

Assessment Schedule – 2019

Lea Faka-Tonga: Demonstrate understanding of a variety of Lea Faka-Tonga texts on areas of most immediate relevance (91672)

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 – 19	20 – 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
<p><i>(a) Possible evidence showing understanding of why Hina fell in love with the younger brother.</i></p>	<ul style="list-style-type: none"> • Ngana, the younger brother, was very handsome. • The younger brother was more handsome than his older brother. • Hina fell in love with the younger brother the first time she saw him. 	<ul style="list-style-type: none"> • Hina admired and fell in love with the youngest brother Ngana because he was good looking. • Hina had never set eyes on a handsome guy like Ngana. She immediately fell in love with him and when he returned she gifted him with skipjack tuna. 	<ul style="list-style-type: none"> • When 'Eiki arrived in Samoa, he asked his brother to guard the boat, instead of attending the feast, because he feared Ngana's good looks would distract Hina. Hina met Ngana later, and they fell in love, and she gave him the skipjack tuna as a sign of her affection.
<p><i>(b) Possible evidence showing understanding of why 'Eiki told his brother to swim to Hā'ano instead of taking him back by boat.</i></p>	<ul style="list-style-type: none"> • 'Eiki didn't want to stop by at Hā'ano because he was angry with his younger brother, Ngana. • 'Eiki was angry that Hina did not give him a gift. • 'Eiki wanted the skipjack tuna to follow his boat to Tongatapu. 	<ul style="list-style-type: none"> • 'Eiki did not want to stop by at Hā'ano because he regretted taking Ngana with him. If only he went alone, he could have been given the skipjack tuna. • 'Eiki was angry with his younger brother and jealous of him when Hina gave him the skipjack tuna. As a result, he told his brother to swim to Hā'ano. 	<ul style="list-style-type: none"> • 'Eiki was jealous because the reason he travelled to Samoa was to witness the beauty of Hina. However, when 'Eiki and his younger brother arrived, Hina instantly fell in love with his brother. Not only this, but she also gave him a gift of live skipjack tuna. This is why 'Eiki told Ngana to jump overboard and swim to Hā'ano. • 'Eiki was very disappointed when he found out Hina and Ngana had fallen in love. On the journey back to Tonga, he told Ngana to swim to Hā'ano, which was 12 miles away.

<p><i>(c) Possible evidence showing understanding of why this story is important to the people of both Tonga and Samoa.</i></p>	<ul style="list-style-type: none"> • The story shows how the two countries have been connected for a long time. • It tells us the way people travelled between the two countries in the olden days. • It tells how the skipjack tuna came to Tonga. 	<ul style="list-style-type: none"> • It is the story of how skipjack tuna came to Tonga from Samoa, which was a gift of love. • Tonga and Samoa came from the same ancestors and, in the past, travelling between them was common. 	<ul style="list-style-type: none"> • It tells us of how skipjack tuna came to Tonga from Samoa as an act of love between the two countries. 'Eiki and his younger brother travelled to Samoa for 'Eiki to witness the beauty of Hina and with the intention to win Hina's love. However, Hina fell for the younger brother on the spur of the moment. As a result, Hina gave the younger brother the skipjack tuna as a gift when they returned to Tonga and that is how skipjack tuna is found in Tonga. • It shows that the two countries are connected and should always look after each other. In the past, the people of Tonga and Samoa have visited each other, like how 'Eiki and his brother visited Samoa. This is evident in the many intermarriages that took place.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how much Leka's Tongan improved during her time in Tonga.</i></p>	<p><i>An answer that justifies either medium or big improvement.</i></p> <ul style="list-style-type: none"> • A big improvement, because she speaks the Tongan language like a true Tongan. • When she goes out into the street, she likes to hear and can understand conversations in Tongan. • Her Tongan is much better than when she first arrived. Shopkeepers no longer ask her where she is from. 	<ul style="list-style-type: none"> • During the first weeks after her arrival, shop assistants asked her where she was from and what she was doing in Tonga because of her accent and now they don't, showing that her Tongan speaking is now very good. 	<ul style="list-style-type: none"> • Shop assistants used to ask her where she was from and what she was doing in Tonga, which shows that when she spoke Tongan, she had an accent or made mistakes. However, after six months, no one asked her where she was from, as they thought she was Tongan, which showed her Tongan vocabulary and pronunciation must be very good now.
<p><i>(b) Possible evidence showing understanding of what Leka enjoyed about her experience in Tonga.</i></p>	<ul style="list-style-type: none"> • She has enjoyed making friends with the local students. • She has liked hearing Tongan spoken around her. • She has liked studying and having fun with her friends, who get on well together. • She has liked the beautiful islands of Tonga. 	<ul style="list-style-type: none"> • In the six months she has been studying in Tonga, she has made good friends at school and not had a single problem with any of them. • She has studied with her friends, who have made good progress with their English and achieved Excellence grades, which has made her happy. • She has enjoyed being surrounded by Tongan-speaking people and she will miss her friends when she leaves in two weeks' time, so she must have liked it there. 	<ul style="list-style-type: none"> • In the six months she has been studying in Tonga, she has not had a single problem with any of her friends. She also said that when she had to leave the beautiful islands of Tonga, she would miss her friends; therefore it seems that Tonga has a nice environment and she loved everything during her time there. • The weakest students who used to be afraid to speak English have done well and they told her that "with you, speaking English is nice", indicating she has a good relationship with them.

<p><i>(c) Possible evidence showing understanding of Leka's personality.</i></p>	<p>Expect several appropriate words such as:</p> <ul style="list-style-type: none"> • friendly • hard-working • active • outgoing • helpful. 	<ul style="list-style-type: none"> • Leka is a positive friendly person. Her friendliness is shown by the fact she had no problem with her friends. • Leka is very helpful and a motivated student. She helps her friends with their English; she likes studying with them and is delighted when they all get Excellence grades in the English test. • Leka is outgoing and keen to improve her Tongan because on the first weeks after her arrival she went out into the streets to hear people's conversations, and she is pleased shopkeepers no longer ask her where she is from. 	<ul style="list-style-type: none"> • Leka has an outgoing personality and seems keen to make the most of her time in Tonga. During her first few weeks in Tonga, she went out into the streets to hear the accent of the Tongan people and to converse with the native speakers of Tongan. As a result, she is now able to speak like a real Tongan person and no one asks her where she comes from and what she is doing in Tonga. • Leka is a helpful person. She has made good friends in Tonga and seems to fit in well, having fun with them and also helping them with their homework, encouraging them not to be afraid of speaking English. They have appreciated the way she has done this and the help she gave them so they were able to gain Excellence in their English oral exam.
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of a typical day for Huni.</i></p>	<ul style="list-style-type: none"> • Huni spends most of the day sleeping and at night he goes with his mum and little brother to look for food. 	<ul style="list-style-type: none"> • Huni likes to sleep a lot, but he also plays, usually with his friend, the elephant. He also spends time with his mum and dad. Mum takes him at night to find food along with his little brother. 	<ul style="list-style-type: none"> • Huni the Hippo lives in Africa. Huni always wakes up late in the morning and like other hippos spends most of the time in the water sleeping. After midday, he looks for his friend, an elephant to play with, then he spends some time with his dad, Sione. At night he walks with his mum and little brother a long way to look for good grass to eat. Huni returns home to start the same routine again.
<p><i>(b) Possible evidence showing understanding of Huni's personality and relationships with other animals.</i></p>	<ul style="list-style-type: none"> • He is lazy; he always gets up late. • He is independent and likes doing things in his own way. • He is determined; he will walk for kilometres to find food. • He is friendly; he is friends with other animals, such as an elephant. 	<ul style="list-style-type: none"> • He is independent and likes looking for his own friends, even though his mother did not approve of him making friends with an elephant and would prefer him to play with other hippos. • He is brave. Huni looks up to his dad, Sione, and wants to be big and strong like him and he likes spending time with him, even though Sione can get angry when Huni and the other young hippos displease him. 	<ul style="list-style-type: none"> • He is lazy; he wakes up after 10 a.m. When he gets up, he immediately goes to relax in the water and sleep longer with all the other hippos. He says that he likes spending many of his days sleeping. • Huni is independent and likes to do what he wants to in his own way. Even though his mother wants him to find a hippo friend, Huni ignores her and befriends an elephant, thinking that the elephant is nice and fun to play with. Not only that but he has decided to spend less time under the care of his mother as he gets older.