

## Assessment Schedule – 2018

### Demonstrate understanding of a variety of spoken Lea Faka-Tonga texts on areas of most immediate relevance (91669)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves <b>making meaning of the information, ideas, and/or opinions</b> in the texts.	<i>Demonstrating <b>clear</b> understanding</i> involves <b>selecting relevant information, ideas and/or opinions</b> from the texts and communicating them <b>unambiguously</b> .	<i>Demonstrating <b>thorough</b> understanding</i> involves <b>expanding on relevant information, ideas and/or opinions</b> from the texts with <b>supporting detail</b> to show understanding of the <b>implied meanings</b> or <b>conclusions</b> .

#### Evidence

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrates <b>limited</b> or <b>no understanding</b> of the spoken texts.</p> <p>Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the spoken texts. The response is logically <b>inconsistent</b>, indicating misunderstanding.</p>	<p><i>Demonstrates understanding and makes meaning of the relevant information, ideas and/or opinions</i> from the spoken texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is <b>consistent</b>.</p>	<p><i>Demonstrates clear understanding</i> by selecting <b>relevant information, ideas and/or opinions</b> from the spoken texts and communicating them <b>unambiguously</b>.</p> <p>Information correctly includes relevant detail from the spoken texts. The candidate communicates implied meanings without showing understanding of every nuance.</p>	<p><i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions</b> within the spoken texts.</p> <p>Relevant information, ideas and/or opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuances and meanings not obviously stated in the spoken texts.</p>

#### Guidelines for applying the Assessment Schedule

- The answer space provided in the exam paper is NOT an indication of the word count required. The candidate may exceed the lines provided, or respond succinctly using fewer lines. For Merit/Excellence, however, the candidate needs to show clear/thorough understanding of the meanings or conclusions within the text, which usually requires more than a brief statement.
- The candidate must demonstrate understanding of the texts. Responses must not simply quote or translate sections of the texts.
- A cut-score system is not used.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what Sione and his grandfather did today.</i>	<ul style="list-style-type: none"> <li>• Went to the bush.</li> <li>• Dug out yam, picked taro leaves.</li> <li>• Climbed a coconut tree.</li> </ul>	<ul style="list-style-type: none"> <li>• Went to the bush, where they did things such as uprooting cassava, digging out yams and picking taro leaves.</li> </ul>	
<i>(b) Possible evidence showing understanding of the new skill Sione learnt today.</i>	<ul style="list-style-type: none"> <li>• Sione climbed a coconut tree.</li> </ul>		
<i>(c) Possible evidence showing how Sione and his grandfather felt about this and why?</i>	<ul style="list-style-type: none"> <li>• Sione was happy and Grandfather was proud.</li> </ul>	<ul style="list-style-type: none"> <li>• Sione was happy because he had tried to climb a coconut tree before and couldn't do it, but now he can</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Grandfather was proud because Sione kept on trying until he was able to climb the tree.</li> </ul>	<ul style="list-style-type: none"> <li>• Sione was happy because, after weeks of trying, he could now climb the tree. This was a help to his grandfather, who proudly told people about it on the way home.</li> </ul>

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

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

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how well the speaker likes each season and the reasons for that ranking.</i></p>	<p>1. Summer 2. Spring or autumn 3. Autumn or spring 4. Winter</p> <p>One season in correct order with a brief reason.</p> <ul style="list-style-type: none"> <li>• First: Summer. Reason: It's hot like Tonga.</li> <li>• Last: Winter. Reason: It's cold waiting for the school bus.</li> </ul>	<p>One or more seasons in correct/ sensible order with several correct reasons.</p> <ul style="list-style-type: none"> <li>• Second or third: Autumn. Reason: There are nice things to see, like birds flying and autumn-coloured leaves on the trees.</li> <li>• Second or third: Spring. Reasons: The weather is warmer; and the flowers blossom in the garden.</li> </ul>	<p>Has been able to justify each season choice and give details from the text that back up the decisions.</p> <p>Comparisons may be made.</p> <ul style="list-style-type: none"> <li>• It is warm in the summer, just like in Tonga, rather than the cold of the winter, which the writer does not like.</li> </ul> <p>May add nuance.</p> <ul style="list-style-type: none"> <li>• The birds are flying north to Tonga, where it is warm, and the writer would like to be going too.</li> <li>• The writer is looking forward to visiting Mele in Auckland, as it won't be so cold and snowy there.</li> </ul>
<p><i>(b) Possible evidence showing why the writer is a very observant person.</i></p>	<ul style="list-style-type: none"> <li>• The writer describes the seasons really well.</li> </ul>	<ul style="list-style-type: none"> <li>• The writer describes the differences in the seasons e.g. the crunchy leaves, the cold snow, the blossoms.</li> <li>• The writer talks about the different family members and how the seasons affect what they do in the different seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• The writer helps us to imagine/ see what is happening in each season, and tells us what they and their family do in each season, so we can really understand their feelings.</li> </ul>

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

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the names of the South players who scored a try.</i>	<ul style="list-style-type: none"> <li>• Tevita</li> <li>• Sione</li> <li>• Malakai</li> </ul>		
<i>(b) Possible evidence showing understanding of what suggests that the commentator enjoyed the game.</i>	<ul style="list-style-type: none"> <li>• When his voice was going up and down.</li> <li>• Intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• We can tell that the commentator enjoyed the game by the tone of his voice when he shouted, ‘Oh, what a game!’ at the end. Even though the South lost, there is always bound to be a loser and a winner.</li> </ul>	<ul style="list-style-type: none"> <li>• He yelled ‘Oh, My Gosh! Tupou lost the ball’ when Tupou dropped the ball. The commentator thought a try was going to be scored at the end of the game. However, Tupou did not catch the ball. The way the commentator said this indicated the South had no opportunity to win the game. The way he explained the match, the rhythm patterns and the intonation showed he definitely enjoyed the game</li> <li>• He said ‘Oh what a game’ at the end, adding to the noise he made during the game. The excited voice and commentary showed he enjoyed it.</li> </ul>
<i>(c) Possible evidence showing understanding of whether the South should have won this rugby league match and why.</i>	<ul style="list-style-type: none"> <li>• Yes, The South had an opportunity to win the game. However, Tupou dropped the ball.</li> <li>• No, because the score reads that North has 20, South 18.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, South should have won the game, if Tupou did not drop the ball. It was the South’s ball and there were 10 seconds left according to the commentator.</li> <li>• No, the South was not in a position to win the game, as there was not enough time left; 10 seconds were not long enough to allow them to score.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, South should have won the game because, with 10 seconds left, the South had control of the ball and they should have been very careful passing it, to ensure not to drop it. If Tupou had caught the ball, which everyone expected, it would have been a definite try.</li> <li>• No, 10 seconds left were not enough and a score of 20 to 18 would not give the opportunity for the South to win the match. Not only that, the North team was also playing their best to stop them from scoring a try. In times like this, players get nervous and that’s what happened to Tupou when he did not catch the ball.</li> </ul>

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

**Judgement Statement**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
Minimum 2 A AAN AAA AAM AAE AMN AEN	Minimum 2 M MMN MMA MMM MME MEN MEA	Minimum 2 E EEN EEA EEM EEE