

Assessment Schedule – 2021

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
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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 – 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
<i>(a) Possible evidence showing understanding of the challenges Sione faced as a result of COVID-19.</i>	<ul style="list-style-type: none"> • Sione lost his job as a pilot when Level 4 COVID-19 lockdown was announced. • He was unable to sleep because he was thinking about how to pay his mortgage. 	<ul style="list-style-type: none"> • When New Zealand was in Level 4 lockdown because of COVID-19, Sione was unable to go to work. He was worried about his family and thinking of their family home. • His main worry was looking for a new job in order to continue paying for the mortgage. He was willing to take on any new job. 	<ul style="list-style-type: none"> • When the COVID-19 lockdown was announced, Sione lost his job as a pilot, which he had held for 12 years. He had four children to feed and was anxious about what would happen if the family lost their home, which he had worked hard to earn and which was their safe haven. • He was really concerned about his family's future and the need to find a new job in order to be able to continue paying the mortgage. He was willing to take on any new job – including one much humbler than his role as a pilot.
<i>(b) Possible evidence showing understanding of what helped Sione to stay positive.</i>	<ul style="list-style-type: none"> • He was able to stay positive because he had the support of his family. 	<ul style="list-style-type: none"> • His family told him things would be fine, even when he didn't see how that would be possible. 	<ul style="list-style-type: none"> • Sione was able to stay positive by remembering a time when he was a junior officer in the defence services, and was responsible for cleaning the officers' bathroom. He had other skills to fall back on when he lost his job as a pilot.
<i>(c) Possible evidence showing understanding of how Sione coped with his career change.</i>	<ul style="list-style-type: none"> • With his sister's help, he started a job at a hardware store. 	<ul style="list-style-type: none"> • He is grateful for the job, although it is very different from his previous career. 	<ul style="list-style-type: none"> • Sione coped well with his career change. He was willing to put his pride aside to take on any role. • A sign in Sione's home says "Life is good" and his family supported him to remain optimistic. He has even found the positives in his new job – enjoying the lack of stress and the company of his workmates, who have become like an extension of his family. Even though he is unable to work as a pilot at the moment, he looks forward to going to work.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of the role of men and women in the process of ngatu making in Tonga, according to the text.</i></p>	<ul style="list-style-type: none"> • Women make the ngatu and men do the planting. 	<ul style="list-style-type: none"> • Women prepare the ngatu and keep it for special family occasions, while men do the planting and care for the plantation. 	<ul style="list-style-type: none"> • Ngatu making is an activity that involves the whole family. The women's role is to make the ngatu and store it away for occasions such as birthdays, weddings, and funerals. The men's job is planting, looking after, and harvesting the mulberry plants.
<p><i>(b) Possible evidence showing understanding of the way ngatu is made in Tonga compared with the way it is made overseas.</i></p>	<ul style="list-style-type: none"> • In Tonga, ngatu is made by soaking bark, beating it, gluing it, dyeing it, drying it, and storing it away. • Overseas ngatu makers use paper, glue with flour and water, and use paint. • I do not like the traditional way of making ngatu because it wastes a lot of time. • I like the overseas way of making ngatu because it is faster. • I do not like the overseas way of making ngatu because it does not last. 	<ul style="list-style-type: none"> • In Tonga, the process involves taking off the inner bark, soaking it in water, beating it, drying it, gluing strips of bark together, decorating it, drying it in the sun, and storing it in a safe place, whereas overseas, the process includes the use of paper that looks similar to the ngatu, and uses water and flour for glue, and paint. • I prefer the traditional process because it produces high-quality ngatu, while the ngatu made overseas will not last. • I prefer the overseas method, as it is faster than the traditional method, and the materials can be bought from shops. 	<ul style="list-style-type: none"> • The traditional way of making ngatu in Tonga involves planting mulberry trees, harvesting them, taking off the inner bark, soaking it in water overnight to make it easier for beating, drying it in the sun, gluing together strips using tapioca, decorating it with natural dyes, drying it again in the sun, folding it and putting it away for storage in a safe place inside the family house. Tapa making overseas includes the use of paper that looks like natural material, flour mixed with water for glue, and brown and black paint. • Overseas ngatu makers take shortcuts to save time, and substitute materials that are difficult to obtain. • I prefer the traditional process of ngatu making because it uses natural products, requires a lot of women to work together and learn from each other, and the product is more delicate, natural, and durable. • I prefer the overseas way of ngatu making because it produces a similar product more quickly and conveniently than the traditional process, which is time consuming and hard work.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how the family's experiences motivated Losaline to pursue an education.</i></p>	<ul style="list-style-type: none"> The family had no home, no car, and little money, but they continued to support each and this allowed Losaline to have an education. 	<ul style="list-style-type: none"> When Losaline's family migrated to New Zealand, they did not have a home, and instead moved from family to family. They did not have a vehicle and only a little income from onion picking, so they were dependent on extended family for support. Returning to Tonga seemed to be the only way out, but the family stayed and Losaline was able to pursue her education. 	<ul style="list-style-type: none"> Losaline's family migrated to New Zealand in search of a better life and quality education. They arrived with very little and went through some very difficult times, relying on relatives for support for several years. Although returning to Tonga seemed to be the easiest path, they did not give up on their dream. Instead, they were determined to stay on and persevered and encouraged each other. Seeing the sacrifices her parents had made for her motivated Losaline to pursue her education with determination.
<p><i>(b) Possible evidence showing understanding of the advice Losaline has for young people considering their future.</i></p>	<ul style="list-style-type: none"> We should be proud of who we are and our skin colour. Share with your parents your goals and value your language, culture and education. If you can't get into university, there are other forms of education like trades and your own personal success. Remember that you can do all things through Christ, who strengthens you. 	<ul style="list-style-type: none"> We need more Pasfika and Tongans in the educational sector, and you can do that through discussing plans with your parents. Failure is acceptable and use it as way to do better. University is not for everyone but you can study trades and in other forms of learning institutions. Value who you are and be proud of your skin colour. And value your Christian beliefs for you can do all things through Christ. 	<ul style="list-style-type: none"> Losaline encourages young people to discuss their plans openly with their parents. She advises them not to allow failure to hold them back, but instead to use it as a vehicle to do better. University is not compulsory for everyone, as education comes in all shapes, like studying in other places, working in trades, and achieving personal successes. Young people can uplift their people, language, and culture through education. Losaline wants them to be proud of who they are, and of the colour of their skin, and wants to see more Pasifika people in the education sector. Education is universal and has no boundaries. Therefore, set your goals and keep your focus on them. And remember that we can do all things through Christ who strengthens us.