

Assessment Schedule – 2022

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information and varied perspectives from the texts, and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</i> involves expanding on relevant information and varied perspectives, and communicating meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 13	14 – 18	19 – 24

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements on page 1.

Question ONE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Shows evidence of understanding the highlights of Peseti's time at the University of Waikato.</i>	<p>The highlights include:</p> <ul style="list-style-type: none"> • being a Hall of Residence cultural advisor • being an executive team member looking after residents of the university hall • meeting new people from diverse backgrounds and developing friendships and networks. 	Identifies a highlight from the text.	Identifies a highlight and gives evidence from the text.	Identifies a highlight and gives evidence from the text. Elaborates on what this highlight means for Peseti.
<i>(b) Shows evidence of understanding how important the scholarship was to Peseti's career.</i>	<p>The importance of the scholarship to Peseti include the following:</p> <ul style="list-style-type: none"> • enabling Peseti to go for further education and upgrade his qualification • Peseti's education was all paid for and he had no student debt • giving Peseti the opportunity to teach English at secondary schools • enabling Peseti to win position where he worked as a Student Learning Specialist (SLS) at USP-Tonga Campus • enabling Peseti to be accepted / chosen to join the Government of Japan's JET Programme teaching English in Japan for five years. 	Identifies how the scholarship helped Peseti open up opportunities or further his career.	Identifies how the scholarship helped Peseti open up opportunities or further his career. Gives evidence from the text.	Identifies how the scholarship helped Peseti open up opportunities or further his career. Gives evidence from the text. Explains what holding these positions mean to Peseti.

<i>(c) Shows evidence of understanding of how Nishan Panwar and Rosa Parks words encouraged Peseti.</i>	He was encouraged by: <ul style="list-style-type: none"> • getting rid of his fear to try. • giving himself the chance to apply for opportunities available. • Having the attitude that “The sky is the limit. “ 	Identifies one encouragement to Peseti.	Identifies one encouragement and provides evidence from the text.	Identifies an encouragement from the text and explains the link between the encouragement and Peseti’s success.
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Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Shows evidence of understanding of how Indira became interested in journalism.</i>	<i>She became interested when:</i> <ul style="list-style-type: none"> • the tutor got Indira to analyse a column about cultural identity written by Tapu Misa • it was the first time Indira had ever seen a brown woman writing in mainstream media • she read the article and was inspired to become a journalist • she realised that someone of her colour and race could write that well. 	Identifies how Indira was drawn to like journalism.	Identifies how Indira was drawn to like journalism and give evidence from the text.	Identifies how Indira got interested in journalism. Explains what this means and the link to her becoming a journalist. Gives evidence from the text.
<i>(b) Shows evidence of understanding why it is important for Pasifika journalists to be in the New Zealand newsroom and media.</i>	It is important because: <ul style="list-style-type: none"> • journalists need to have a balanced worldview and to be open to other’s perspectives • a balanced view is not achieved if you do not have a diverse range of perspectives in newsrooms • every community need to be represented correctly in the news and in some of the stories that they are featured in • it opens the door for others to follow to see a role model in a profession that does not have many pacific people in the past / or at present. 	Identifies a reason from the text, why it is important for Pasifika journalists to be in the newsroom in New Zealand.	Identifies, from the text, why it is important for Pasifika journalists to be in the newsroom in New Zealand. Gives evidence from the text.	Explains why, according to the passage, Pasifika journalists are important in New Zealand newsrooms.

<p><i>(c) Shows evidence of understanding of how challenges that Indira faced made her a better person.</i></p>	<p>The challenges made Indira a better person through the following:</p> <ul style="list-style-type: none"> • she struggled to provide for her children when she was a solo mum, but it taught her humility and to appreciate everything we have. • she developed a very positive work ethic. • she became a very dedicated mother • she did not waste her time at work, but made every moment count to make her time away from her children worthwhile • She was selective about the stories that she worked on. Only stories that are meaningful get published • she married again and wants to give her children a stable home and push them to go further than their parents. 	<p>Identifies from the text a challenge, or challenges Indira faced.</p>	<p>Explains how, according to the text, challenges that Indira faced made her a better person. Gives evidence from the text.</p>	<p>Explains why, according to the text, how Indira overcoming challenges made her a better person and affected other aspects of her life. Gives evidence from the text.</p>
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Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Shows evidence of understanding of how people in the islands used diving in the past.</i>	<p>People used to:</p> <ul style="list-style-type: none"> • go with almost no equipment. • be lucky to if they had equipment e.g. a diving mask and a spear. Diving gear borrowed from relatives was inadequate and outdated. • struggle to hold their breath and try to drag the fish up (if they were lucky enough to catch one) • wonder how many survived the diving expeditions that they had done in the past. 	Identifies how diving (as a fishing method) was done in the past in the islands.	Explains how, according to the text, diving (as a fishing method) was done in the past in the islands. Gives evidence from the text.	<p>Explains how, according to the text, diving was used as a fishing method in the past in the islands. Gives evidence from the text and successfully places the text in context.</p> <p>e.g. Diving as a way of life or as a necessity for gathering food.</p>
<i>(b) Shows evidence of understanding of why the speaker shared this story with the students at their graduation ceremony.</i>	<p>The reason why he chose this story:</p> <ul style="list-style-type: none"> • to draw an analogy between the fishing expeditions and studying • diving without the correct equipment is really a struggle and unsafe, schooling is also a struggle and you have to make sacrifices • it is a struggle and you do not achieve your goal easily. You must toil and work hard to get what you want as you did with diving. in the end, when you see the smiling faces of your parents, then all the struggle and sacrifices are forgotten • at graduation and when diving you tell yourself that it was all worth it because of the celebration and happiness that your achievement brings to your family and community. 	Identifies a reason why the speaker chose this story for his graduation address.	Identifies a reason why the speaker chose this story for his graduation address. Gives evidence from the text.	Identifies a reason why the speaker chose this story for his graduation address. Explains what this means to the graduands. Gives evidence from the text.