

## Assessment Schedule – 2022

### 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 <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 – 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 on page 1.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) How do the mother and daughter maintain a connection with their village in Tonga.	<p>Cultural connections:</p> <ul style="list-style-type: none"> <li>Connecting with their families in Tonga to keep the mulberry plant harvesting practice alive.</li> </ul> <p>Economic connections:</p> <ul style="list-style-type: none"> <li>They are paid for their labour.</li> </ul>	<p>Cultural connections:</p> <ul style="list-style-type: none"> <li>Involves the local people in the village in the art-making process to provide the mulberry plants and shipping it to New Zealand for their artwork.</li> </ul> <p>Economic connections:</p> <ul style="list-style-type: none"> <li>By paying the families to do the whole process of tapa making and the product is to be used in their artwork in New Zealand.</li> </ul>	<p>Cultural connections:</p> <ul style="list-style-type: none"> <li>By connecting with the people in their village in Tonga to grow the mulberry plants, harvest, beat the bark, and transport it to New Zealand for their artwork. The whole process helps with keeping alive a dying art form of work in Tonga.</li> </ul> <p>Economic connections:</p> <ul style="list-style-type: none"> <li>It creates work and provides an income for the families by paying them to do the whole process of tapa making and shipping it to New Zealand.</li> </ul>
(b) Describe the meaning of their art project, “The Last Kai”.	<ul style="list-style-type: none"> <li>“The Last Kai” art project will provide awareness not only for the Tongan people but to the world that women should have the same status as men. They will add Mary to the circle of men as an artistic message that supports their belief.</li> </ul>	<ul style="list-style-type: none"> <li>“The Last Kai” will be a project based on the biblical story of The Last Supper.</li> <li>They would like to add a Pacific Islander twist to it by adding Mary to the circle of men. This is to show that men and women are equal.</li> <li>They also want to share their Tongan artwork with the world stage.</li> </ul>	<ul style="list-style-type: none"> <li>Their project is titled, “The Last Kai” which will be based upon the Bible story of The Last Supper. The circle of The Last Supper were all men, but they would like to add a modern Pacific Island flavour to it by adding Mary, a woman, to the circle of men.</li> <li>The meaning behind this addition is to show that men are not the only important human beings on earth, and women are equally important.</li> <li>They would also bring in an international example as there are some places where women are not treated as equal.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Why did Uikelotu and her siblings move to New Zealand and how does she feel about engineering?</p>	<ul style="list-style-type: none"> <li>• Uikelotu and her siblings moved to New Zealand with their uncle to begin their new lives after the death of Uikelotu's parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Both Uikelotu's parents passed away when she was 14.</li> <li>• Uikelotu's uncle who lives in New Zealand went to Tonga and brought the children to New Zealand with him to their new lives.</li> <li>• Uikelotu dreams of following in her father's footsteps to become an engineer.</li> </ul>	<ul style="list-style-type: none"> <li>• Uikelotu and her siblings migrated to New Zealand to begin their new lives due the loss of both their parents when Uikelotu was 14 years of age.</li> <li>• Their future was uncertain, but Uikelotu was determined to pursue her dream career to become an engineer, following in her father's footsteps as she feels doing so would make her dad proud.</li> </ul>
<p>(b) What does Uikelotu hope to achieve by running her maths classes?</p>	<ul style="list-style-type: none"> <li>• The Year 1 to Year 13 students in Uikelotu's area were attending her weekly Saturday free maths classes.</li> <li>• They learn the maths skills by playing cards, games, marbles, sticks, and having cooking competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Free maths classes were offered by Uikelotu on Saturday mornings to support students at Year 1 to Year 13 in her area.</li> <li>• Uikelotu makes learning maths fun by making sure that the activities that relate to the world surrounding the children.</li> <li>• Uikelotu uses games, marbles, sticks, cooking, and playing cards to relate maths to learning through the everyday experiences of the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Uikelotu dedicates her Saturday mornings to offering free weekly maths classes and in order to help Year 1 to 13 students.</li> <li>• Uikelotu hopes to make learning maths fun by using memorisation to solve maths problems, relating the maths activities to the real world. She uses playing cards, maths games with marble and sticks, as well as making garlands, and running cooking competitions. All the activities relate to everyday scenarios for the children.</li> <li>• Uikelotu also hopes to support young people to break out of poverty by pursuing higher education and solving real life problems.</li> </ul>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) What support is being offered by New Zealand to Tonga in the wake of the tsunami?</p>	<ul style="list-style-type: none"> <li>• New Zealand has donated funds to help Tonga and more will be added once requested.</li> </ul>	<ul style="list-style-type: none"> <li>• New Zealand will be supporting Tonga financially with an initial donation of \$500,000. Extra support will be ready by air and sea as soon as the Tongan government sends a request for them.</li> </ul>	<ul style="list-style-type: none"> <li>• Tonga is grateful to the New Zealand Government and its people for the announcement of the initial financial donation of \$500,000 and more funds will be allocated once requests are made from the Tongan government. The Defence Force aircraft P3 Orion will be ready to provide aerial surveillance. Navy vessels are ready to provide aid.</li> </ul>
<p>(b) After the tsunami, what concerns did both the Tongan and New Zealand governments have?</p>	<ul style="list-style-type: none"> <li>• There is no communication from Tonga, people are worried that more explosions will bring more tsunamis.</li> <li>• Drinking water is contaminated and root crops are all affected.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no communication from Tonga to the outside world, people are living in fear with more explosions and tsunamis.</li> <li>• There could be lack of food and contaminated drinking water.</li> <li>• Tonga is hoping that they will still be COVID-19 free.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a communication blackout due to the communication cable being broken.</li> <li>• The well-being and mental health of the Tongan people will be affected with ongoing explosions, which might cause more tsunamis.</li> <li>• There has been extensive damage to properties and root crops are all affected.</li> <li>• Boats are damaged and washed ashore, there is a water shortage, and many sources are contaminated.</li> <li>• Tonga is still COVID-19 free and hopes to remain so even with overseas aircraft and boat travelling to support Tonga.</li> </ul>