

Assessment Schedule – 2020

Lea Faka-Tonga: Demonstrate understanding of a variety of spoken Lea-Faka Tonga texts on familiar matters (91674)

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 – 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 above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the lives of each of the families.</i></p>	<p>1960s family</p> <ul style="list-style-type: none"> • Lived and shared meals with extended family. • Had different roles for men and women. • Worked together. • Showed respect for elders. • Followed customs and traditions. <p>Today's family</p> <ul style="list-style-type: none"> • Live in a house with just parents and children. • Live next door to aunty. • Other family live in other parts of Tonga or other countries. • Enjoy family events together. • Penisimani works in the plantation with his father after school. 	<p>1960s family</p> <ul style="list-style-type: none"> • Lived and shared meals with extended family – grandparents, aunties and uncles, and children. Also shared meals with neighbours. • Had different roles for men and women; for example, men worked in the plantation and prepared umu for meals; women worked in the house. • Showed respect for nobles; for example, by providing them with food and being quiet near their house. • Children were taught to follow customs and traditions; for example, being quiet and not eating when visitors were present; not eating leftover food from their father's or aunty's plate. <p>Today's family</p> <ul style="list-style-type: none"> • The immediate family lives in a European-style house, and aunty lives next door. • Mum cooks on a gas stove and Penisimani's sister sets the table for the family to eat together after the evening devotion. • However, when there are guests in the home, the family eats last, once everyone else has eaten. 	<p>1960s family</p> <ul style="list-style-type: none"> • Lived communally with wider family on a day-to-day basis and shared meals with neighbouring families each week. • Had different roles for men and women – men worked in the plantation and prepared umu for meals; women worked in house. However, Samisoni's sister had a cherished role in the family, so received special treatment and didn't have to work much. • Samisoni prepared her food and had to wait until she had finished her meal before he could eat. <p>Today's family</p> <ul style="list-style-type: none"> • Live in small family units, but do get together with members of the wider family on special occasions. • Respect the church minister and give him food from their plantation. • Have different roles for men and women, but the work is more evenly shared; for example sisters help too. • Aunty lives in a neighbouring house, but she does her own things and eats in her home.

<p><i>(b) Possible evidence showing understanding of the values and practices in Tongan family life that have stayed the same over the time.</i></p>	<ul style="list-style-type: none"> • The respect given in the family to the different members and anyone else. • Protocols are still followed on family occasions, when the <i>ulumotu'a</i> (clan chief) is the decision-maker. <p><i>Expect basic information about being together; gender roles; respect and customs across (a) and (b).</i></p>	<ul style="list-style-type: none"> • The respect between sisters and brothers, and that of the children to their father, is something that has continued from the past until today. • The roles played by females and males in the family are still observed and respected. • Tongan families today still treat others with respect; for example, waiting until guests have eaten to get their own meal. <p><i>Expect clear information about being together; gender roles; respect and customs, with example of each, across (a) and (b).</i></p>	<ul style="list-style-type: none"> • Today families still tend to extend beyond parents and children, although not as much as in the past. For example, Penisami's aunty lives next door, but other family members live overseas. Where possible, extended members of the family will support each other. • The respect given in every level is still very alive and well, especially so with the respect for the <i>mehikitanga</i> (aunty), as well as that for the father. Roles of men and women in the Tongan families are still respected and ongoing, which reflects that Tongan values are passed from one generation to another and will remain so in future. • Families are still looking after the <i>faifekau</i> or church minister as a form of respect due the role they play in the Tongan community. This shows the <i>tauhi va</i> relationship between families and their spiritual leader is still of the utmost important in Tongan communities. Also, families still do their family devotion in the evening, reflecting the trust Tongan families put in God. <p><i>Expect thorough information about being together; gender roles; respect and customs, with reasoning or explanation of how those are achieved in different ways now than in the past across (a) and (b).</i></p>
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of Sonatane’s life and family today.</i></p>	<ul style="list-style-type: none"> • He is a professional rugby player. • He is married with a family. 	<ul style="list-style-type: none"> • He is a very good rugby player who earns his living through sport. • He also coaches younger players. • He has a family who he wants to keep supporting. 	<ul style="list-style-type: none"> • He loves his rugby and has a very good career as a player now. However, he knows it won’t last forever – as he gets older, his sporting ability will diminish, and he will lose his place on the team to younger players. He cares for his family, and he talks over his thinking with his wife and has devised a plan B.
<p><i>(b) Possible evidence showing understanding of Sonatane’s plans for the future and his reasons for them.</i></p>	<ul style="list-style-type: none"> • He is going to be a carpenter when he stops playing rugby. • He is going to continue coaching rugby as a hobby because he loves the game. 	<ul style="list-style-type: none"> • He is going to be a carpenter when his rugby-playing days are over in order to keep earning an income and be able to look after his family. He wants to keep being involved in rugby in the future, so he has started coaching at school level already. 	<ul style="list-style-type: none"> • Sonatane is planning for when his sporting career comes to an end so he can keep providing for his family. He has decided to fit in part-time study / work to learn to be a carpenter while still playing rugby. He doesn’t want to give up completely on the game that he loves. He plans to give back to rugby by coaching / mentoring school rugby teams and has already started doing that in his community. He is a very busy determined man who loves his family and thinks ahead in order to look after them and enjoy life.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what the speaker enjoyed and why.</i></p>	<ul style="list-style-type: none"> • The speaker was happy to witness the parade and presentations from the Tonga police force and the soldiers. • It was the coronation of King Tupou VI. • Tongans and international visitors came from all over the world to attend. 	<ul style="list-style-type: none"> • The speaker was able to see and be part of a lot of new experiences; for example, seeing a king being crowned and joining the schools march for the coronation, and also being a part of the tūpakapakanava at night. • These events only happen occasionally; for example, her teacher had never experienced a coronation and her mother had only experienced a tūpakapakanava night once before. 	<ul style="list-style-type: none"> • The speaker liked being part of the huge coronation ceremony with the students she was staying with in her host school. There was a real buzz with many people there from overseas with presentations and marching. • There were lots of new things to experience for the first time – the coronation of a King was something special that her teacher had only seen once herself, and also the tūpakapakanava, which her mother had only seen once; that was a very beautiful sight.
<p><i>(b) Possible evidence showing understanding of what the Tongan people did that made others call Tonga the Friendly Islands.</i></p>	<ul style="list-style-type: none"> • They received people with smiley faces and a willingness to give whatever they had. • The whole country was beautifully cleaned for the occasion. 	<ul style="list-style-type: none"> • They welcomed people into Tonga, treating them well with generous hospitality, food, and other entertainment; for example, performances from schools, police, and soldiers. 	<ul style="list-style-type: none"> • There was a great spirit of love and care, no matter the cost; for example, every school in Tonga participated in the tūpakapakanava. Every village was decorated with tapa, mats, and red and white materials. They were very welcoming to others, both international guests and Tongans from abroad, with music and leis. Guests were also allowed to follow the king's car during the coronation march around Nuku'alofa.