



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

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

This exemplar supports assessment against:

**Achievement Standard 92037**

**Communicate in Lea Faka-Tonga in relation to a cultural context**

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

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to communicate in Lea Faka-Tonga in relation to a cultural context.

This involves using relevant language to express information, ideas, and opinions relevant to the context, and referring to events or experiences in the present as well as the past or future. Communication will be achieved overall despite inconsistencies.

This student has communicated in Lea Faka-Tonga about preparing and making "*Otai meleni*". He used simple language to explain all the ingredients to use in making the "*otai*" and talked about the process or the steps used to make it. He communicated about a past event/experience by discussing how he had made "*otai*" before.

The language used by the student is at the expected level and attempts to build on the information and ideas with some detail. There was some repetition of language, e.g. "*otai meleni*".

For Merit, inconsistencies will not significantly hinder communication. For example, there would be additional evidence of differentiation between present and past verb endings to clearly indicate the intended time sequence. This consequent tense confusion and the effects of the pronunciation issues mean that in a number of places, communication is significantly impacted.

Grade: Merit

For Merit, the student needs to communicate capably in Lea Faka-Tonga in relation to a cultural context.

This involves using a range of language and building on aspects of information, ideas, and opinions expressed. Communication will not be significantly hindered by inconsistencies.

The student uses a range of language to talk about the cultural context of gift-giving in a Tongan wedding.

There is evidence of building on aspects of the information, ideas, and opinions related to the cultural context. For example, she explains the link between family relationships and gift-giving and gives reasons for why things are done the way they are. She spoke about her gift and who she will present the gift to, with relevant information and ideas about the protocols and presentations.

She talked about the past by referring to how her mother had taught her about keeping the “*va*”. She refers to the future by saying what she is expected to do if it is her birthday.

The language is at or above the expected level, e.g. “*tauhi va, mehekitanga*”.

For Excellence, there would be evidence of cohesive structuring of the presentation, e.g. the student could organise the information, ideas, and opinions in a logical flow, separating out the different ideas and information.

Grade: Excellence

For Excellence, the student needs to communicate skilfully in Lea Faka-Tonga in relation to a cultural context.

This involves using a range of language successfully and connecting information, ideas, and opinions cohesively. Communication will not be hindered by inconsistencies.

The student successfully uses a range of language to describe and explain details of the cultural context. For example, the student described the effects of the drink on the spirit, validating with the use of the proverbial expression *“e oku fakafo’ou e laumālie, e taille ae total. Oku mo’oni ae lava palu hea pe, a faka`amu mei, eku faka`amu ma’u pe keu inu ae otai”*.

The student refers to events or experiences in the present, past, or future, e.g. use of *“Na’a mau”* to indicate the past tense when mentioning how she had enjoyed her trip. She refers to future events, e.g. *“Ofa pe keu toe ‘alu ki Tonga...”*

There is logical flow and structure in the presentation. The information, ideas, and opinions are cohesively linked. For example, the student uses linking words like *“ki mu`a...hoko ia...osi pe ana...”*

Communication is not hindered by inconsistencies. Presentation speed, audibility, and good pronunciation mean that a very clear presentation is delivered.