

Assessment Schedule – 2019

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
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and/or opinions 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, ideas, and/or opinions 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, ideas, and/or opinions, with supporting detail, to show understanding of the 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 – 14	15 – 20	21 – 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 above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how the name Laku Fā'anga came about.</i></p>	<ul style="list-style-type: none"> The name came about when people wanted to see Tu'akau'ia and his children. 	<ul style="list-style-type: none"> The name Laku Fā'anga came about as people started throwing fa down the cliff, calling Tu'akau'ia and his children. 	<ul style="list-style-type: none"> The name Laku Fā'anga stems from the fact people who want to see Tu'akau'ia and his children throw fa over the cliff while calling their names and then the family appear to them as turtles. If people call without throwing the fa down, Tu'akau'ia and his children will not appear. The name Laku Fā'anga stems from the legend that explains the meaning of the name and how it came about.

<p><i>(b) Possible evidence showing understanding of what the story is trying to teach young people.</i></p>	<ul style="list-style-type: none"> • It is important that you learn to listen to others. • You should learn to ask for help when you need it. • Decision-making is better when more than one person is involved. • Obey your parents always. • Don't be afraid to talk to your parents. 	<ul style="list-style-type: none"> • Young people should learn to listen to advice, as they cannot learn anything if they do not listen. For example, the children would not have been playing close to the cliff if they had heard what their father told them. • Prevention is better than cure. If the children had listened to their father's advice, they would have prevented a lot of grief. • Do not hide anything from your parents, no matter what it is. For example, the rest of the children followed their brother off the cliff because they did not want their father to know they had disobeyed him. Had they waited, and told him what happened, they would not have died. • Don't be afraid to ask for help. If Tu'akau'ia had asked for help, maybe, things would not have gone as far as this. 	<ul style="list-style-type: none"> • Children were left on their own without adult supervision, and the consequence was tragic. • The price to pay when things get more difficult is very high. For example, all the lives in the family were lost. • Problems in the family need to be addressed and solutions found. For example, Tu'akau'ia should have talked openly with his children and explained in detail why they should never play close to the cliff. If he had done this, the children would have understood the logic behind the advice and kept away from the cliff. • A problem shared is a problem halved. If Tu'akau'ia had asked his neighbours for help or advice, others might have helped him supervise his children.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the new trend.</i></p>	<ul style="list-style-type: none"> • Colouring is used to combat or fight stress. • Colouring books are for everyone and are sold everywhere. • Colouring is a worldwide trend. 	<ul style="list-style-type: none"> • Colouring is very useful to combat fatigue and having too much to do. • When you have had enough of exams, you need a change and colouring is that change you need. • Colouring books are no longer just for children but for everyone. They are sold online and in shops. 	<ul style="list-style-type: none"> • Colouring books are a useful tool to fight stress, as they take you back to being a child when everything was easy and full of colour. • Colouring books are among the top 15 best sellers in recent years. • Colouring is no longer just a way to keep children occupied.
<p><i>(b) Possible evidence showing understanding of the ideas Samuel and Ashley have that could help other students.</i></p>	<p>Samuel</p> <ul style="list-style-type: none"> • Being creative is good. • Concentrating on design and choosing colours helps you relax. <p>Ashley</p> <ul style="list-style-type: none"> • Colouring is a form of meditation. • It truly allows you to relax. • Your breathing is calmer. 	<p>Samuel</p> <ul style="list-style-type: none"> • The popularity of colouring books is a response to a need for escape. • Colouring helps you, especially when you feel as though you are incapable. • It allows your thoughts to come and go. • It allows you to be in the here and now. <p>Ashley</p> <ul style="list-style-type: none"> • Colouring allows you to think of nothing else but colouring. • Your head is disconnected from your worries and the noise when you are colouring. 	<p>Samuel</p> <ul style="list-style-type: none"> • The hand movement over the paper is physical work, but it has a calming effect on you. • Colouring is an act that is ongoing and has no end and, because of that, it takes your mind away from the stress. <p>Ashley</p> <ul style="list-style-type: none"> • Colouring is something you do for yourself and gives you satisfaction and joy. • Colouring gives you pleasure, a joy that is beyond you and makes you happy.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the ways a lakalaka dance can be seen as a speech.</i></p>	<ul style="list-style-type: none"> Lakalaka dance is classified as a speech because it has three parts: an introduction, a main section, and a conclusion. 	<ul style="list-style-type: none"> Lakalaka dance is a speech written as a poem and is delivered as a song accompanied with actions. It gets a story or message across to the audience. 	<ul style="list-style-type: none"> Lakalaka dance is classified as a speech because it is structured, and the content includes societal structure, and cultural and social values. For example, lakalaka has an introductory paragraph. It is written and delivered as a song, which talks about a theme, and the message of the speech is supported by the actions that go with the song. There are three parts to the lakalaka, which portray it is like a speech: an introduction (fakatapu); the composition, which is the main body of the speech; and the tatau, which is the conclusion of the speech.
<p><i>(b) Possible evidence of understanding of how learning lakalaka dance can teach young people about the cultural and social values of Tonga.</i></p>	<ul style="list-style-type: none"> In the dance, the fakatapu reveals the way the Tongan society is set up with a king, then nobles, and then commoners. 	<ul style="list-style-type: none"> The composition of a lakalaka dance shows the structure of Tongan society and cultural values. For example, the fakatapu always acknowledges the king first, nobles of the realm next, and then the important people present. 	<p>The lakalaka dance firstly acknowledges the order of ranking in Tongan society, from the highest to the lowest, and the main part talks about a historical event, the people concerned, the village or island they come from, as well as famous scenery of that village or island. At the end, the writer says goodbye, but states that no matter what he is doing or where he is, he is still a Tongan.</p>