

Assessment Schedule – 2019

Lea Faka-Tonga: 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
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and / or opinions 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, ideas, and/or opinions 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, 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 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 – 14	15 – 20	21 – 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 enrolment form details.</i>	<p><i>THREE of:</i></p> <ul style="list-style-type: none"> • Masima • Simi • 10 October 2005 • 024 458 231 		
<i>(b) Possible evidence showing understanding of how Simi plans to achieve his career goals.</i>	<ul style="list-style-type: none"> • Simi plans to do carpentry courses at Pacific High School. • Simi plans to take maths and science as requirements for both carpentry and medicine. • After two years, he'll be able to find a job. • Simi wants to study subjects appropriate for his future career. 	<ul style="list-style-type: none"> • Simi plans to take maths and science as both careers, trades and medicine, require these subjects. • Simi hopes to take maths and science in preparation for either carpentry or medical studies, as he is still not sure of what to do in the future. 	<ul style="list-style-type: none"> • Simi hopes that at Pacific High School he will get a solid foundation for what he hopes to achieve in the future. Maths and science will enable him to do further studies in either medicine or trades. • Simi also understands that his subject choices will open doors for him to choose whichever career pathway he would like to take in the future.

<p><i>(c) Possible evidence showing understanding of whether Pacific High School will be a good choice for Simi.</i></p>	<ul style="list-style-type: none"> • Yes, his friend told him he would be able to find a job after studying there. • It offers subjects to do carpentry or medicine. • It offers a range of subjects to choose from. • Teachers are very supportive, based on the principal's attitude. <ul style="list-style-type: none"> • No, Simi is enrolling in trades, but this is not his true choice for the future. 	<ul style="list-style-type: none"> • Yes, Simi will be able to find a job after two years, as suggested by his friend, provided he completes the trades courses. • Yes, because his friend did the same carpentry courses for two years and found a job. • Pacific High School is a good choice for Simi as it offers a range of subjects that are suitable for both future careers he is considering. <ul style="list-style-type: none"> • No, Simi is following his friend's idea, rather than his real passion, which is science and maths and medicine. 	<ul style="list-style-type: none"> • Yes, Pacific High School is a good choice for Simi. The subjects offered will enable him to be what he wants to do in life, provided he works hard in maths and science. These subjects will give him the skills required by companies such as the Pacific Company suggested by his neighbour. They will also give him the foundation to study medicine. Therefore, PHS is a good choice in regard to his dream jobs and his subject choices, for it will open doors for other career pathways. <ul style="list-style-type: none"> • No, Simi is following his friend's idea of trades and being money-oriented to earn a lot. He should follow his own passion for maths and science, and aim high for a career in medicine.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of whether Pupe enjoyed the experience she had as a seven-year-old.</i></p>	<ul style="list-style-type: none"> • Yes, she said “Queen Street was very exciting”. • Yes, she knew that being there would somehow help others. • No, she did not want to miss her early-morning television cartoon shows on Saturday. • No, because she did not understand most of what happened on the day. 	<ul style="list-style-type: none"> • Yes, Pupe enjoyed the experience of seeing lots of people when they reached Queen Street where the atmosphere was exciting, and later in the day she knew that her presence in the march would help other people. • No, because she missed the television shows that she and her brother used to watch and was also thinking how awful it would be to sit in a traffic jam. 	<ul style="list-style-type: none"> • Pupe did enjoy the experience. She was reluctant at the start, as she wanted to watch television and she thought the car would take ages to reach Queen Street, but it didn’t. Queen Street was very exciting when they arrived there. She learnt from her Dad that it was all to help other people get enough money for their work – something that became important to her as an adult. • No, because she missed the television shows she and her brother liked to watch, and she didn’t understand the purpose of the march. Even though her dad tried to explain, she knew she had no choice but to march along with the others saying phrases she didn’t understand. The only thing she understood was that her presence in the march “would somehow be helping others”.
<p><i>(b) Possible evidence showing understanding of the purpose of the march.</i></p>	<ul style="list-style-type: none"> • To help people in Tonga to have fair pay. • To let the government know that government workers are not fairly paid. • To support government workers in Tonga. 	<ul style="list-style-type: none"> • To support government workers in Tonga to be better paid for the work they do. • To make it clear that New Zealand people support workers in Tonga as they fight for better pay. 	<ul style="list-style-type: none"> • To promote social justice / fair pay for all. To achieve this, it also emphasised the importance of working together with others in your community to create strong social bonds to achieve goals. Even though Pupe was only seven years old, and did not quite understand why they were marching at the time, when she was older, she donated her time to bring about a better world through giving, which started with the march she took part in to pursue fair pay for government workers in Tonga.

<p><i>(c) Possible evidence showing understanding of why Pupe ended her statement with the quote: “The highest form of worshipping God is service to others”.</i></p>	<ul style="list-style-type: none">• Pupe likes to help others and wants others to do so too. Because she thinks praying to God is like working for other people.	<ul style="list-style-type: none">• Pupe wants people to think about how they would serve other people and wants them to see that offering practical help is an important part of their faith.• Her parents have brought her up to think of serving others and she has decided to live her life accordingly.	<ul style="list-style-type: none">• She uses this quote to tell her audience that her early experience and her parental upbringing have determined her perspective on life, that helping others is the highest form of showing our love to God. It also encourages them to think about ways they can help people in need like sending relief boxes, which is a more practical way of worshipping God.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the activities Tane has planned for Saturday.</i></p>	<p><i>THREE of:</i></p> <ul style="list-style-type: none"> • 9.30 a.m. Rugby game. • 11.30 a.m. Talking to team, showering. • 1.00 p.m. Meeting Sofi. • 6.30 p.m. Home to watch All Blacks. 		
<p><i>(b) Possible evidence showing understanding of how Tane responds to Sofi and his reason.</i></p>	<ul style="list-style-type: none"> • He agrees to go for lunch but not watching movies. • He is friendly and agrees to have lunch. • He is not sure whether to attend all activities planned by Sofi. 	<ul style="list-style-type: none"> • Tane is positive about going for lunch but is unsure whether he can make it to the movies, because he has so many things planned for Saturday. • He is positive about having lunch with her, but not about the movies, because he finds Tongan hard to understand, and he has jobs to do at home for his mother. 	<ul style="list-style-type: none"> • Tane is not sure of what / what not to do. For example, when he is invited to the movies, he answers “maybe”, because he finds Tongan difficult to understand. In addition, he will be too tired, as there are lots of things happening on Saturday, such as the rugby game, mowing the lawn, helping his mother to do gardening, and meeting Sofi. He also has to watch the All Blacks on TV with his father. • Tane is very polite when he accepts the invitation for lunch, despite his full programme for Saturday. He doesn't choose to walk to town with Sofi and doesn't agree to the movies, because he is busy with his rugby game in the morning, and he finds Tongan language in a movie difficult to understand.

<p><i>(c) Possible evidence showing understanding of whether Tane likes Sofi.</i></p>	<ul style="list-style-type: none"> • Yes, Tane likes Sofi. He agrees to have lunch with her in a cafe. • Yes, even though he is busy on Saturday, he still talks to her about going for lunch. • No, Tane does not like her, but he does not want to be rude by not talking to her. 	<ul style="list-style-type: none"> • Yes, Tane likes Sofi, because he says yes to her when she invites him to go out for lunch, despite his full programme for Saturday. • No, because Tane doesn't want Sofi to meet him at the rugby game, and when he is asked about going to the movies, Tane says maybe, he has to watch the All Blacks and he finds it difficult to understand Tongan. • He isn't sure whether he likes her or not, so he chooses only to have lunch with her this time, letting her know that his day is filled up with other things, such as rugby and helping at home. 	<ul style="list-style-type: none"> • Yes, Tane likes Sofi, because he accepts her invitation to go out for lunch, even though his programme for Saturday is tight. He is committed to doing a range of other things, such as rugby, gardening and spending time with his father, but he agrees to meet her for lunch. He also tells Sofi that he will shower before meeting her, which indicates that he likes Sofi and wants to look clean and fresh when going out for lunch with her. • No, Tane does not like Sofi, because when he is invited to go to the movies, he makes lots of excuses; for example, jobs to do for his mother in the afternoon, and watching the All Blacks with his father. He only wants to go for lunch to eat. If he was keen to spend more time with her, he could have suggested asking if he could postpone the jobs, or even invited her to watch the All Blacks at his house.
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