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SUPERVISOR'S USE ONLY

1

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.**

Merit

TOTAL 15

# Page 1

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

 Full passage  
3m 24s Played

#### SECOND READING

 Section 1  
Played

 Section 2  
Played

#### THIRD READING

 Section 1  
1m 52s Played

 Section 2  
1m 35s Played

#### FOURTH READING

 Section 1  
1m 52s Played

 Section 2  
1m 35s Played

### LISTENING NOTES

## 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     

Lupe and Papa are talking on the phone because her papa is in Tokelau while she's in Taupo.

(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 Papa about what's happening in school because he asked how school is.

(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     

I think Lupe and her papa have a good, strong relationship. In the first part of the passage, she says "ko au e fiafia koe e hau.". This tells us that they used to see each other often and she misses him very much. They seem very close with each other because when Lupe asked her papa if he could buy her some chips and kie lavalava from hamoa, he agreed straight away.

## Page 2

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

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

#### Glossed vocabulary

pamaiga arrived / reached

#### 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  
2m 54s Played

##### SECOND READING

 Section 1  
Played

 Section 2  
Played

 Section 3  
Played

##### THIRD READING

 Section 1  
Played

 Section 2  
47s Played

 Section 3  
Played

##### FOURTH READING

 Section 1  
1m 21s Played

 Section 2  
47s Played


 Section 3  
42s Played

#### LISTENING NOTES

### QUESTION TWO

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

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

**B I U**     

Some struggles that Faafai'd grandpa faced were when he came to New Zealand, it was very cold. He worked as a mechanic or tow truck driver and would work hard to earn money for his little brother when he uses the bus.

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

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

**B I U**     

Faafai'd grandfather was a very hardworking man and Faafai treasured him a lot. I know this because in the text, Faafai talks about how he likes it when they go fishing because they would joke around a lot.

(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     

The audience could learn from Faafai's speech that all the men in his family are fishermen. Faafai's grandpa was Tokelauan and his grandma was Tongan.

# Page 3

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

### 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**

For white sunday, Lihe is reading from the book of esther.

**Pita:**

**B I U**

For white sunday, Pita is gonna sing some church songs and read from the book of psalms, chapter 23.

(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     

What I can learn about Lihe and Pita's relationship throughout this passage is that they are both very close. Lihe feels comfortable enough to tell Pita about how scared she is for when she has to go and read her scripture because she's not confident with her Faka-Tokelau and Pita is able to comfort her, saying that she doesn't have to worry and that her Faka-Tokelau is good. Pita tells Lihe that she was given the chance to read for a reason because she's good.

## Merit

**Subject:** Gagana Tokelau

**Standard:** 92350

**Total score:** 15

| Q     | Grade score | Marker commentary   |
|-------|-------------|---|
| One   | M5          | The response identifies the key details from Lupe and Papa's phone conversation and shows a sound understanding of the relationship and how it is expressed in the text. To reach M6, the response would need to explore the purpose of the call in more depth, especially Papa's upcoming trip to New Zealand.   |
| Two   | A4          | The response shows a general understanding of the text, accurately identifying some of Faafoi's grandfather's experiences and Faafoi's positive feelings towards him. To reach Merit, the response would need to further explain what the audience is intended to learn from the overall message of the speech.   |
| Three | M6          | The response shows a good understanding of the relationship between Lihe and Pita, using relevant evidence from the text to support its interpretation of how Pita encourages and supports Lihe. To reach Excellence, the response would need to consider how Lihe supports Pita, demonstrating deeper insight and a more thorough understanding of the relationship. |