

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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SUPERVISOR'S USE ONLY



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		16

Merit

FIRST TEXT: Lipooti/ReportASSESSOR
USE ONLY

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?

I he savea ne fakahoko ne laurai ai ke nau
sio ki he nuniā o e tekinolosia pē ko hono
uesia e he tekinolosia e ~~tuānga~~ mōui telet
mo e longamōui etau longai fanau iiki,
pea mo e falei fakakaukau ōku nau
tuku mai mei he potungāue mōui ki
he ngaahi tauhi fanau ke nau tokanga
ange pē te nau fakakaukau ke tokanī
e longai fanau ke oua tē nau
mahamahaki pea akosi foki ~~akina~~ autolu
ke poto i he tohi, laukonga, pea sino
malahi ke nau kau si ha fāhinga
sipoti pē.

- (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'.

Ko reku fale'i fakakaukau atu pē ki he ngaahi matua tauhi fanau ōku fōnau he tau fakasīsī hono ave e ngaahi tekinolosia he ngāue'aki vale'i pehe'i 'e he fanau tautau'efito ki he tūnga tau 'o e 2-5 he ko hono tūnga ko'eku tui ko e tau telei taha eni 'a hono akoi 'etau fanau he ōku 'ahu 'enau lahi pea ōku nau anga ki he mōui fakatataki pē faifai mea he taimi 'e nūhi pea ōku sai ke tau akoi ke nau sio ōku tau akoi i he fanga kehō pē fakapōpoto ka ōku ikai ke e ngaahi'aki nautolu e tekinolosia, ōku i ai pē kii taimi ōku tonu ai ke nau kii sio kea ōku i ai pē hono ~~nga~~ fakafuofua pō limitī 'o' fakatatau ki he tahi i he houa 'e i pē sī sī ange ai ko rene sai ange ia, pea ōku tau ōsi lave'i telei pē 'a e mea ni //

SECOND TEXT: Ongoongo/Newspaper report

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: 18

Hours of work / Taimi ngāue: ~~7:30 am - 3:00 am~~

7:30 am - 3:00 am

Wages / Vahe: \$ 51 NZD ki he mahina

Meals / Me'atokoni: 'oku i kai ke nau ngofua ke nau hū kitua ka 'oku nau tangutu pē i he faliki he vee misini kai ai.

Conditions of work / Tūkunga 'o e ngāue'anga:

ko e tokolahi 'oku nau 'osi matu'otua mo vaivai ~~ka~~ pea 'oku i ai faāhinga 'oku nau kei iiki pea ko e kau vaivai ko kinautolu 'oku ngāue houa lahi ka e kei kovi pē tūluga vahenga.

- (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
USE ONLY

Ko e ngaahi fatongia na'e to e fakahoko 'e he kakai fefine ko 'enau to e ngāue ki he kakai tūmālie ke mau ha nau tola pea foki ki honau ngaahi 'api 'oku ~~teu~~ teu 'enau meabkoni efiāfi pea tokoni ki he homueka e funau iiki. Ko hono faingata'a 'o e ngāue ki he kakai fefine na'e fūu 'efefi, fakatūtamaki ikai ke mau 'a e ngāue'anga ~~teu~~ pea 'oku lahi e hoko e ngaahi lavelavea pea mo e uala 'a e ngaahi falengāue. //

- (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 founa 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?

Ke 'i he taimi 'oku 'amanaki ai ke tau 'o 'oku fakatau ha tau vala, ke tau tūmālie ~~fekau'aki~~ ki he fefine ~~na'e~~ na'e nau tūtui e vala, fekumi fekau'aki mo e ~~fekau'aki~~ tikiunga ngāue 'o hono ngaahi e vala pea kapau 'oku ikai ke fakafiemālie pea 'oua 'e fakatau he ko hono 'uhinga 'e mamafa ange e vala e totongi e kakai 'oku nau tūtui e vala pea 'i he ikai ke fie fakatau 'a ha taha e vala 'e tupulaki leva e fakakaukau 'i he pule 'oe kauftaha ke ne hiki e uafe na ko ha me'a ra 'e manakoa pē fakatau ai 'ene koloa. //

ME

THIRD TEXT: *Tālānga*/Discussion

ASSESSOR'S
USE ONLY

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 tālānga fēkau'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?

Ko hono 'uhinga ke solova e ngaahi palopalama 'a e feamokaki 'a e kau ngāue leipa 'i Nu'u Sila' ni pea tokoni ki he langa hake e tūnga fakalakalaka 'o e ngaahi famili mo e 'oku motu pasifiki, pea ke māu ha taukei mo ha potōi ngāue.

- (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?

'io, na'e ola lelei e polokalama ni, pea na'e kaunga lelei eni ki he ki he ngaahi famili Tonga mo Ha'amoa. I ha fūnga ne hoko enau tāai seniti ki Tonga mo Ha'amoa ko e tokoni lahi ia ki he langa fakalakalaka 'o e fūua. I hono fakatatau ki he tahi 'oku lahi e famili Tonga 'oku nau tūi lelei 'i ai honau ngaahi api fakafūofa, faingamalie ai e kakai masiva, kakai 'oku ikai ke 'i ai ha ngāue mo e kakai ne ikai ke ako lelei, pea 'oku tau 'osi 'ilo'i pē ā e ngaahi lelei ko eni 'o hangē ko e kau alu toli pea mo e ngaahi ngāue pēhē. //

- (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'.

'E tōe leleiange 'a e ngaahi ngāue ki he kakai 'o e Pasifiki' 'aki ha'ana' nau ngāue'aki fakapotopoto e ngaahi faingāmālie ngāue 'oku nau māu 'i he fonua'ni pea 'oku tau 'osi sio mata pē 'i he Nuūsila'ni 'oku tokolahi e ngaahi matakali ~~pasifiki~~ Pasifiki kuo nau 'osi langa hono'au nau ngaahi file lelei, fakatau 'enau me'alele lelei pea 'oku 'i ai fiki mo e fa'ahinga kuo nau lava 'o fakotūu 'enau kii pisinisi. 'oku ou tui 'oku lelei eni ko hono'au u'inga 'i he'etau māu 'a e ngāue lelei te tau lava fakotūu ha kii pisinisi, pea te tau lava 'o fakahi akirautol 'oku 'ikai māu ngāue ke māu ha nau ngāue ke tokoni ki ho nau famili ka ko e mea tēpū 'a e fetokonikiaki lelei mo hoto sosaieti 'i hono langa hake e tu'unga faka'ekonomika e 'oku motu Pasifiki //

ASSESSOR
USE ONLY

M6

Merit Exemplar 2019

Subject	Lea Faka-Tonga		Standard	91682	Total score	16
Q	Grade score	Annotation				
1	A4	The candidate provides enough evidence for Achievement. The candidate has commented only on the problem of our children spending too much screentime without any physical activity. To gain a Merit, the candidate should explain more than one reason why too much screentime is not good for our children.				
2	M6	The candidate provides personal responses, listing some of the information available in the text in relation to difficulties facing young female workers in Bangladesh.				
3	M6	This answer demonstrates a clear understanding of the text. The candidate provides a clear explanation of the benefits of the seasonal worker scheme for Pacific island workers, including the improved financial situation for families, as well as the development of the Pacific countries.				