

To be completed by candidate and school.

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

Name: _____

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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

COMMON ASSESSMENT TASK

Level 3 Lea Faka-Tonga, 2019

91682 Demonstrate understanding of a variety of extended written and/or visual Lea Faka-Tonga texts

9.30 a.m. Thursday 19 September 2019

Credits: Five

Make sure you have Resource Booklet 91682R.

You should attempt ALL the questions in this booklet.

Answer each question 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.

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

ASSESSOR'S USE ONLY		
Achievement Criteria		
Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended written and/or visual Lea Faka-Tonga texts.	Demonstrate clear understanding of a variety of extended written and/or visual Lea Faka-Tonga texts.	Demonstrate thorough understanding of a variety of extended written and/or visual Lea Faka-Tonga texts.
Overall level of performance		12

Achievement

FIRST TEXT: Lipooti/ReportASSESSOR'S
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Read the report on "Pre-schoolers and screentime" on pages 2 and 3 of the resource booklet. Use it to answer Question One.

Lau 'a e lipooti fekau'aki mo e longa'i fanau' akoteu pea mo e lahi 'enau sio faiva' 'i he peesi 2 mo e 3 'o e pepa 'oku hā ai 'a e 'u konga tohi'. Ngāue'aki ia ke tali 'a e Fehu'i 'Uluaki'.

QUESTION ONE

- (a) Describe the important findings of the study.

Fakamatala'i 'a e ngaahi me'a mahu'inga na'e 'ilo'i 'e he savea?

The importance of knowing the amount of time your child spends on a screen/electric technology.

Kids 5 years of age and lower have increase with time spent with screen but should only be spending 1 hour a day with electric technology.

Some kids have muscle deficiency and some body parts not working well because of the amount of time spent on screens. //

- (b) What advice would you give parents of pre-schoolers regarding the use of screens? Use the text to justify your advice.

Ko e hā ha'o fale'i ki he ngaahi mātu'a' fekau'aki mo hono ngāue'aki e sio faiva he tekinolosia faka'ilekitulōnika 'e he longa'i fānau' akoteu? Ngāue'aki e fakamatala mei he konga tohi' ke fakatonuhia'i ho'o fale'i'.

To be wary of the amount of time they're spending with technology as it can slow down muscle growth and even not being able to write.

Not to totally eliminate your child's time with it just limit the time.

On an international level electric technology is on a rise and kids on screen is a big issue globally. //

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A4

SECOND TEXT: Ongoongo/Newspaper report

ASSESSOR'S
USE ONLY

Read the newspaper report on pages 4 and 5 of the resource booklet. Use it to answer Question Two.

Lau 'a e ongoongo mei he nusipepa' 'i he peesi 4 mo e 5 'o e pepa 'oku hā ai 'a e 'u konga tohi'. Ngāue'aki ia ke tali 'a e Fehu'i Ua'.

QUESTION TWO

- (a) What does the report say about the working conditions of clothing workers in Bangladesh?
Ko e hā e lau 'a e nusipepa ki he kau ngāue vala mei Bangladesh?

Age of workers / Ta'u e kau ngāue: ~~15 years~~ 16 years plus //

Hours of work / Taimi ngāue: ~~\$3000 a month in NZD \$51~~
14-16 hours a day //

Wages / Vahe: \$3000 a month in NZD \$51 //

Meals / Me'atokoni: Canteen during the afternoon //

Conditions of work / Tūkunga 'o e ngāue'anga: They are not allowed to eat at their me'a fūtui, and go outside. //

- (b) Explain the additional responsibilities and difficulties facing young female factory workers.
Fakamatala'i 'a e ngaahi fatongia na'e t'ānaki mai pea mo e ngaahi faingata'a na'e fehanga'angai mo e kau finemui ngāue'.

ASSESSOR'S
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Working everyday for long shifts and for very
 little pay. ikai ke nau lava ke hū ki
 tūa ihe aho ngāue ke eikai lava
 ke nau kai ofi k ihe nau ngāue me'a
 tūi tūi. //

- (c) How does the writer suggest young New Zealanders could improve conditions for factory workers in places such as Bangladesh?
Ko e hā 'a e fonga na'e fokotu'u mai 'e he faiongoongo 'o e Nusipepa', ke fai 'e he to'utupu Nu'u Sila' ke fakalakalaka ai e tūkunga ngāue 'a e kakai 'oku 'i he fale ngāue 'i he ngaahi fonua hangē ko Bangladesh?

A4

THIRD TEXT: *Tālanga*/Discussion

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Read the discussion of the New Zealand seasonal worker scheme for the Pacific Islands on pages 6 and 7 of the resource booklet. Use it to answer Question Three.

Lau 'a e tālanga fekau'aki mo e Polokalama ngāue faka-fa'ahita'u 'a Nu'u Sila ma'ae Pasifiki 'i he peesi 6 mo e 7 'o e pepa 'oku hā ai 'a e 'u konga tohi'. Ngāue'aki ia ke tali 'a e Fehu'i Tolu'.

QUESTION THREE

- (a) Why was the seasonal worker scheme started in New Zealand?

Ko e hā e 'uhinga na'e fokotu'u ai e Polokalama ngāue fakafa'ahita'u 'a Nu'u Sila?

Because of the shortage of labourers
around N.Z. //

- (b) Was the scheme successful? If so, who benefited from it?

'Oku ke pehē na'e ola lelei 'a e polokalama ngāue' ni? Kapau na'e 'io, ko hai na'e kaunga lelei kiai?

The scheme was very successful Both
the employers and labourers because ~~the~~ some
labourers don't have education and it's very hard
to find good paying money in the islands.
Employers here can keep there Business going with
these seasonal workers. //

- (c) How could this scheme be improved to benefit the people of the Pacific more? Explain and provide examples to support your answer.

'E anga fēfē hano toe fakalelei'i e polokalama' ni ke toe lelelange ki he kakai 'o e Pasifiki? Fakamatala'i ho'o tali' pea 'omai mo ha fakatātā ke fakamahino 'aki ho'o tali'.

free accommodation would help immensely
whether these workers had family or not, where
would they be staying. //

ASSESSOR'S
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A4

Achievement Exemplar 2019

Subject	Lea Faka-Tonga		Standard	91682	Total score	12
Q	Grade score	Annotation				
1	A4	The candidate's response was enough for Achievement. This candidate shows some understanding of some of the impact of screentime for kids.				
2	A4	The candidate provided enough evidence for Achievement. The candidate's response reflects a general understanding of the text. Lack of detail kept this candidate from achieving with a Merit in this question.				
3	A4	The candidate provided enough evidence for Achievement, which reflects a general understanding of the text.				