

Assessment Schedule – 2018

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
<i>Demonstrating understanding</i> involves making meaning of the information and varied perspectives in the texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information and varied perspectives from the texts with supporting detail to show thorough understanding of implied meanings or conclusions .

Evidence

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrates limited or no understanding of the spoken texts.</p> <p>Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the spoken texts. The response is logically inconsistent, indicating misunderstanding.</p>	<p><i>Demonstrates understanding</i> by making meaning of the information and varied perspectives in 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 consistent.</p>	<p><i>Demonstrates clear understanding</i> by selecting relevant information and varied perspectives from the spoken texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.</p>	<p><i>Demonstrates thorough understanding</i> of the implied meanings or conclusions within the spoken texts.</p> <p>Relevant information and varied perspectives, with supporting detail, are selected and expanded on. The response shows understanding of nuance 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 the term “volunteer workers”, based on the interview.</i>	<ul style="list-style-type: none"> Well-qualified people who travel from New Zealand and the United States to developing countries to help with development projects in various sectors of the society for almost no pay. 		
<i>(b) Possible evidence showing understanding of how funds were raised for the volunteer projects.</i>	<ul style="list-style-type: none"> The people of the village wrote letters appealing to businesses in Neiafu for monetary help. 	<ul style="list-style-type: none"> People agreed to write an application letter to businesses in Neiafu asking for sponsorship of development work in the village. The letter was signed by the town officer and the principal of the local school. People wrote application letters to businesses in Neiafu asking for sponsorship. The businesses responded positively. 	
<i>(c) Possible evidence showing understanding of why the people of Matamaka were positive about the volunteer work and enthusiastic about the future of their children and village projects.</i>	<ul style="list-style-type: none"> People were happy to see the success of collaborative work. For example, raising the funds for the solar power project. Their power was on. 	<ul style="list-style-type: none"> People were happy to see the success of the community projects. For example, power was fixed and is working, cleaner environment, vegetable patch etc. These positive results empower them to work collaboratively for better results. 	<p>Lots of improvements in the village (answer combines most of these points):</p> <ul style="list-style-type: none"> The power was working. The village was clean. The children received extra help with their schooling. Rubbish was sorted and recycled. Healthy projects like a vegetable garden and exercising had started. People were excited by the positive changes and were feeling more hopeful and confident about the future of their children’s education. People experienced a sense of success and accomplishment.

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 what was happening around 1839 that made King George Tupou I concerned.</i></p>	<ul style="list-style-type: none"> The major powers had started colonising the Pacific islands and the King was apprehensive the same might happen to Tonga. 	<ul style="list-style-type: none"> The major powers in the Pacific were beginning to take over control of some of the Pacific islands. The King understood Tonga would face the same fate if he did not do something to stop it. He loved Tonga too much to let any other country rule his people. 	
<p><i>(b) Possible evidence showing understanding of why the King chose to offer Tonga to God and who was included in his offering “oku ou tuku atu hoku fonua’, mo holu kakai’, mo kinautolu ‘e muimui mai ‘i holu tu’a”.</i></p>	<ul style="list-style-type: none"> He (the King) knew God was the safest refuge and had the power to protect Tonga. The land, surrounding seas and the people of Tonga were included in this dedication. 	<ul style="list-style-type: none"> He declared in his speech that the heavens and the earth and the fullness thereof belonged to God. He is able to carry out his wishes. And if he is protecting Tonga, he can do it. Any people or nations under his protection are safe and secure. Those who are included in this dedication are the lands; everything on land, like the trees, crops, the fruit trees, the forest, the birds in the forest; and people – all Tongans, not only at Vava’u, but the whole of Tonga (born or not born yet). 	<ul style="list-style-type: none"> The King thought this out well. He thought about the strong nations but he concluded the safest place for his people was in God’s hands. He is able; nothing is impossible for Him. Included in this offer of protection are his lands and his people. By lands he means the soil, the trees, the fish in the seas, the birds in Tonga and all living creatures on land. People refers to all Tongan people, great and small, rich or poor, everybody who was alive then, and every Tongan yet to be born, including the King’s successors. That is the Tongan legacy.

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 THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what Maui Kisikisi did that annoyed his grandfather, Maui Motu'a, and his father, Maui 'Atalanga.</i></p>	<ul style="list-style-type: none"> • He secretly followed his father to Pulumotu. • He saw his grandfather roasting yam over the fire. He stole a yam once it was cooked. • He threw nonu fruit at his grandfather. • He kept on looking back, allowing the weeds to grow. 	<ul style="list-style-type: none"> • He followed his father to Pulumotu without his knowledge. • He stole and ate his grandfather's yam. • He disobeyed the directions from his father not to look back at what they had weeded. This created more work for them when they had to go back and start again hoeing what they had already done. 	<p>Answer contains any TWO of the following points:</p> <ul style="list-style-type: none"> • He stole and ate Maui's roast yam. • He infuriated his father by keeping on looking back at what they had weeded, causing the weeds to regrow, so they had to start again. Kept repeating the same job. • He stole the fire and managed to save it from being destroyed by the rain.
<p><i>(b) Possible evidence showing understanding of what Maui Kisikisi did with the fire and what the result was.</i></p>	<ul style="list-style-type: none"> • The time when he tasted the cooked yam and realised how yummy it was in comparison to raw yam. • He used his tapa wrap to carry the fire in it with him. • The fire was not extinguished. 	<ul style="list-style-type: none"> • The time when he tasted the cooked yam and realised the difference between cooked and raw food. • He dropped his tapa wrap over the fire so that it caught fire, then he carried the tapa wrap back to Mama with the fire in it. • The fire was not extinguished, because he threw the fire into the forest and asked the trees to hide the fire before the drenching rain. 	<ul style="list-style-type: none"> • The time when he tasted the cooked yam and realised the difference between cooked and raw food. He knew the fire made the difference and the idea of taking the fire back with him was in his mind. • He dropped his tapa wrap over the fire and it caught fire, then he took the wrap back to Mama with the fire in it, thinking no one knew. But his father knew and hatched a plan to stop it. • The fire was not extinguished by the rain his father ordered. He knew what his father would do and threw the fire to the trees, asking them to hide it and keep it safe before the fire was extinguished by the rain. So now if you take two sticks and rub one against another to create friction, fire will start, so, the trees did well to hide the fire in them.

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.

Judgement Statement

Achievement	Achievement with Merit	Achievement with Excellence
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