

## Assessment Schedule – 2023

### 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 <b>understanding</b></i> involves making meaning of relevant information, ideas, and / or opinions in the texts.</p> <p>Responses as a whole show an <b>understanding of the general meaning (gist)</b> of the texts.</p>	<p><i>Demonstrating <b>clear understanding</b></i> involves selecting relevant information, ideas, and / or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a <b>clear understanding of the content</b> of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p>Demonstrating <b>thorough understanding</b> 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 <b>comprehensive understanding of the content</b> and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

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

**N0** = No response; no relevant evidence.

#### Sample evidence

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of reasons given for learning another language.	<ul style="list-style-type: none"> <li>Useful for travelling.</li> <li>To know who I am.</li> </ul>	<ul style="list-style-type: none"> <li>To understand foreign films.</li> <li>Business / economy – learning English will be useful in the future</li> </ul>	<ul style="list-style-type: none"> <li>To know who I am, my identity.</li> </ul>

		<p>since everything that leads to success is in English.</p> <ul style="list-style-type: none"> <li>• Travel overseas, study, homestay, meeting people from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Easy to communicate with other people.</li> <li>• Enriching due to also learning culture.</li> <li>• Learning one language helps you to learn another.</li> <li>• Language and culture are inseparable.</li> <li>• Culture – it is enriching since by learning the language you are also learning about the culture.</li> <li>• Globalisation – in today’s world, of globalisation, people will need to work with others of different cultures and languages.</li> <li>• English is used everywhere and if you want to be able to read signage, posters, instruction booklets etc, you need to have a working knowledge of English.</li> </ul>
<p>(b) Possible evidence explaining how some of the students are more enthusiast than others about learning languages.</p>	<ul style="list-style-type: none"> <li>• Eseta is interested in learning the basics of another language.</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the people interviewed see themselves in their language.</li> <li>• Can identify themselves with the language learned.</li> <li>• Some people are making plans to visit Tonga.</li> <li>• Some are inspired by the language.</li> </ul>	<ul style="list-style-type: none"> <li>• Atelaite – she is passionate about the need for immersion, she is planning to go to Tonga for a year and to live with a Tongan family so that she is fully immersed in the language.</li> <li>• Suli also shows personal commitment to her idea and makes links to real life, saying “When we talk to people, we do not write them letters”.</li> <li>• Falanisesi – wishes there was a Tongan class at school.</li> </ul>

<b>Question TWO</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
(a) Possible evidence showing understanding of what Langi's problem is.	<ul style="list-style-type: none"> <li>• Langi has found it difficult to get to sleep since he arrived in Tonga.</li> </ul>	<ul style="list-style-type: none"> <li>• Langi is always tired.</li> <li>• Last week Langi fell asleep in class.</li> <li>• Langi misses his friend in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>• In New Zealand he was getting about 8 hours sleep a night but recently in Tonga, he gets no more than 6 hours sleep a night.</li> <li>• Last week Langi fell asleep in Chemistry class and was really embarrassed.</li> <li>• Langi misses his friend in New Zealand.</li> <li>• Uses his phone at night until late.</li> </ul>
(b) Possible evidence showing understanding of what Langi's host mother thinks is causing the problem is and how she plans to solve it.	<ul style="list-style-type: none"> <li>• Langi's host mother believes that it is difficult for him to sleep because he looks at his phone before he goes to sleep.</li> </ul>	<ul style="list-style-type: none"> <li>• The blue light from cell phones make it difficult for Langi to get to sleep.</li> <li>• Langi's host mother suggested that his cell phone be put in his bag at 9 p.m. at night.</li> </ul>	<ul style="list-style-type: none"> <li>• Langi's host mother believes that the blue light from his cell phone is making it difficult for Langi to get to sleep. This is according to a newspaper article that the host mother read.</li> <li>• The mother recommends that Langi puts his cell phone in his school bag at 9 p.m. every night so that he is not distracted by it. She would then return it to him in the morning.</li> </ul>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence describing the holiday camp destination and what activities are offered.	<ul style="list-style-type: none"> <li>• Destination is the mountains.</li> <li>• You can do whatever you fancy as well as playing games, bike riding, and outdoor sport activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting new people, sharing good things, gardening, bike riding, sports, and whatever else that you fancy.</li> </ul>	<ul style="list-style-type: none"> <li>• Do things out of your usual routine.</li> <li>• Have lots of free time to do what they want.</li> <li>• Try new things like rafting.</li> <li>• Do challenging activities.</li> </ul>
(b) Possible evidence showing understanding of why the candidate thinks this camp will benefit students.	<ul style="list-style-type: none"> <li>• Provide time away from school.</li> <li>• Allow students to relax away from school or home.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with a chance to get out of the city noise and pollution which will give them a much healthier attitude and life.</li> <li>• An opportunity to try new things.</li> </ul>	<ul style="list-style-type: none"> <li>• It will give them opportunity to breathe fresh air, making them feel healthy and happy.</li> <li>• This trip gives them a chance to do something different. Thus, impacting on their health, which is in their own hands.</li> <li>• Having time to relax is important for physical and mental health.</li> <li>• Allows students to step outside their comfort zone.</li> </ul>

**Cut Scores**

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 19	20 – 24