

Assessment Schedule – 2020

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 – 13	14 – 18	19 – 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 Fafu’s shark-hunting expedition.</i></p>	<ul style="list-style-type: none"> Fafu got into his boat and paddled towards the deep sea. He threw his line and the shark dragged his boat around, then escaped because Fafu couldn’t kill it. 	<ul style="list-style-type: none"> Fafu’s boat was almost overturned when he tried to get the shark. The shark dragged the boat, then finally headed towards the beach. When the boat was closer to the beach, the shark floated belly upwards, pretending it was dying. When Fafu tried to kill it, it moved sideways, then escaped into the deep sea. 	<ul style="list-style-type: none"> Fafu was 18 years old when he got into his boat with the intention of killing a shark, something he had always wanted to do. When he reached an area where he always saw sharks, he threw his fishing line into the sea. Just as he was able to sit down, he felt his fishing line moving. His boat was nearly overturned, causing him to fall forward and hit his nose on the side of the boat. As he was trying to regain his position, the shark kept dragging the boat in different directions. The shark then reversed and sped towards the beach. As they neared the beach, the shark floated with its belly upwards, making Fafu think it was dying, but as Fafu pulled it towards shallow water for the final blow, the shark moved and Fafu’s club missed. Fafu ended up in the water, legs kicking in the air, while the shark returned happily to deep sea.
<p><i>(b) Possible evidence showing understanding of why the story is called “Ko e ‘Anga Poto” (“The Clever Shark”).</i></p>	<ul style="list-style-type: none"> The shark tricks Fafu by pretending it is dead and finally gets away. 	<ul style="list-style-type: none"> Fafu thinks the shark is dying until he attempts to kill it. As he swings his club down, the clever shark suddenly moves and escapes back to the safety of the lagoon. 	<ul style="list-style-type: none"> Fafu looks stupid when he tries to show how capable and strong he is by killing the shark. Firstly, the shark nearly tips the boat over by tugging on the fishing line and then it allows itself to be hauled alongside the boat, pretending to be dying. As Fafu swings down the club to kill it, the shark suddenly moves and evades the blow. Fafu ends up falling into the sea, while the shark is free to swim back into the lagoon, making a mockery of this attempted display of human bravery.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why league players should get \$1000.</i></p>	<ul style="list-style-type: none"> • They played very hard to win the game. They made the school famous in New Zealand. • The money would help in developing their skills and to make them stay fit and healthy. 	<ul style="list-style-type: none"> • They played very hard to earn the money by gaining popularity and making their school famous in New Zealand. They beat the Pata College rugby league team, which was the best team in the New Zealand Secondary Schools competition. 	<ul style="list-style-type: none"> • This money would help to develop the players' skills to make them the best players they could be. They work hard and serve the school, not only by making it famous, but also by donating lots of money back to the school, as Tama Tonga did in 2018. He renovated the school gym and bought lots of sports equipment. • They have done a lot to publicise the school by beating the best rugby league team in the New Zealand secondary schools tournament. They have worked as a team and they deserve to be rewarded for their hard work and the recognition they are won for the school. Most have been selected to play in well-known clubs and this money will help to develop their future rugby league careers.
<p><i>(b) Possible evidence showing understanding of why league players should not get \$1000.</i></p>	<ul style="list-style-type: none"> • League players have already receive enough money from different sources. To be fair, the money should be spent on what the school needs the most to support teachers and students. 	<ul style="list-style-type: none"> • Individually, league players have already earned enough money from sponsors, from advertisements, and from their interviews, so there is no need to give more to them. The school needs this money more than they do. Other students also deserve recognition. 	<ul style="list-style-type: none"> • League players have already earned enough money from sponsors, advertisements, and interviews. According to Tevita, some players from the school are already paid about \$2000 a year. The school needs the money to pay for computers and to support high-achieving students to further their studies. It is not fair that students successful at school in writing, painting, and other more intellectual pursuits are not rewarded in the same way as sportsmen.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Nani told this story.</i>	<ul style="list-style-type: none"> Nani wanted Katalina to know who she was and what she used to do when she was four years old. 	<ul style="list-style-type: none"> Nani wanted her granddaughter to know who she was, where she came from and also the hard times Nani had come through when she was a little girl, and the job she was given to keep the fire going. 	<ul style="list-style-type: none"> Nani wanted her granddaughter, Katalina, not to forget who she was, a member of two races, English and Māori. She also wanted Katalina to know about her grandparents on both sides, and how hard their lives were because they were poor and did not have what people have now. Last of all, she wanted to tell her granddaughter about the task she was given to do when she was four years old. She was responsible for keeping the fire alight so the family could have cooked food.
<i>(b) Possible evidence showing understanding of Nani's family life when she was young.</i>	<ul style="list-style-type: none"> The family was very poor. They had a house near the beach to make it easy for them to get food. 	<ul style="list-style-type: none"> The family had a hard life because they were poor. Their house was small and it was near the beach, where they foraged for food. Each member of the family had a role to play to keep them alive. 	<ul style="list-style-type: none"> When Nani was young, her family had a hard life because they were poor. They lived in a small house near a beach because their survival depended on what they could get from the river and from the sea. Therefore, everyone in the family had a role to play in order to keep them going. Nani wants her granddaughter to know about her difficult childhood, because she says people sometimes take the comfort and security of their lives for granted.
<i>(c) Possible evidence showing understanding of what Nani's role was when she was young and how she felt about it.</i>	<ul style="list-style-type: none"> Nani's role was to make the fire in the kitchen come alight in the mornings. She was proud of her job. 	<ul style="list-style-type: none"> Nani was responsible for burying the kitchen fire at night and lighting it in the mornings. It was an important job, as it was the only way the family could have cooked food, as they did not have an oven. 	<ul style="list-style-type: none"> Nani's role was to ensure the fire was buried at night so the embers could be reignited in the morning to cook the family's food. Even though she was very young, Nani was entrusted with a very important job. Everyone in the family had a role to play in order to keep the family alive, and Nani felt very proud and responsible to be the keeper of the fire, because her family did not have a stove or an oven. If there was no fire, there would be no cooked food for her family to eat.