

To be completed by candidate and school.

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Name: _____

NSN _____

School Code _____

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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 2020

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

9.30 a.m. Thursday 22 October 2020

Credits: Five

Make sure you have Resource Booklet 91682R.

You should attempt ALL the questions in this booklet.

Answer 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 | | 24 |

Excellence

QUESTION ONE: *Ongoongo* (News report)

Read Text A on pages 2 and 3 of the resource booklet.

- (a) *Fakamatala'i 'a e 'uhinga 'oku mahū'inga ai ke fakahoko 'a hono langa 'o e hala-fakakavakava Fanga'uta.*

Explain why it is important to have the Fanga'uta bridge built.

Ko e 'uhinga 'oku mahū'inga ai ke fakahoko 'a hono langa 'o e hala-fakakavakava Fanga'uta, ke ē lava ke hoko eni ko e hala ke fetukuhuhu fahavave ai e hahai' mei Nukuālofa, ā ia 'oku hū mālalō li ke ngaahi fetu'ū 'oku mā'uhinga ange i Uake Loto mo Uake Hahake' i ha hoko ha Sunari. Ko e tūnga li ke pea mo e āonga ā e langa 'o e hala fahavave Fanga'uta 'ni' ko ēre fahavave ha ngaahi langa fahalahalaha po'u li ke fanga'uta lii hoko i ke tafa'aki fahalahalaha o Nukuālofa, pea kene hoko lii ke vave' ā e taimi fetu'ūnga'aki mei he ulaki kuini Salote' li ke mala'e vahapunga fuānoku. E toe i ai fohi pea mo e fanga-mālie li ke pasihala' pea mo e lue lalo' ke nau lava 'o ō li ke fēi hūi 'uta' alu pē ā enau lue pē ko e āha'āha, ā ia ē toe vave ange ā e fetakaki ā e ngaahi me'aki mei Hahake' li Nukuālofa pea ē toe siisii ange ai ā e fahamole li hono hū mai e loto. Ko hono fahamā'opo'opo ā e mahū'inga' ni ko e ē tohoni lahi ia li ke nōui ā e sii hainga Tonga ā ia li ke masiva' pea pehe' fohi li ke māne'a.

- (b) Ko e hā e 'uhinga 'e fu'u mamafa ai hono langa 'o e hala-fakavakava Fanga'uta'?
- Fakamatala'i fakaikiiki mai ho'o tali' 'o ngāue'aki e fakamatala 'i he kongā tohi.

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Why will it be expensive to build the Fanga'uta bridge? Explain your answer with details from the text.

Koe 'uhinga e fu'u mamafa a hono langa
ō e hala-Pahahavahava' Fanga'uta, koe
ikai ko ha hii langa ke pehe 'pe ko e
"hala" hā ko e fu'u langa ā ia ōhu 'e
Pahakupu ā e manala a hono langa'a. Koe
'uhiahi meā ōhu 'e Pahakupu ā e manala'
ko e mālohi ōhu Penāu ke nāu ē ke hala-
Pahahavahava' koe'ahi' ke fua e manala
ō e ngaahi me'alele' pea mo e sino ō e hala
Pahahavahava! Ko hono ua', ko e halasi
ō e hehehele' loloto ō e maha faufatunga
mokuā ā e foma', ā ia ōhu fakakito ai e
fa'ahinga sitaila ā e fahi' mo e mā'ahinga
ō e peau', pea pehi loli hi ke mā'ahinga
fē'unga ā e hala-Pahahavahava! Ko e
loli ā ia ōhu han ia i ke kikihi meā
mā'ahinga taha hi ke laiga ko ēni ōhu
Pahakupu' ko e Penāu ke ūmahi e ngaahi
āpi hehehehe ō e hahai' koe'ahi' ke langa
ai ā e ū ngaahi hala pea mo ha ū ngaahi
Pela'ahinga' hōu ke lava ke Pihotahi e
ngaahi hala' mo e hala-Pahahavahava', ha
ōhu i ai loli ā e Paha'āpi ke siisi'i e
ngaahi āpi ē role' tupa nei ke ngaahi
hala hōu' ke ko e mā'ahinga hōu' ā e
hahai' ōhu nei honau hehehele!

Finish up
page 8

ES

QUESTION TWO: Faka'eke'eke (Interview)

Read Text B on pages 4 and 5 of the resource booklet.

- (a) Fakamatala'i mai pe ko e hā e ngaahi uesia na'a' ne tataki 'a Lupe ke ngāue 'i he tafa'aki 'o e faito'o'.

Explain what influences led Lupe to a career in medicine.

- Ko e ū ngaahi uesia na'a' ne tataki ā Lupe he ngāue 'i he tala'aki o e faito'o' ko e toketā tala - mata Bhi ā hono lūi tangata' pea hi he ēne toketā - tala - mata 'i Tonga' na'a' in uesia lahi ai ā e mo'i ā Lupe' he ngāue hi he tala'aki faito'o'. Na'a' in manako nāi pē he siā fakatāta he'ene ngaahi lōhi hi he faitala' pea mo hui hono tūnga malūi' he lōhi tala'. Pea na'a' in ohoko nāi pē he lava he ko e ā ha mata in hui, ā ia na'e toketāi' ai ā ēne toketā' he sa'ia pea mo manako he ngāue pehe' aiā ko e ngāue faito'o' //

- (b) 'Oku anga fēfē 'a e vakai 'a Lupe ki he'ene ngāue ko e toketā fai-tafa?

How does Lupe view her work as a surgeon?

- Ko e vakai ā Lupe hi he'ene ngāue ko e toketā fai-tala', ko e liliu ōhi in malawa he ōange hi he mo'i. ā hingatū ōhi lava he toketā' he mavave o' ihai he fai-talasisi' ā ia ōhi hoko ēni in he fāim' ōhi he fakahoko ai ā ēne ngāue tala fakahoko ōhi in fakahoko' ko e tafa o' lelongi ā e hokuna'. ōhi in pehe' ko e fāim' ōhi liliu ai e lani o' e hokuna' o' lani pingili' pea fonu he toto' o' lava o' ngāue' ko e mōmeriti fakahoko fonu ia. Pea ko ēne hau hi he ngāue ko ia' ko e tāpaahi! ōhi ou hui ē ala ē he ōhiā,

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(c) Ko e hā 'a e ngaahi fekau 'oku faka'amu 'a Lupe ke vahevahe'?

What messages does Lupe want to share?

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- Ko e ū ngaahi fekau ōhū faka'amu ē Lupe ke vahevahe 'ko ēre pehe' mai ōhū iŋ ogoi langitangiā āupito keēre kuinga ōhū i'ai' ā ia mai i'ai ke hoho ko e toketai fai-tala, tantantehto ki ke faitala vesihula' ke re mai ai ha langitangi. Naā iŋ muiuni pē ke meā naā iŋ manaho ai' pea ko e meā em huo 're iŋu mai ki ai'. ōhū iŋ pehe' ōhū ogoi, ōhū nahuinga ke i'ai ha faitaitahiānga ke tau vakai ki ai, koeūhi' ke fakaloholahi e kōu fangata aho lei talavou' ē e Pasihia' he nau fili ke ngāve i ke fakaāhi o e faitō. ōhū faka'amu ē Lupe ke ko e kiki kake ā e toholahi o e hau toketai Pasihia' rei ke 295 ki ke hoho waga koeūhi' ke hōho mālie mo e toholahi o e kakei Pasihia'. ōhū tahi āupito ōhū talavou ē Lupe ke tau kōhanga pea ai e kōh' ke tahi ke koeūhi' ōhū iŋ pehe' mai ōhū tahi e ngāve ke fakaloholahi koeūhi' ke malava e fakaloholahi mai pea ē i'ai ke tau aisia ē e fākehi' ko em kōpau ē i'ai ke tau tū toholahi kake o pō ke tau hoho ko e hau faitaitahiānga hau fakaloholahi mo tahi pea pehi ki ha mīhi ke nau sipomā ē e kōu fangata tamaihi' ke kōhuinga ke ko em ā, Lupe' ōhū hau i'a i ke meā mooni koeūhi' ōhū lau i ke kōhita'pau. Ke kō e kōhava kae mai ha kōi mā. ✓

Continue page

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QUESTION THREE: *Talanoa fakatātā* (Parable)

Read Text C on page 6 of the resource booklet.

- (a) Ko e hā e 'uhinga na'e fakakaukau ai e tamai' ke ne vahevahe ange 'a e talanoa' ni ki hono 'ofefine'?

Why do you think the father shared this story with his daughter?

- Ko e 'uhinga na'e fakakaukau ai e tamai' ke ne vahevahe ange 'a e talanoa' ni ki hono 'ofefine', ke ne sio pea alo mei ai, ke hōe'hi' hōe 'hōi paketa', hōi'pōa' pea mo e piimi' 'ōhū nan keheheh hāha' hā 'ōhū na'a' nan hōi hāha mai i he Paingataā' pea na'e hōhō 'ōe Paingataā' hō ha lesōi' he nan "liloa mei ai ā honau mo'ui" he & nan hōhō ai hō ha tokolaha

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- (b) Ko e hā ha 'uhinga 'oku toe loloto ange 'oku muimui mai he talanoa fakatātā ko 'eni'?

What is the deeper meaning behind the parable?

- Ko e 'uhinga 'oku toe loloto ange 'oku muimui mai he talanoa fakatātā ko 'eni' hō e 'em talanoa' hōu mai hōi hōtan mo'ui' 'ōhū lōhi 'ōe hōinga 'ōhū nan hōi he Paingataā' pea hōi he fāimi' 'ōhū nan Pēlāulahi ai pea mo e Paingataā' 'ōhū nan hōi hōi ai pē hōi hōi i ai pea hōe fāhinga & mōhi 'ōhū nan hōi mei fāingataā'. Kapan e hōhō 'ōe Paingataā' ai he tau hōngi' hōe 'hōi paketa', pea mo e hōi'pōa' hōe'hi' hōe fāimi' 'ōhū hōhō mai ai hō ha Paingataā' hōi hōi pea he liloa mei ai, ngāereāhi ia hō ha lesōi' he hō hōhō ai hō ha fāha hōhō hō ha fāha hōhō hō hōngi' hōe hōi piimi'. Kapan 'ōhū he vesia i he Paingataā' hōi, pea hōi pake mai hōi ai hōi hōi tē hōi

hāa hōēhi' hōe fāi'i ōhū hē hōla ai', kōe
fāi'i iā ē hōe hōi mai ai pē āe Paingataā'
hā ē hōi mai iā ō x2 āe mānahi pē mō
e aesia hē hēle mōi'. Te hāi āe Paingataā'
pē te litiā mē ai hōēhi' hē hāi hōhū;
hū te ōsi hū pē hē hē tali āe Paingataā',
hū hē ōsi hū pē mōe hēle fāi hē te
māhū ē hōhū mōi' //

- (c) Ko e hā ho'o fakakaukau ki he founa na'e ngāue'aki 'e he tamai' ke fakahoko 'ene fekau' ki hono 'ofefine'? Na'e a'u lelei nai 'ene fekau? Fakamatala'i fakaikiiki mai ho'o tali' 'o ngāue'aki e fakamatala 'i he konga tohi.

What do you think of the method the father used to convey his message to his daughter?
Was it effective? Explain your answer with details from the text.

- Kōe founa na'e ngāue'aki ē hē fāi'i' hē
fakahoko ēre hēhū' hē hōhū ōhēhē' hā hāi,
ōhū ōu pēhē' ōhū fahāōōla pē hōe mōmō
mō māhū. Iō, na'e ai ōhū ōu hū nāi ai
lēhī ā ēre hēhū' hē hōhū ōhēhē' hōēhi' hōe
māhū pē mōe mōmō āere talavā,
ō ōhāi hē lōlōa pē tāemahū. ōhū ōu
fahāhāhū an hōe founa hē talavā' i
ōhū kēnga hū pēiā mōe tāi, hūnga ōhū
i ai āe hē ōhēhē' hē hē hē māhū' pē
mō ēre fahāhāhū' hōi. Kōe founa āe
fāi'i hōēhi' hāhāhū ōhū hē hā mai ō hā
hōhā fāi'i ōhū ōlā ō ōhāi hē vāe hē
fāi'ga pē fakulū hā nāi hē vāe hē hē
ahōhāi' pē mōe fahāhāhū' ē hōhū ōhēhē'.
Kō ōhē nāi hā fāi'i ōhū ōlā', ōhū lāhī

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E8

Extra space if required.

Write the question number(s) if applicable.

As
USLQUESTION
NUMBER

Question ①
B → 'Olu meongo a e nola' pea mo e namafa' la
ho 'olu nau mahinga aupito lotoa ki ho-
nono Palakauhanii e lali' tūnga' mo e
Paāhinga kala- Palakauhanii 'Olu taau
ke lango' koeūhi' ē hoto loli ēni o hoto
lali ki ke hainga Tonga' pea mo enau kono-
ngaahi' //

Question ②
B → 'Olu lapaahi' lali a Lupe pea mo ena Pāriti
hahai' pea mo hoto ngāne' koeūhi' ho e
ōfa pea mo e hoto lali hoto i Palakouhi
ke 'olu mo'ni a e lau a e veesi lotohola i
ke loliapu " 'Olu mo'ni aia 'olu loto
ōfa' ki ē kua mai a e ōfa! 'Olu kua a e
veesi lotohola fo ēni' o peti' ho e ōfa' 'olu
Palakouhi ahi a e ōfa' pea 'olu ihai ke ke
i ai ha marahi kua ho e heta pe mo e
ōfa. //

Question ③
C → 'Olu talana'i ē ke lotohola' ōua ke peti
'olu laingohia a e meahoha koeūhi' ke
ihai heta ke ke ihi o mai ha mea loli i
ha lango laingohia. 'Olu pau ke lau koeūhi
hetaia ihai lava ka māto' ngāne' ke
lana' mo e ūha ki ke laingohia 'pea
te loli aūgia a hoto laumia. ōua ē
ke ke ngāne'hi a hoto iluqānga' ho ka
mea ke loliahi ai a e tohanga a e hetai
ha e ngāne'hi ia ho ka hoto mo'ni
mo'ni' //

Excellence Exemplar 2020

| Subject | Lea Faka-Tonga | | Standard | 91682 | Total score | 24 |
|---------|----------------|--|----------|-------|-------------|----|
| Q | Grade score | Annotation | | | | |
| 1 | E8 | The candidate provides evidence of thorough understanding by communicating most of the implied meanings in the supporting details from the text, which fully justify conclusions. For example, ko e 'uhinga 'oku mahu'inga ai ke langa e hala fakakavakava ko e: hala ke fetuku fakavave ai e kakai mei Nuku'alofa ki Hahake 'oku ma'olunga 'o ka hoko ha sunami, fakaava e ngaahi langa fakalakalaka fo'ou , holoki 'a e taimi mole he fefononga'aki mei Uafu Kuini Salote ki mala'e vakapuna, pea 'i ai mo e ngaahi faingamalie ki he Pasikala mo e lue lalo, pehe ki he vaveange e fetafeaki 'a e ngaahi me'alele mei Nuku'alofa ki Hahake. | | | | |
| 2 | E8 | This is an Excellence response as it demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions. For example, ko e vakai 'a Lupe ki he ngaue toketa faitafa 'oku: ne malava 'o tokoni ai ki ha kakai ke mavahe mei he taialasisi, tapuaki kiate ia pea 'oku fakaofa kiate ia e ngaahi me'a 'oku hoko he'ene faitafa. | | | | |
| 3 | E8 | This response demonstrates a thorough understanding and communicates most of the implied meaning by selecting and using relevant supporting detail from the text to fully justify conclusions. For example, ko e 'uhinga 'oku loloto ai 'a e me'a 'oku muimui mai he talanoa koe'uhi 'oku ne ako'i e me'a lahi: ke 'oua te tau hola mei he faingata'a ka tau tali he 'e hoko ai e ngaahi liliu hange ko e pateta mo e fo'imoa. Ako mai ke tau tali e faingata'a he 'e fai ai hotau liliu. | | | | |