

Assessment Schedule – 2021

Lea Faka-Tonga: Demonstrate understanding of a variety of written and/or visual Lea Faka-Tonga texts 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 – 19	20 – 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 first contact Tongans had with missionaries.</i></p>	<ul style="list-style-type: none"> • Missionaries arrived in 1797. • Missionaries found it very difficult to be allowed to land in Tonga. However, two chiefs helped them. 	<ul style="list-style-type: none"> • When the missionaries arrived by ship, Tongans paddled out in canoes to protect their shores. • When Tongans came in contact with the missionaries, they were interested in their tools. However, they also wanted to protect their land from them. 	<ul style="list-style-type: none"> • When they first met, it was hard for missionaries to land, because Tongans wanted to protect their land. However, two high chiefs helped the missionaries, providing them with protection, land, and strategies for their work, e.g. spreading to different parts of the country. • The missionaries tried to engage with the Tongans by showing them their tools and teaching them carpentry skills before trying to convert them to the Christian way of life.
<p><i>(b) Possible evidence showing understanding of the problems that existed between the different groups of people mentioned in the text.</i></p>	<ul style="list-style-type: none"> • Not all Tongans wanted the missionaries to come ashore, but two chiefs supported their arrival. 	<ul style="list-style-type: none"> • The missionaries were betrayed by the crew of the ship that took them to Tonga. • Tongans were more interested in the missionaries' tools than in religion and tried to steal tools. 	<ul style="list-style-type: none"> • The three different people mentioned in the text reacted differently: <ul style="list-style-type: none"> - Two of the Tongan chiefs helped the missionaries, despite the fact most Tongans did not want them to land. - The crew of the ship were against the missionaries when they landed. They told the Tongans that the missionaries wanted to colonise Tonga. They told them that singing and praying was the way missionaries would try to kill them. - There were language barriers between the missionaries and the Tongans. • There were tensions / tribal wars among the Tongan people themselves; this made the work of the missionaries more difficult and meant they had to spread out and live separately.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how Tongans rely on the ocean in order to survive.</i></p>	<ul style="list-style-type: none"> • It is a source of healthy food. • It is also a source of income. 	<ul style="list-style-type: none"> • It is a source of healthy food, such as fish, shellfish, and seaweed, for Tongan families. • Shells and whale teeth fetch a good amount of money. 	<ul style="list-style-type: none"> • Tongans depend on the ocean for their wealth and their health, so it is important that they protect it so they will continue to have access to its resources.
<p><i>(b) Possible evidence showing understanding of what Tongans can do to protect the ocean and its resources.</i></p>	<ul style="list-style-type: none"> • According to the text, people need to keep the ocean free of rubbish. • And not overfish. • Look after plants. 	<ul style="list-style-type: none"> • Tongans can help protect the ocean by not throwing rubbish into it; only keeping bigger fish and leaving the young ones to multiply; and only taking enough fish for their family. • Tongans need to protect vegetation such as the <i>tongo</i> plant (mangroves). • Tongans can help by not wasting food from the ocean. 	<ul style="list-style-type: none"> • According to the text, the Tongan government has put in place laws to protect the ocean and sea life. • A government campaign reminds Tongans: <ul style="list-style-type: none"> - not to throw rubbish, such as plastic bags, which could hurt sea creatures, into the ocean - to collect just enough seafood to feed their family to avoid waste and overfishing - to only take large fish and shellfish and leave the smaller ones to grow and multiply - not to destroy marine and coastal habitats, such as reefs and mangroves, as they are the breeding grounds of sea creatures.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing how people show respect in Tongan culture.</p>	<ul style="list-style-type: none"> • Tongan children are expected to respect their brothers and sisters. • Respect is shown to a father by not eating his leftover food, or touching his head, or using things that have touched his body. 	<ul style="list-style-type: none"> • Respect to opposite-sex siblings is shown by them not sleeping in the same house, or sitting together at public gatherings. • Never hitting a sister or her children. • When a father dies, his children show respect by wearing huge mats and cutting their hair. 	<ul style="list-style-type: none"> • Tongans see the responsibilities that family members have towards each other as sacred and regard it as very important to observe practices that demonstrate this respect, e.g., a brother's children preparing gifts for their <i>mehekitanga</i>. • The actions children are taught in respecting their father represent the respect the younger generation are to show older generations. • Obligations to show respect are reciprocal and govern Tongan family life.
<p>(b) Possible evidence showing understanding of how the Tongan value of <i>fetauhi'aki</i> is explained in the text.</p>	<ul style="list-style-type: none"> • Reciprocity is observed in the relationship of a sister and a brother with their children. This is when the brother's children give their <i>mehekitanga</i> the respect that she is due during a birthday, wedding, or funeral. 	<ul style="list-style-type: none"> • The Tongan value of reciprocity reflects the respect the children of the brother have for their fathers and aunt. It keeps the <i>va</i> that they have as brothers and sisters in a level of respect that should be observed. • For example, sisters are the <i>fahu</i> or <i>pule</i> of the brother's children during weddings or birthdays. • On the other hand, the sister has responsibilities to her brother, as well as his children. For example, when one of the brother's children is married, the sister has a responsibility to provide a gift. This is the reciprocity that the text is talking about. 	<ul style="list-style-type: none"> • These cultural practices of reciprocity deserve to still be respected especially between the brother and sister and their children. • Sisters and brothers must maintain the sacredness of their relationship for e.g. not allowed to dwell in the same house • It ensures good relationship between brothers and sisters when their children observe the values for e.g. respect that is given to their aunty (father's sister or <i>fahu</i>) This means that brother's children will give their <i>mehekitanga</i> the respect she deserves and the sister's children will in turn give their uncle's children what they deserve in return in exchange of gifts in love and respect. • Reciprocity ensures people fulfil their mutual obligations to care for the collective.