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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.

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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.

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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		23

Excellence

FIRST TEXT: Lipooti/Report

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 important findings towards the studies tells us that majority of the children within this generation are attached to electronic technology. Studies found that youngsters seem to spend more time watching films than the amount of hours which is suitable for their age, also children from different families of different background should all be able to manage time which is set by Life Work (Potungāue Mo'ui). Like the passage says " 'oku lava ke nau tauhi 'a e taimi 'oku tu'utuni mai 'e he Potungāue Mo'ui". In my opinion I believe that setting a time allowance for children accessing electronic technology will not only benefit the children but give them time to exercise the mind and letting the brain function to its ability, as we can clearly see that the outcome of children attached to technology leads to them being unhealthy, unfit and overweight. This is not good for children at a young age because this can cause severe disease and illnesses that can get worse and build.

- (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'.

For parents of pre-schoolers, an advice I will give them regarding the use of screen is to keep all electronic technology away from young. These preschool children are too young to be using technology as it can lead to unhealthy growing and the muscles within the body not developing well. Children at a young age should be playing, reading and having fun which helps the brain to interact and function properly. Technology attachment can cause disease, children being too overweight so are not able to have grip or exercise. Like the passage says "ngāue'aki e ngaahi tekinolosia kuo 'os fakatau'aki, 'ohu nau sinu, mahamahaki...". Electronic devices should be kept away from young as it slows the brain, muscles and body from functioning well and growing.

SECOND TEXT: Ongoongo/Newspaper report

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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:

In Bangladesh the age due to law which you can start working is age 18. Some cases there are individuals who start work at 16.

Hours of work / Taimi ngāue:

They have 10 hours of work like the passage says "tāu 10 pea nau ngāue ke hōua e 10".

Wages / Vahe: These children get payed very little, in Bangladesh they get 3,000 for a month in which in NZ money it is \$51.

Meals / Me'atokoni: When it comes to meal time they are not able to leave outside; instead are only allowed to sit right next to their sewing machine and eat.

Conditions of work / Tūkunga 'o e ngāue'anga: Their condition of work is not good. They have so many old workers who spend 14-16 ~~and~~ hours a day in a ~~at~~ week. They finish in the morning and start early on the same day.

- (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 fehingahangai mo e kau finemui ngāue'.

females in Bangladesh suffer hard times at work.

When females are done with work they are requested to help prepare the food, help with younger homework. They basically have to carry the responsibility of the family and on top of that work. The text says "faimi ohe nau fahi ki api ohe nau fono hi vono kienken e meiatehi efiaki"... I believe that if this is the case of females working hard they should be able to receive more pay to help out with family resources.

- (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 fongia 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?

I believe that Bangladesh should release old workers because they are weak, and spend too much hours working and not enough rest. Like the passage states "ohe nau ngāue he waa i e 14-16 he aho kōtia i o e uika." This is really unhealthy for old people because the job is too hell on, but the amount of pay they receive isn't going to help them. They should also provide poles and wood to go towards building the factory into becoming stable and safer as in 2013 the building did fall causing death to 1135 people, in which majority were females.

THIRD TEXT: *Tālanga*/Discussion

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 faka-fa'ahita'u 'a Nu'u Sila?

Seasonal worker scheme started in New Zealand

To solve the shortage of labourer workers, the aim was build better families for Pacific Islanders in which can help them find good qualified jobs. Like the passage says "tānga fakalahakaha 'o e ngāue'aki mo e ngāue'aki faka-fa'ahita'u 'a Nu'u Sila".

- (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 successful because it was able to move into different countries in the Pacific Islands.

Then spokesman of the different countries mentioned how the program was able to help those who are poor, don't have much qualification towards education, business which was built in Fiji was good and in

Fiji they were able to build houses. The Pacific Islander community were able to benefit from it as it bettered the environment and the areas of resources around them.

- (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 leleiange ki he kakai 'o e Pasifiki?
 Fakamatala'i ho'o tali' pea 'omai mo ha fakatātā ke fakamahino 'aki ho'o tali'.

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The scheme can be improved to benefit the people of the Pacific more by raising more money to go towards the workers who help to build the environment to better the community of the Pacific Islanders. If these workers receive more pay this can go towards helping these families with needs and wants. Like the passage says "ko e pereti e 40 e vaka ia e kaula ngane ohe aue ra ki wana ngahi famili i Tonga". In my opinion the scheme for Pacific Islanders should support the program helping raise more money to benefit the life of the workers in which helps them send money to different islands, building a place to stay and paying off finances. I believe that the money they receive the more it helps towards the work programme. I believe having more workers will help to build the program and divide to different sectors in which have more Pacific Islanders and this overall will benefit the community.

E8

Excellence Exemplar 2019

Subject	Lea Faka-Tonga		Standard	91682	Total score	23
Q	Grade score	Annotation				
1	E8	This candidate provides a response that is deserving of an Excellence, showing thorough understanding of the whole text. Explanations are very thorough, explaining the important findings discussed in the study about the need to ensure that preschoolers are given only limited screentime.				
2	E7	This candidate demonstrates a thorough understanding of the text by explaining thoroughly the working conditions in Bangladesh and the impacts on the lives of young female workers, as well as recommendations to help improve the working conditions.				
3	E8	The candidate provides enough evidence in their response towards Excellence. The candidate's thorough explanations of the difficulties faced by the seasonal workers from the Pacific ,as well as the benefits to them, reflect a very thorough and detailed understanding of the overall text.				