

Assessment Schedule – 2021**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 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 – 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 why Peter changed his career to surveying.</i></p>	<ul style="list-style-type: none"> • He felt that being in the classroom was not for him. He wanted to be out in the field, so he chose to become a surveyor. 	<ul style="list-style-type: none"> • Although Peter was passionate about maths, he did not want to be confined to a classroom. He preferred to use his maths knowledge and skills in an outdoor environment. After doing a course in surveying, he realised that this was the field for him, and did further study, so he could make that his career. 	<ul style="list-style-type: none"> • Peter’s interest was originally in maths, but he found it is difficult to be confined to a classroom environment. He would rather be practically applying his maths in physical field work. A diploma course in surveying at Unitec confirmed that was the field in which he wanted to work. When his parents encouraged him to continue his studies, he did not hesitate to move to Dunedin to undertake a degree in surveying.
<p><i>(b) Possible evidence showing understanding of how Peter and his family coped with the challenges they faced during their time in Dunedin.</i></p>	<ul style="list-style-type: none"> • They faced financial challenges, as both Peter and his wife studied. Through part-time work and financial help from Peter’s siblings and parents, they were able to survive. 	<ul style="list-style-type: none"> • The family encountered financial and time-management challenges. Peter and his wife juggled study with work and caring for their children. • Peter and his wife organised their schedules so at least one parent could be at home with the children, or available to take them to their various activities. 	<ul style="list-style-type: none"> • Peter had to juggle university studies with family responsibilities. Money was tight, so Peter needed to take on casual work as a tutor, as well as part-time work for a surveying business. His wife also worked part-time, along with studying. Peter’s parents and siblings also supported him financially, so he could realise his dream. • Peter and his wife worked as a team to meet their goals, supporting each other and sharing responsibility for childcare, so they could both study and work. • Things were particularly challenging during lockdown last year, when Peter and his wife were trying to keep up with their studies, as well as look after the children. The family did not have enough computers to allow everyone to study and do their schoolwork at the same time. To resolve that problem, Peter and his wife had to study at different times to their children.

<p><i>(c) Possible evidence showing understanding of what messages from Peter's story might be helpful to others.</i></p>	<ul style="list-style-type: none"> • Peter and his wife are setting a good example for their children about the importance of education and ensuring they have a good future. 	<ul style="list-style-type: none"> • Involving your children in what you do will encourage them to embrace the opportunities that come their way, as Peter has done. • Even in challenging circumstances, a family can bring about a good outcome by working together to overcome obstacles. • Working together for a common goal strengthens the bond and love between family members. 	<ul style="list-style-type: none"> • Peter tried to involve his children in his studies, as a way of laying a foundation to encourage them to make the most of their own schooling and other opportunities that will open up for them in the future. • He talked about the decision his parents made in moving from Tonga to New Zealand for a better life, and through his success, he is proving they were forward-looking and their sacrifices worthwhile. • The challenges that the family faced together resulted in them working hard together and becoming more independent. Although they had support from the wider family, they tried not to be a burden and to do as much as possible for themselves. That is a huge lesson in life.
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why many children from Tongan homes in Aotearoa end up speaking English rather than Tongan.</i></p>	<ul style="list-style-type: none"> • Many parents are not using the Tongan language to communicate with their children. • Even if children communicate in Tongan with their parents when they are little, they slowly lose their language once they start school. 	<ul style="list-style-type: none"> • Despite knowing and speaking the language fluently, many Tongan parents are not using the language at home with their children. As a result, the children never learn the language. • Children communicate in Tongan with their parents when they are little, but then they start school and are increasingly exposed to English. As days go by, they begin to lose their Tongan, and speak more and more English, not only at school, but also at home. 	<ul style="list-style-type: none"> • The barrier is that the Tongan language is not being used in homes. Fluent Tongan speakers do not always use it with their children, so even if a child grows up in a Tongan-speaking household, there is no guarantee they will ever speak the language. • Once the children start primary school, they are thrust into an English-speaking environment. They are given English reading material. They will hear English as the main medium of instruction, and in their interactions inside and outside the classroom. Even children who spoke Tongan when they were young slowly lose their confidence, and English becomes their first language. • Also, some Tongan parents deliberately choose to use English over lea faka-Tonga, thinking it will be more relevant for their children’s future, and for life in an English-speaking country.
<p><i>(b) Possible evidence showing understanding of what the writer says about the relevance and importance of learning Tongan language.</i></p>	<ul style="list-style-type: none"> • Tongan language is very important and relevant to Tongan children, as it carries their culture, identity, and what it means to be Tongan. 	<ul style="list-style-type: none"> • Tongan language expresses thoughts, feelings, identity, and the Tongan world view. If you do not speak Tongan, then you cannot fully understand the reasons behind cultural practices and values, and what it means to be Tongan. Even if you are Tongan, you are operating in a different world. 	<ul style="list-style-type: none"> • Tongan language is the key to the Tongan world, its culture, and aspirations. It gives Tongans a sense of belonging to their heritage and community. Tongans who do not learn the language as children sometimes yearn for it when they become adults, and understand what they are missing. However, it is much harder to learn it then, and to develop fluency, and pick up the nuances of the language.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how Queen Sālote coped with the personal challenges she faced during the years of her reign.</i></p>	<ul style="list-style-type: none"> • Sālote became queen when she was only 18 years of age, after the death of her father. • Tonga was affected by an influenza epidemic that resulted in the death of 10% of her people. • She experienced personal loss in the death of one of her sons and her husband. • She coped by praying more to God and relying on him for his guidance. 	<ul style="list-style-type: none"> • Sālote was only a teenager (18 years of age) when she became queen. • Sālote was challenged soon after her coronation when influenza killed 10% of the people of Tonga. • Later on, tragedies struck again when her son and husband died. This was devastating, and she thought she would not be able to cope. • However, through her faith in her God, she was able to pull through. She found comfort in religion during the dark times of her life and reign. • She was able to cope with all these challenges by praying more and relying on God for daily strength, comfort, and guidance. Sālote was also a strong woman, who was very resilient and determined to succeed. 	<ul style="list-style-type: none"> • One of the most difficult times of her reign occurred soon after her coronation, when she was still very young (18 years of age) and inexperienced. An influenza epidemic ravaged Tonga, killing 10% of the population, including members of the queen’s family. This was a very great loss. • Later in her reign, one of her sons died of illness, and a few years later her husband died suddenly of a heart attack, which devastated her. • She coped by relying more and more on God for wisdom and comfort. She thought she was going to drown in her grief and challenges, but her relationship with God enabled her to be stronger and fight harder for herself and her nation. She later remarked, “you stopped work only in the grave”. And that gives testament to her determination and love for country. • She worked really hard and did not allow grief to stop her. She was also very resilient.
<p><i>(b) Possible evidence showing understanding of how successful Queen Sālote’s reign was.</i></p>	<ul style="list-style-type: none"> • Sālote’s reign was very successful. She was able to bring about positive changes in her kingdom. For example, she established new schools. • She set up various government departments and was close to her people. 	<ul style="list-style-type: none"> • Sālote’s reign was very successful. Although she was young and inexperienced when she took the throne, she took advice before she acted. She valued education a lot, which is evident in her establishment of a college for girls (Queen Sālote College). She also set up scholarships so that Tongans could study overseas. • She was also interested in the Tongan culture and its maintenance (e.g., she set up a Tongan traditions committee). She went out of her way to find what the people wanted from their government. She worked hard for her people and she was loved by them in return. 	<ul style="list-style-type: none"> • Sālote’s reign was very successful, although she was very young and inexperienced when she became queen. The biography stated Tonga’s chiefs were worried about her ability to lead, but she had the wisdom to listen carefully to her advisers, and that helped her to make wise decisions. • She valued education and set up a school for girls, because she wanted them involved in decision-making in Tonga. She also helped set up a Pacific medical school in Fiji, and a teacher training college. • She wanted to empower her people and made it possible for Tongans to study overseas. She established new government departments and whenever she could, she appointed Tongan graduates to positions of responsibility. • Her reign was very successful because she was visionary, introduced a lot of changes that helped her people, and enabled her country to grow and become a modern nation.

<p><i>(c) Possible evidence showing understanding of why Queen Sālote was so loved by her people.</i></p>	<ul style="list-style-type: none"> • She suffered a lot of tragedies and really understood suffering. Sālote had such compassion for her people that she did not just stay in her palace, but instead she showed that compassion through action (e.g., she visited the elderly, the sick, and the poor, and took them gifts). 	<ul style="list-style-type: none"> • Because of her own experiences, she understood very well the sufferings of her people, and that made her very compassionate. • She loved charity work, and the people saw the queen’s compassion in action. Her kind deeds endeared her to the Tongan people. 	<ul style="list-style-type: none"> • As well as being very compassionate, Sālote had a strong faith in God and a deep desire to help her people and nation. She worked hard to meet their needs throughout her reign. This earned her their gratitude and love. • She cared deeply for her people, and was known to wander out at night in disguise so she could hear honest feedback about how the government was meeting the needs of Tongans. She was quoted as saying: “The real essence of being useful is the love within. With love, you can serve people and be useful.” People witnessed this love in action and they loved her back.
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