

Assessment Schedule – 2023

Lea Faka-Tonga: Demonstrate understanding of a variety of extended written / or visual Lea Faka-Tonga texts (91682)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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 – 7	8 – 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	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding what the artist hopes to gain from this scholarship</i>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> time and space to work and reflect because having two children keeps her busy spread awareness of the connection that the ocean's health has to communities and their well-being the opportunity to share her life's purpose through arts, specifically connecting to indigenous arts within that connection to nature. The tapa cloth is part of nature and so creating art on nature upholds and strengthens that connection. 	<p><i>[Statement that indicates candidate understands, by identifying or describing something...]</i></p> <ul style="list-style-type: none"> time and space to work and reflect because having two children keeps her busy. 	<p><i>[Statement that indicates candidate has a clear understanding, e.g. "Explains ..."]</i></p> <ul style="list-style-type: none"> spread awareness of the connection that the ocean's health has to communities and their well-being. 	<p><i>[Statement that indicates candidate demonstrates thorough understanding, typically through recognising something conceptual not directly stated in the text.]</i></p> <ul style="list-style-type: none"> the opportunity to share her life's purpose through arts – specifically, connecting to indigenous arts within that connection to nature. The tapa cloth is part of nature and so creating art on nature upholds and strengthens that connection.

Question ONE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(b) <i>Shows evidence of understanding why the artist has chosen to portray the turtle within her art</i>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> turtles live in the ocean turtles are directly affected by climate change as they live in the ocean the artist has chosen the turtle as a sea creature of intelligence, having the ability to gain and use skills, as human beings do the artist is incorporating the turtle in this art centred around climate change with the idea that the turtle knows the oceans are undergoing change the turtle understands then it makes it even more imperative that humans try not to cause this pain to the turtle. 	<p><i>[Identifies / describes ...]</i></p> <ul style="list-style-type: none"> Turtles live in the ocean. 	<p><i>[Explains ...]</i></p> <ul style="list-style-type: none"> Turtles are directly affected by climate change as they live in the ocean. 	<p><i>[Draws conclusions about ...]</i></p> <ul style="list-style-type: none"> The artist has chosen the turtle as a sea creature of intelligence, having the ability to gain and use skills, as human beings do. The artist is incorporating the turtle in this art centred around climate change with the idea that the turtle knows the oceans are undergoing change. If the turtle understands then it makes it even more imperative that humans try not to cause this pain to the turtle.

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding what Silva wished for her career when she was young</i>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Silva watched planes and dreamed of also flying them • Silva looked to the sky and watched planes being flown overhead • Silva wondered how clever the pilots must be to fly those planes and had a fantasy to fly one herself one day • by constantly watching the planes flying overhead and considering what a person needed to know, this made Silva plan to learn this skill herself one day • it is clear that Silva wanted this for herself but truly did not think it would really happen • Silva labelled it a fantasy, rather than reality for her future career. 	<p><i>[Identifies / describes ...]</i></p> <ul style="list-style-type: none"> • Silva watched planes and dreamed of also flying them. 	<p><i>[Explains ...]</i></p> <ul style="list-style-type: none"> • Silva looked to the sky and watched planes being flown overhead. • Silva wondered how clever the pilots must be to fly those planes and had a fantasy to fly one herself one day. 	<p><i>[Draws conclusions about ...]</i></p> <ul style="list-style-type: none"> • By constantly watching the planes flying overhead and considering what a person needed to know, this made Silva plan to learn this skill herself one day. • It is clear that Silva wanted this for herself but truly did not think it would really happen. • Silva labelled it a fantasy, rather than reality for her future career.

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(b) <i>Shows evidence of understanding why Silva's flight from Tonga to Australia had such an impact on her</i>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • This was Silva's first ever time flying in a plane. • Silva noticed that the plane had mainly Tongan passengers but the pilot only spoke in English to the passengers • This lack of Tongan language impacted Silva because she noticed that it could be done differently for the Pasifiki passengers • With the flight carrying mainly Tongan passengers, Silva noticed that the service could do better by its Pasifiki customers, the people who use the airline to travel from the Pacific to Australia • Silva decided on that flight that more Pasifiki people needed to be involved as flight crew • Pasifiki flight crew would understand and be able to speak in the languages of Pasifiki customers • This flight helped Silva to get over the fear she had as a young girl to finally start seeing a reason for realising her dream of working on an aeroplane as a Pasifiki person to help Pacific customers have a better experience. 	<p><i>[Identifies / describes ...]</i></p> <ul style="list-style-type: none"> • This was Silva's first ever time flying in a plane. 	<p><i>[Explains ...]</i></p> <ul style="list-style-type: none"> • Silva noticed that the plane had mainly Tongan passengers but the pilot only spoke in English to the passengers. • This lack of Tongan language impacted Silva because she noticed that it could be done differently for the Pasifiki passengers. 	<p><i>[Draws conclusions about ...]</i></p> <ul style="list-style-type: none"> • With the flight carrying mainly Tongan passengers to Australia that day, Silva noticed that the service could do better by its Pasifiki customers, the people who use the airline to travel from the Pacific to Australia. • Silva decided on that flight that more Pasifiki people needed to be involved as flight crew. • Pasifiki flight crew would understand and be able to speak in the languages of Pasifiki customers. • This flight helped Silva to get over the fear she had as a young girl to finally start seeing a reason for realising her dream of working on an aeroplane as a Pasifiki person to help Pacific customers have a better experience.

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding why Kotoni is interested in applying for the job</i>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Kotoni has always wanted to visit Fiji • Kotoni likes watching sunsets • Kotoni really likes the hobby of diving, “I had a blast” • Kotoni is looking for a change in his life, “a change of scene” • Kotoni wants to relax in a hammock • Kotoni believes that the job has been created especially for him • Kotoni is very excited about this job opportunity that he mainly sees as relaxing on the island of Fiji. 	<ul style="list-style-type: none"> • [Statement that indicates candidate understands, by identifying or describing something...] • Kotoni has always wanted to visit Fiji. • Kotoni likes watching sunsets. 	<p>[Statement that indicates candidate has a clear understanding, e.g. “Explains ...”]</p> <ul style="list-style-type: none"> • Kotoni really likes the hobby of diving, “I had a blast”. • Kotoni is looking for a change in his life, “a change of scene”. • Kotoni believes that the job has been created especially for him. 	<p>[Statement that indicates candidate demonstrates thorough understanding, typically through recognising something conceptual not directly stated in the text.]</p> <ul style="list-style-type: none"> • Kotoni really likes the hobby of diving, “I had a blast”. • Kotoni wants to relax in a hammock. • Kotoni is very excited about this job opportunity that he mainly sees as relaxing on the island of Fiji.

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(b) <i>Shows evidence of understanding what Seini thinks about Kotoni applying for the job</i>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Seini thinks that Kotoni should do dive training before applying for the job • Seini is doubtful that Kotoni has the skills to apply for the job • Seini is confident that Kotoni does have some of the skills needed for the job, such as the language skills and being a hard worker • Seini shows doubt in recommending to Kotoni that he applies for the job by leaving it up to him and not committing to an answer in the end. 	<p><i>[Identifies / describes ...]</i></p> <ul style="list-style-type: none"> • Seini thinks that Kotoni should do dive training before applying for the job. 	<p><i>[Explains ...]</i></p> <ul style="list-style-type: none"> • Seini is confident that Kotoni does have some of the skills needed for the job, such as the language skills and being a hard worker. 	<p><i>[Draws conclusions about ...]</i></p> <ul style="list-style-type: none"> • Seini is doubtful that Kotoni has the skills to apply for the job “what, since when can you dive?” • Seini shows doubt in recommending to Kotoni that he applies for the job by leaving it up to him and not committing to an answer in the end –“up to you cuz!”

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

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