



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## **Exemplar for Internal Achievement Standard Lea Faka Tonga Level 1**

This exemplar supports assessment against:

**Achievement Standard 91673**

Write a variety of text types in Lea Faka Tonga on areas of most immediate relevance.

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to write a variety of text types in effective Lea Faka-Tonga, on areas of most immediate relevance. This involves a development of the information, ideas and opinions which is controlled and integrated. The writer capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.</p> <p>The student shows evidence of communicating beyond the immediate context, writing about past experiences, e.g. <i>he ko e talu eni 'ema kaume'a mei he ta'u 2009. Ko e 'osi eni e ta'u 'e nima mei ai'</i> (1).</p> <p>Effective language is shown by use of language to support ideas through explanations and evidence, e.g. <i>'oku ou tui kuo 'osi fakahoko atu 'e ho 'ofefine' 'oku' ma kaume'a pea ko e makatu'unga ia 'o 'eku tohi' ni</i> (2).</p> <p>There is use of language features that are fit for the purpose and audience, e.g. <i>'Oku ou fu'u tokanga mo 'ofa 'aupito kiate ia he ko e talu eni 'ema kaume'a mei he ta'u 2009</i> (3), and the student includes language to indicate formality, e.g. <i>Alā si'i tangata'eiki</i> and <i>'Faka'apa'apa atu</i> (4).</p> <p>The language is controlled and integrated, e.g. <i>'Oku ou faka'amu te ke tali lelei 'eku kole'</i> (5).</p> <p>For a more secure Excellence, there would be additional consistency with successful selection of language.</p>

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**Kaveinga :** Kole Mali

'Alā si'i tangata'eiki,(4)

Fakamālō ki he 'otua' hono tauhi kitautolu 'o tau a'u mai ki he 'aho ni pea 'oku ou tui kuo 'osi fakahoko atu 'e ho 'ōfetine' 'oku' ma kaume'a pea ko e makatu'unga ia 'o 'eku tohi' ni.(2)

'Oku ou kole atu ke ke anga'ofa mu'a kae tuku mai ā ho 'ofetine' ke ma mali. 'Oku ou fu'u tokanga mo 'ofa 'aupito kiate ia (3) he ko e talu eni 'ema kaume'a mei he ta'u 2009. Ko e 'osi eni e ta'u 'e nima mei ai (1)pea 'oku' ma fakakaukau ke ma hiki hake ā ki ha tu'unga 'oku toe ma'olunga ange'.

Na'a ku 'osi fakatau ha 'api 'i Kolohau ke ma nofo ai, ka 'oku ma tali atu pē, pe ko e hā ha'o lau.

'Oku ou faka'amu te ke tali lelei 'eku kole'.(5)

Faka'apa'apa atu,(4)

Faifekau Sione Angalelei.

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to write a variety of text types in convincing Lea Faka-Tonga, on areas of most immediate relevance. This involves a development of the information, ideas and opinions which is controlled and integrated. The writer capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.</p> <p>The text shows development of ideas and opinions that is generally credible and connected, e.g. <i>‘Oku ou loto ke fakahā atu ‘i he tohi’ ni ‘a e lahi e lāunga mai ‘a e kakai’ fekau’aki mo e lahi e mole ‘enau fanga puaka’ mo e koloa faka-tonga’ (1).</i></p> <p>There is evidence of communicating beyond the immediate context such as to communicate about past experiences, e.g. <i>‘I he uike kuo ‘osi’ na’a ku ‘ilo ai mo e polisi fakakolo’ ‘a e feitu’u ‘oku fa’a fufuu’i ai ‘e he kau kaiha’a’ e ngatu mo e fala ‘oku nau fa’a kaiha’asi’ (2).</i></p> <p>The writer selects and uses a range of language and language features that fit the specific purpose, e.g. <i>‘Oku ou kole atu ke ke fai mu’a ha ngāue ki he me’a ni ke fiemālie ai si’i kakai ‘o Kolohau’ (3).</i></p> <p>To reach Excellence, there would be additional evidence of successful use of a range of language and language features.</p>

Student 2: High Merit

NZQA Intended for teacher use only

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Kia : [holomesi@gmail.co.nz](mailto:holomesi@gmail.co.nz)

Kaveinga : Lāunga

Tangata'eiki,

'Oku ou loto ke fakahā atu 'i he tohi' ni 'a e lahi e lāunga mai 'a e kakai' fekau'aki mo e lahi e mole 'enau fanga puaka' mo e koloa faka-tonga'.(1)

'I he uike kuo 'osi' na'a ku 'ilo ai mo e polisi fakakolo' 'a e feitu'u 'oku fa'a fufuu'i ai 'e he kau kaiha'a' e ngatu mo e fala 'oku nau fa'a kaiha'asi'.(2)

'Oku ou kole atu ke ke fai mu'a ha ngāue ki he me'a ni ke fiemālie ai si'i kakai 'o Kolohau'. (3)

'Oku ou 'amanaki pe te ke fai ha ngāue ki ai 'i he vave taha'.

Faka'apa'apa atu,

Latu.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to write a variety of text types in convincing Lea Faka-Tonga, on areas of most immediate relevance. This involves a development of the information, ideas and opinions which is controlled and integrated. The writer capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.</p> <p>There is evidence of communicating beyond the immediate context, e.g. <i>'Na'e talamai 'e Kalo na'a mou sio kotoa ki he lele 'a Peni mei falekoloa' (1).</i></p> <p>The text shows development of the information, ideas and opinions that is generally credible and connected, e.g. <i>Ko 'eku tohi atu' 'o 'eke e talanoa 'a e kakai 'o Kolohau' ki ho'o loi 'oku 'ikai ko Peni na'e kaiha'a 'i homau fale koloa'. 'Oku ou loto mamahi 'aupito 'i ho'o loi' pea na'e totonu pe ke ke tala e mo'oni' (2).</i></p> <p>There is evidence of using cause and effect, and good use of 'if' clauses, e.g. <i>Koia ai kapau 'e 'ikai te ke lava 'o fakalelei'i ho'o talanoa na'e fai', te u 'ave koe ki 'api polisi ke 'ilo e mo'oni 'o e me'a ni (3).</i></p> <p>For a more secure Merit, there would be additional evidence of a range of language and language features.</p>

Student 3: Low Merit

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Kaveinga : kaume'a

Mālō e lelei Salote,

'Oku ke fēfē hake he 'aho ni ?

Ko 'eku tohi atu' 'o 'eke e talanoa 'a e kakai 'o Kolohau' ki ho'o loi 'oku 'ikai ko Peni na'e kaiha'a 'i homau fale koloa'. 'Oku ou loto mamahi 'aupito 'i ho'o loi' pea na'e totonu pē ke ke tala e mo'oni'. (2)

Koia ai kapau 'e 'ikai te ke lava 'o fakalelei'i ho'o talanoa na'e fai', te u 'ave koe ki 'api polisi ke 'ilo e mo'oni 'o e me'a ni. (3)

Na'e talamai 'e Kalo na'a mou sio kotoa ki he lele 'a Peni mei falekoloa'. (1) 'Oku ou fiema'u ke ta talanoa 'apongipongi. Kapau te ke kei loi pe 'oku 'ikai ko Peni pea te ta 'alu ki 'api Polisi. vave taha feinga ke talamai e mo'oni pea 'oua te ke fa'a loi.

'Oku ou talitali atu,

Helena

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to write a variety of text types in Lea Faka-Tonga, on areas of most immediate relevance. 'Variety' refers to texts selected from a range of different text types, which have been created for different purposes.</p> <p>There is evidence of communicating beyond the immediate context. The student uses future tense to indicate when the wedding will be held, e.g. <i>'E fai pe e mali 'i he Tokonaki ko 'eni' (1).</i></p> <p>There is evidence of giving opinions, e.g. <i>'Oku 'ikai ke u fiema'u ke ke ha'u mo ha me'a koloa pē ke ke lava mai. Ha'u kotoa mo e famili (2).</i></p> <p>To reach Merit, there would be additional evidence of mastery of a range of language to express information, ideas and opinions.</p>



Student 4: High Achieved

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Kaveinga: fakaafe

Sieli,

Mālō e lelei 'oku ke fēfē hake? Ko 'eku tohi 'o kole atu ke mou ha'u ki he mali 'eku ta'ahine lahi' 'e fai 'i he 'aho Tokonaki ko 'eni'.

'E fai pe mali' 'i he Tokonaki ko 'eni'. (1)'Oku fai e lotu' 'i he taha' pea toki fai e kai' he tolu'. 'Oku 'ikai ke u fiema'u ke ke ha'u mo ha me'a koloa pē ke ke lava mai. Ha'u kotoa mo e famili. (2)

'Oku 'ikai ke ke 'ilo e feitu'u', fetu'utaki mai ki he'eku fika'. Manatu'i ke'omi ho fāmili'.

'Oku mau sai pe, 'ofa atu ka moutolu mo e famili.

Lua.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to write a variety of text types in Lea Faka-Tonga, on areas of most immediate relevance. 'Variety' refers to texts selected from a range of different text types, which have been created for different purposes.</p> <p>The student uses past experience to express personal information, e.g. <i>'I he uike kuo 'osi, na'e 'ave ki falemahaki 'o Kolohau hoku ki'l ta'ahine... (1).</i></p> <p>Inconsistencies, e.g. using incorrect personal pronouns such as <i>ki hoku ki'i tama, ko hoku 'alu atu ai ki falemahaki mo hoku ki'i ta'ahine (2)</i> do threaten to hinder communication.</p> <p>For a more secure Achieved, there would be additional evidence of language to express personal information, and inconsistencies would have less impact on communication of the message.</p>

Student 5: Low Achieved

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Kaveinga: puke

Kalo,

Mālō 'etau toe ma'u ki he ho'ataā ni.

'Oku ou si'i tohi atu pē, pe 'oku ke 'ata'atā ha 'aho he uike ni ko hoku 'alu atu ai ki falemahaki mo hoku ki'i ta'ahine'.(2)

'I he uike kuo 'osi na'e 'ave ki falemahaki 'o Kolohau hoku ki'i ta'ahine (1) 'o talatala pe ko e hā ha me'a kuo hoko kia Lesieli. 'I he taimi ni 'oku 'omai 'a e kilimi ke vali hono sino' 'oku pala ke sai pea 'oku 'ikai ke sai ia.

Tā mai mu'a ki he'eku fika laine 2751012 ke ke tokoni mai ki hoku ki'i tama na'a mate.

Mālō 'aupito,

Tupou.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to write a variety of text types in Lea Faka-Tonga, on areas of most immediate relevance. 'Variety' refers to texts selected from a range of different text types, which have been created for different purposes.</p> <p>The student expresses some personal information.</p> <p>To reach Achieved, inconsistencies would not hinder communication. Lexical choice, e.g. <i>Ha'u kihe fai'aho hoku ki'i leka 'apongipongi. Ha'u na'e fai'aho aneafi</i> (1), tense problems, e.g. that the writer is inviting their friend to a birthday tomorrow in the first sentence, and in the second one they mentioned that the birthday was held yesterday, and incomplete sentences starting with a pronoun, e.g. <i>'Ene meimei ta'u nima</i> (2) do interfere with communication of the message</p> <p>Further, for Achieved, there would be additional evidence of mastery of language at this level.</p>

Student 6: High Not Achieved

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Kaveinga: fakaafe

Lesieli,

Kou tohi atu. Ha'u ke kiliki homau ta. Ha'u kihe fai'aho hoku ki'i leka 'apongipongi. Ha'u na'e fai'aho aneafi. (1) 'Ene meimei ta'u nima (2). faka'ofa'ofa homou vala. Ha'u pe. Ha'u pe ki heni. 'Oku faingofua. 'Ofa atu. 'Oku 'i he holo homau siasi. 'Oku mau ta mo nautolu famili.

Tohi mai e taimi, tohi mai e pasi 'oku ha'u. Lesieli ha'u foki Lesieli.

Toki sio.  
'Ofa atu.

Tata.