

Assessment Schedule – 2020

Lea Faka-Tonga: Demonstrate understanding of a variety of extended spoken Lea Faka-Tonga texts (91679)

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 – 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
<i>(a) Possible evidence showing understanding of the efforts being made in New Zealand and Tonga to save the environment, and the reasons for these efforts.</i>	<ul style="list-style-type: none"> In New Zealand, plastic bags have been banned in shops to reduce the harm to our environment from plastic. In Tonga, a “No Plastic” campaign has started to educate people, to encourage protection of the environment, and to reintroduce traditional bags. 	<ul style="list-style-type: none"> In New Zealand, single-use plastic bags were banned in July 2019. Most businesses have supported the ban as a way of protecting our natural environment, including the ocean, from plastics entering the food chain. In Tonga, a “No Plastic” campaign has started to educate people on the negative effects of plastic bags in the environment especially the marine environment and marine creatures. 	<ul style="list-style-type: none"> In New Zealand, the government has banned plastic bags from supermarkets and other shops. This is because plastic bags are a hazard to creatures in the ocean, and pollute our natural environment. In Tonga, a “No Plastic” campaign is supported by people from all walks of life. This effort strives to educate people and to raise awareness of the harm plastic bags cause in the environment, especially to the food chain, and the marine environment and marine creatures. Traditional bags made from natural fibres, which decompose easily, are suggested as an alternative.
<i>(b) Possible evidence showing understanding of the meaning of the proverb “Tākanga ‘etau fohe’”, and how it is relevant in this context.</i>	<ul style="list-style-type: none"> “Tākanga ‘etau fohe’” means working together for a common goal. In this case, more will be achieved when more people work together with a common goal. 	<ul style="list-style-type: none"> “Tākanga ‘etau fohe’” means working together towards a common goal. In this case, if people from all levels of society work together to protect the environment, we will have a greater chance of success. Everyone needs to take action to reduce harmful plastics in our world, like learning the old way to make and use woven coconut baskets. 	<ul style="list-style-type: none"> “Tākanga ‘etau fohe’” means working together for the success of a common goal. Specifically, in this case, if we work collectively, we can protect the environment and prevent further damage. The more widespread the support for environmental policies and campaigns, the greater the likelihood of success. To reduce the harm caused by plastics, all households need to change their habits, and to use more natural materials for their bags. Businesses and leaders of the community, such as royals, chiefs and government ministers, are supporting this initiative.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how Siosiuā came to achieve what he did while he was in American Samoa.</i>	<ul style="list-style-type: none"> Siosiuā went to live in American Samoa a few years after finishing school because of a family connection, and he was able to get jobs where he worked hard. 	<ul style="list-style-type: none"> Siosiuā went to live in American Samoa, where his father had relatives, a few years after finishing high school. He did any work he could find, including on fishing boats and in security. Eventually, he started his own lawn-mowing business. He learnt the importance of hard work and saving. 	<ul style="list-style-type: none"> Siosiuā first visited American Samoa while he was in his final year of high school and later moved there to live. He made contact with relatives there and accepted any work he was offered, even if it wasn't pleasant. When he worked on fishing boats, he would go home stinking of fish. Because he worked hard, he was able to save money and start his own lawn-mowing business. He was generous and when he was well-established, he helped his family, including his parents, move to American Samoa for a better life. He had a good work ethic and was rewarded with prosperity.
<i>(b) Possible evidence showing understanding of how Siosiuā and his wife came to settle in New Zealand.</i>	<ul style="list-style-type: none"> Siosiuā visited his wife's family in New Zealand, liked what he saw, and later decided to move here with his wife and children. 	<ul style="list-style-type: none"> The family members who joined Siosiuā in American Samoa eventually moved to the United States mainland. However, Siosiuā liked and felt at home in New Zealand when he visited his wife's relatives here, although initially he was not planning to live here. He found New Zealand peaceful and clean, with good food and friendly people. 	<ul style="list-style-type: none"> Siosiuā was not planning a move to New Zealand when he first visited with his wife, but he loved the country with its fresh air, good food, and friendly people, and that prompted him to consider migrating. He and his wife settled in Auckland in 1996, and four years later, became permanent residents. It has become home for the couple and their sons, and they have built a successful life here.

<p><i>(c) Possible evidence showing understanding of what can be learnt from Siosiua about running and improving a successful business.</i></p>	<ul style="list-style-type: none"> • Siosiua's example teaches me to have a positive attitude. He was determined not to accept government handouts, but to manage his money wisely, set goals, and succeed through honest, hard work. 	<ul style="list-style-type: none"> • Running a successful business takes hard work. There is value in young people learning to work hard from an early age, like Siosiua, who started working at 14. Setting high standards and achieving them brings satisfaction and enjoyment. 	<ul style="list-style-type: none"> • Siosiua helped support his family while he was still at school, and has been determined to use his skills to provide for the family. He has been courageous in setting up his own businesses, and has succeeded through hard work, careful planning, and saving. His example teaches me to be honest, loyal, reliable, and humble; to learn how to budget, to set clear goals, and to work smart; to think about the future of the business, and make plans to improve efficiency, and to pass on knowledge and opportunities to the family.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of Mele'ofa's feelings towards her teachers.</i>	<ul style="list-style-type: none"> Mele'ofa was very grateful to her teachers for their support. 	<ul style="list-style-type: none"> Mele'ofa was very grateful for her teachers' efforts, their hard work, and their ongoing support of their students. 	<ul style="list-style-type: none"> Mele'ofa was very grateful and appreciative of her teachers' efforts, for their input, for not complaining, and not giving up on her and her fellow classmates, and for persevering even when they did not see results.
<i>(b) Possible evidence showing understanding of the important message Mele'ofa has for all Year 13 students about success at school and in life.</i>	<ul style="list-style-type: none"> Students need to work hard and never give up. If they keep working (as in a race) until the end, then they will all be successful (winners). 	<ul style="list-style-type: none"> Students can all be winners if they keep working until the end. She compares an examination to a competition with oneself and trying to achieve a personal best. She urges the students to get involved in school activities, such as sports, and to do their best in everything. 	<ul style="list-style-type: none"> She says everyone can succeed if they keep going to the end of the 'marathon'. She encourages them to see examinations not as a competition about being smart, but about achieving their personal best. She urges the students to get involved in activities at school, play sports (whether they win or lose), to stay healthy, practise their religion, and respect their parents. She urges them in their wider life to remember the school motto to be your best in all that you do, show respect to others, honour God, etc.