ▾ ↶ ↷ ?

Lupe and her Papa have a great relationship because of the way that they conversate, for example she asked her papa to bring a couple things for her from Samoa and he said he ALREADY has some chips prepared to bring for her and tells her not to worry. Another example is when her Papa asked if it is cold where she is living (Taupo) and she said that its not cold for her but then told her papa not to worry and that they have some things ready for him to keep him warm including blankets for the cold. Her Papa also shows that he is intrested in what his granddaughter is telling him about the concert and is happy what she is doing.

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SECOND PASSAGE: *Ko te lauga a Faafoi agai ki tana tagata toa* (Fafoi's speech about his hero)

Listen to Fafoi's speech. Refer to the passage in your answer to Question Two.

Glossed vocabulary

pamaiga arrived / reached

<p>AUDIO PLAYER: Second Passage</p> <p>Read the question before you begin listening to the passage.</p> <p>Each section can be played ONCE only, and cannot be paused or stopped.</p> <p>FIRST READING</p> <p>Full passage 2m 54s Played</p> <p>SECOND READING</p> <p>Section 1 Played Section 2 Played Section 3 Played</p> <p>THIRD READING</p> <p>Section 1 1m 21s Played Section 2 47s Played Section 3 Played</p> <p>FOURTH READING</p> <p>Section 1 1m 21s Played Section 2 47s Played Section 3 Played</p>	<p>LISTENING NOTES</p> <p>hard leaving family, and everyone he had , cold , for a better future , worked at mechanic , met nana at church she is from rarotongan, they speak both toke and kuki ariana and palagi , they helped look after grandchildren and taught them the language , funny talking</p> <p>he is special to him because if he wasnt alive then he would not be alive</p> <p>PAULO, 1965 came to nz with his dad leaving his mum , coming to porirua march 1965 when he came he felt cold and he worked mechanic hard because strong working for uho tamiti 2 years in and he met his nana at church nana from raro spoke both toke and kuki mum grew up speaking toke , kuki and palagi</p> <p>TYPE GUY HE IS</p> <p>-</p>
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QUESTION TWO

(a) *Fakamatala mai ni lukitau na fakafeagai ma te tupuna o Fafoi.*

Explain some of the struggles faced by Fafoi's grandfather.

B I U

His grandfather struggled with having to leave his Mum in Tokelau while he came with his dad and he left everything that raised him in Tokelau just to come to New-Zealand for a better future, also struggled with the cold weather when he got to New-Zealand. His job was to fix cars and found it hard because it was a lot to contribute to and he was working to pay off his uho tamaiti pahehe.

(b) *Ko he tino vefea te tupuna o Fafoi? Fakamakeke tau tali i ni fakamatalaga mai te fatuga.*

What kind of person is Fafoi's grandfather? Support your answer with details from the passage.

B I U

- He helps look after the grandkids when Fafoi's parents had to work, he taught them the aganuku tokelau
- He goes fishing with Fafoi, Fafoi tells us they say funny things when they go fishing so he must be a funny guy
- He married a Rarotongan lady he met through church
- He is a strong resilient person for coming with his dad to New-Zealand

(c) *Ko ni akoakoga vefea nei te maua e te kaufakalogo i te lauga a Faafai?*

What could the audience learn from listening to Faafai's speech?

B *I* U     

That Faafai thinks his grandpa is toa to him because if his grandfather was not alive then Faafai would not be here right now. The audience can also learn the struggles the grandparents of many Tokelauans had to go through just to come to New-Zealand for a better life for their next generations.

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THIRD PASSAGE: *Ahoha Paepae* (White Sunday)

Listen to Pita and Lihe talking about the upcoming White Sunday celebration. Refer to the passage in your answer to Question Three.

Glossed vocabulary

mahiofo queen
popole worry

<p>AUDIO PLAYER: Third Passage</p> <p>Read the question before you begin listening to the passage.</p> <p>Each section can be played ONCE only, and cannot be paused or stopped.</p> <p>FIRST READING</p> <p> Full passage 2m 51s Played</p> <p>SECOND READING</p> <p> Section 1 1m 34s Played</p> <p> Section 2 1m 24s Played</p> <p>THIRD READING</p> <p> Section 1 1m 34s</p> <p> Section 2 1m 24s</p> <p>FOURTH READING</p> <p> Section 1 1m 34s</p> <p> Section 2 1m 24s</p>	<p>LISTENING NOTES</p> <div style="border: 1px solid black; height: 200px;"></div>
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QUESTION THREE

(a) *Ko ni vaega vefea ta Lihe ma Pita e fai i te Ahoha Paepae? E vefea o la lagona ki na vaega ienei?*

What are Lihe and Pita doing for White Sunday? How do each of them feel about it?

Lihe:

B I U

Reading the bible about the girl who caught the disease (ESTHER) . She is playing Esther for the bible. kinda worried about it, because her tokelauan is abit off.

Pita:

B I U

Singing church songs and he is doing psalms 23 in Tokelauan for tauloto, doubts on wither or not he can read the psalms 23 in tokelauan good enough

(b) *Ko he akoakoga vefea te ke maua mai i te faiga uo a Pita ma Lihe i ta la talanoaga? Fakamakeke tau tali i ni fakatakitakiga mai te fatuga.*

What can you learn about Pita and Lihe's friendship from their conversation? Support your answer with examples from the passage.

B *I* U     

I think they have a good friendship because they both reassure eachother when they doubt on things they are worried about. Like when Lihe says her tokelauan is not that good Pita reassures and tells her that all she needs is to practice and also tells her she is capable.

Excellence

Subject: Gagana Tokelau

Standard: 92350

Total score: 20

Q	Grade score	Marker commentary
One	E7	The response shows a detailed and accurate understanding of the purpose of the text, particularly the conversation between Lupe and her grandfather. It examines specific details to explain how Lupe is checking in on him and identifies key elements in the conversation, such as Grandpa already purchasing breadfruit chips and Lupe preparing blankets for his arrival in New Zealand. The response demonstrates a thorough understanding of the reciprocal and caring nature of their relationship.
Two	M6	The response provides a sound understanding of Faafai's speech, showing awareness of key ideas and language features. The inferences are strong; however, some details are missed, and a few assumptions lead to interpretations that are not fully supported by the text. These gaps limit the response from showing a more thorough level of understanding.
Three	E7	The response demonstrates a comprehensive understanding of the text and language. It offers a detailed and accurate interpretation of the relationship, explaining how it is expressed throughout the text. The discussion of Lihe and Pita's friendship is well supported with specific evidence from their conversation, which reinforces the depth of the understanding.