

## Assessment Schedule – 2019

### Lea Faka-Tonga: Demonstrate understanding of a variety of extended written and/or visual Lea Faka-Tonga texts (91682)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information and varied perspectives in the texts.</p> <p>Responses as a whole show an <b>understanding of the general meaning (gist)</b> of the texts.</p>	<p><i>Demonstrating <b>clear understanding</b></i> involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a <b>clear understanding of the content</b> of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating <b>thorough understanding</b></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 <b>comprehensive understanding of the content and underlying meaning</b> of the texts, including nuance and meanings not obviously stated in the texts.</p>

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows <b>very little understanding</b> and does not communicate the general meaning of the text.	Shows <b>little understanding</b> and does not communicate the general meaning of the text.	Demonstrates <b>some understanding</b> and <b>communicates some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and <b>communicates the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and <b>communicates some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and <b>communicates most of the implied meanings</b> by providing supporting detail from the text to <b>fully justify</b> 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
<p><i>(a) Possible evidence showing understanding of the important findings of the study.</i></p>	<ul style="list-style-type: none"> <li>• Young children are using electronic devices at an increasing rate.</li> <li>• The time children spend using screens tends to increase as they get older.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of time pre-schoolers spend using screen-based devices is increasing at a fast rate. The Ministry of Health recommends children aged two to five should spend less than an hour a day using screens. However, the survey found average screen time for two-year-olds is one and a half hours a day and for four-year-olds is two hours a day.</li> </ul>	<ul style="list-style-type: none"> <li>• The time pre-schoolers spend on screens increases as they age, and the largest increase is linked to the use of portable electronic media such as tablets, smartphones and gaming devices. Pre-school children are watching screens more often than advised by the Ministry of Health, and this is linked to health problems.</li> </ul>
<p><i>(b) Possible evidence showing understanding of advice for parents of pre-schoolers regarding the use of screens.</i></p>	<ul style="list-style-type: none"> <li>• I would advise parents to restrict the duration of screen time allowed for their pre-school children, as this will allow pre-schoolers to engage in other activities – for example, reading, running around, or exploring outside.</li> </ul>	<ul style="list-style-type: none"> <li>• I would advise parents to restrict the duration of screen time allowed, and supervise their pre-school children as suggested by the Ministry of Health guidelines. Children who spend a lot of time on the screen of electronic devices will have health problems, such as obesity, because of lack of movement; poor motor skills, such as poor ball handling, writing, and eating, because of a lack of playing; and other development problems, such as problems sleeping and with emotion.</li> </ul> <p><i>Must have both advice and benefits.</i></p>	<ul style="list-style-type: none"> <li>• I would advise parents to restrict the duration of screen time allowed and supervise their pre-school children, as suggested by the Ministry of Health guidelines. Children will have opportunity to engage in other activities that will stimulate their minds and be more active, which helps reduce the risk of obesity, short attention span, and behaviour problems when they are older. As such, parents are advised to introduce technology much later on in their children’s development, otherwise their children will have more health problems, and that means more trips to the doctor.</li> </ul> <p><i>Must have both advice and benefits.</i></p>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what the report says about the working conditions of clothing workers in Bangladesh.</i></p>	<p><i>THREE of:</i>  <b>Age of workers:</b> 16 to 18 years of age.  <b>Hours of work:</b> 14 to 16 hours.  <b>Wages:</b> NZ\$51 a month.  <b>Meals:</b> Eaten in the workplace.  <b>Working conditions:</b> Very crowded.</p>	<p><b>Age of workers:</b> Young females 16 to 18 years of age, in addition to older women and men.  <b>Hours of work:</b> Long shifts of 14 to 16 hours at times.  <b>Wages:</b> Very low wages of about NZ\$51 a month.  <b>Meals:</b> The workers have to sit close to their sewing machines while they eat their lunch.  <b>Working conditions:</b> Very crowded and unsafe, fire risks.</p>	<p><b>Age of workers:</b> Young females 16 to 18 years of age, in addition to older women and men.  <b>Hours of work:</b> Long shifts of 14 to 16 hours at times.  <b>Wages:</b> Very low wages; workers are paid 3,000 taka, which is the equivalent of about NZ\$51 a month.  <b>Meals:</b> The workers have to sit close to their sewing machines while they eat their lunch – they’re not allowed to go outside – but managers have a canteen where they have their lunch.  <b>Working conditions:</b> Crowded and dangerous; many are injured at work and fire often breaks out.</p>
<p><i>(b) Possible evidence showing understanding of the additional responsibilities and difficulties facing young female factory workers.</i></p>	<ul style="list-style-type: none"> <li>• They try to find a second job so that they earn enough for the needs of the family.</li> <li>• They do additional chores at home, such as cooking.</li> </ul>	<ul style="list-style-type: none"> <li>• The young women usually take a second job working for the wealthy families in their area to try to make extra money.</li> <li>• When they get home, they have other duties, such as cooking or looking after children.</li> </ul>	<ul style="list-style-type: none"> <li>• The female workers usually do a second job, like housework for the wealthy families in their area, before going home. And when they get home, they usually have additional responsibilities looking after young siblings, helping to cook the dinner, or helping young ones with homework.</li> </ul>

<p><i>(c) Possible evidence showing understanding of the writer's suggestions for improving conditions for factory workers in places such as Bangladesh.</i></p>	<ul style="list-style-type: none"> <li>• We need to boycott buying clothes from countries like Bangladesh.</li> </ul>	<ul style="list-style-type: none"> <li>• New Zealanders should watch out for clothes that are made in Bangladesh, where conditions of work are poor, and avoid buying those goods. In that way. they avoid helping the rich, mean employers get richer.</li> </ul>	<ul style="list-style-type: none"> <li>• Young New Zealanders should research where the clothes they are buying are made, and boycott buying clothing from countries such as Bangladesh, where workers are badly treated and poorly paid. By doing that, they stand up for the rights of exploited young workers who are unable to fight for themselves. They should also ask companies tough questions, and follow up with investigation.</li> <li>• If they do that, the incomes of the bad employers will decline, which sends a message to them that their practices need to change before countries will buy their products.</li> </ul>
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why the seasonal worker scheme was started in New Zealand.</i></p>	<ul style="list-style-type: none"> <li>• To help solve the labour shortage in New Zealand.</li> <li>• To help the development of the Pacific Islands.</li> <li>• To give Pacific Islanders some work experience.</li> </ul>	<ul style="list-style-type: none"> <li>• To counter the labour shortage in the horticulture and viticulture industries.</li> <li>• To contribute to the development of the Pacific Islands through the wages that are sent home by the workers to help their families.</li> <li>• To enable the Pacific workers to get work experience and develop skills.</li> </ul>	<ul style="list-style-type: none"> <li>• New Zealand has a major seasonal shortage of labour for the horticultural and viticultural industries. The scheme is a way of ensuring there are workers to do the seasonal work of picking and packing fruits and produce, as well as for pruning work.</li> <li>• This is one way New Zealand helps the development of the Pacific Islands by ensuring families have additional income, which enables them to improve their standard of living.</li> <li>• This is one way also of enabling the Pacific workers to get some work experience and skills, thus enhancing their chances of getting employment in the future, and their usefulness.</li> </ul>
<p><i>(b) Possible evidence showing understanding of whether the scheme was successful and, if so, who benefited from it.</i></p>	<ul style="list-style-type: none"> <li>• Yes, the scheme was successful, as it has expanded from involving only two countries – Tonga and Samoa – to including Vanuatu, Fiji, and others.</li> </ul> <p>Those who benefited are the workers from the Pacific Islands and New Zealand farm owners.</p>	<ul style="list-style-type: none"> <li>• Yes, the scheme was successful.</li> </ul> <p>Those who benefited: Orchardists and viticulture businesses, as the workers brought in from the Pacific have helped ease the labour shortage and the scheme has expanded to additional islands, such as Solomon Islands and Fiji.</p> <p>The workers, who send money home to the islands.</p>	<ul style="list-style-type: none"> <li>• Yes, the scheme was successful.</li> </ul> <p>Those who benefited: Orchardists and viticulture businesses, who have reliable and skilled workers to pick their crops, with some returning each year for the harvest or pruning seasons.</p> <p>The Pacific workers, who have gained work experience and new skills, as well as earning more income for the families in the islands, which is used to improve living conditions and housing there.</p> <p>Some workers have also been able to use the money they have earned and their new skills to start their own farms or small businesses.</p>

<p><i>(c) Possible evidence showing understanding of how this scheme could be improved to benefit the people of the Pacific more.</i></p>	<ul style="list-style-type: none"> <li>• It would be good if this scheme expanded to other sectors.</li> <li>• It would be good if more people from the Pacific could take part.</li> <li>• It would be nice if the workers didn't have to pay so much for things like accommodation and transport.</li> </ul>	<ul style="list-style-type: none"> <li>• The representatives from the Pacific would like to see this scheme expanded to other sectors, for instance the building and fishing industries.</li> <li>• They would like to see the quota of workers allowed into New Zealand increased to allow more people from the Pacific to take part.</li> <li>• It would be nice if the deductions from the workers' pay to cover things like accommodation and transport could be reduced.</li> </ul>	<ul style="list-style-type: none"> <li>• They would like the number of workers from the Pacific to be increased from the present quota.</li> <li>• It would be nice if the deductions from the workers' pay to cover things such as accommodation and transport could be reduced, so the workers could take home more money. This would mean more money would be sent back to their families in the islands for more development work there, benefitting wider Pacific communities.</li> </ul>
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