

Assessment Schedule – 2018

Lea Faka-Tonga: Demonstrate understanding of a variety of written and/or visual Lea Faka-Tonga text(s) on familiar matters (91677)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves making meaning of the information, ideas, and opinions in the texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and opinions from the texts with supporting detail to show understanding of the implied meanings or conclusions .

Evidence

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrates limited or no understanding of the texts.</p> <p>Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the texts. The response is logically inconsistent, indicating misunderstanding.</p>	<p><i>Demonstrates understanding and makes meaning</i> of the relevant information, ideas, and opinions from the texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is consistent.</p>	<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and/or opinions from the text and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.</p>	<p><i>Demonstrates thorough understanding</i> by selecting and expanding on with supporting detail relevant information, ideas and opinions from the text and shows understanding of the implied meanings or conclusions within the text.</p> <p>Relevant information, ideas, and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the texts.</p>

Guidelines for applying the Assessment Schedule

- The answer space provided in the exam paper is NOT an indication of the word count required. The candidate may exceed the lines provided, or respond succinctly using fewer lines. For Merit/Excellence, however, the candidate needs to show clear/thorough understanding of the meanings or conclusions within the text, which usually requires more than a brief statement.
- The candidate must demonstrate understanding of the texts. Responses must not simply quote or translate sections of the texts.
- A cut-score system is not used.

Evidence

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why the couple chose this man to marry their daughter.</i></p>	<ul style="list-style-type: none"> • Because he was educated. 	<ul style="list-style-type: none"> • He seemed mature and financially stable and would be a reliable husband for their daughter. 	<ul style="list-style-type: none"> • They saw the qualities he had and what he possessed reflected hard work. For example, he was well-educated and determined to succeed and he would be able to provide and care for her in the future.
<p><i>(b) Possible evidence showing understanding of whether the girl was in love with the man chosen to be her husband.</i></p>	<ul style="list-style-type: none"> • No. She did not love him. <p>OR</p> <ul style="list-style-type: none"> • Yes. She agreed to marry him, which meant she loved him. 	<ul style="list-style-type: none"> • No. She did not love him and she was just going ahead with it because her parents wanted her to marry him. She had agreed to marry him, but her heart was not in it. <p>OR</p> <ul style="list-style-type: none"> • Yes. She loved him and it was reflected by her agreement with her parents' decision. She also liked him and what he represented. 	<ul style="list-style-type: none"> • No. She was just obeying her parents and going along with their plans, but her heart was not in it. She was pretending to smile, but deep inside her, she was not happy. <p>OR</p> <ul style="list-style-type: none"> • Yes. Her parents had talked with her about the importance of choosing the right person as her husband to avoid future problems. She also knew her parents loved her and would make the best decision for her. Therefore, she was ready to love the man they had chosen for her.
<p><i>(c) Possible evidence of advice for a friend in the same situation as the woman in the poem?</i></p>	<p>Simple advice:</p> <ul style="list-style-type: none"> • Follow your parents' guidance. • Make your own decision, as it is your life. • Do what you need to do to be happy. 	<p>Advice with a reason:</p> <ul style="list-style-type: none"> • Follow the traditions of our culture and let your parents choose, as they love you and will make a wise decision. • Choose your own husband or wife, as you should learn to take responsibility for your own life. You will not learn if your parents make decisions for you. • It is important to make the right choice for yourself, not your parents. Make the choice that will make you happy. 	<p>Advice that reflects the difficulty of the decision and that each choice brings its own challenges:</p> <ul style="list-style-type: none"> • It is very important for young people to be clear about their reasons for marrying, because it is a lifetime commitment. If you marry someone to obey your parents and honour tradition, you must be prepared to face the consequences if you do not love that person. • Refusing to marry the partner your parents have chosen for you could create a rift in your family. However, if your happiness is at stake, you need to stand up for yourself. It takes courage to do this and to talk to your parents about your concerns.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

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

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how to prepare raw fish safely.</i></p>	<ul style="list-style-type: none"> • Always wash your hands before you start preparing your raw fish. • Wash all cooking utensils that will be used. 	<ul style="list-style-type: none"> • Always wash your hands before you prepare your raw fish to prevent germs being transferred into your raw fish. • Wash all cooking utensils to avoid contact with germs and prevent sickness. 	<ul style="list-style-type: none"> • It is of utmost importance to wash your hands before preparing your raw fish to avoid germs and ensure safe preparation of your dish. • You must always wash all cooking utensils that are to be used in your food preparation to ensure safety and avoid contaminating food with germs.
<p><i>(b) Possible evidence showing understanding of the title of the text, “Ko e ‘Ilo = Faka‘ehi‘ehi”.</i></p>	<ul style="list-style-type: none"> • When you know about the importance of cleanliness, prevention is easy. 	<ul style="list-style-type: none"> • When you are aware of why cleanliness is important, it will keep you safe from being affected by germs. 	<ul style="list-style-type: none"> • Prevention is better than cure. To know this is of utmost importance, because it will keep us safe from being infected by germs.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown, rather than knowledge of individual lexical items.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the ways Polyfest was important to Seini.</i>	<ul style="list-style-type: none"> • Because she can learn Tongan dances. 	<ul style="list-style-type: none"> • Because it gives her the opportunity to learn the language and Tongan dances. 	<ul style="list-style-type: none"> • Because it is a platform where she is able to learn the language, dances and Tongan culture.
<i>(b) Possible evidence of understanding of why students would take part in Polyfest.</i>	<ul style="list-style-type: none"> • To gain more NCEA credits. 	<ul style="list-style-type: none"> • To learn to dance and also get credits for NCEA. 	<ul style="list-style-type: none"> • To see and learn a variety of Tongan performances, and also a chance to learn the Tongan language. Furthermore, students will get credits.
<i>(c) Possible evidence showing understanding of advice that can be given to parents about Polyfest.</i>	<ul style="list-style-type: none"> • I will advise parents to support their children since they are going to get credits from performing at Polyfest. 	<ul style="list-style-type: none"> • I will advise parents to support their children as they participate at Polyfest, as it will help them learn not only Tongan culture and language, but they will also get credits for NCEA. 	<ul style="list-style-type: none"> • I will advise parents to support their children so they are able to do their best in learning their language, culture, and dance, as well as achieving credits for NCEA. Furthermore, their help will ensure stronger bonding and better relationships between parents and children.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown, rather than knowledge of individual lexical items.

Judgement Statement

Achievement	Achievement with Merit	Achievement with Excellence
Minimum 2 A AAN AAA AAM AAE AMN AEN	Minimum 2 M MMN MMA MMM MME MEN MEA	Minimum 2 E EEN EEA EEM EEE