

Assessment Schedule – 2023

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 – 7	8 – 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	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Shows evidence of understanding the support from New Zealand communities to establish the first community library in Tonga</i></p>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • the couple who initiated the project sought support from the New Zealand community. • 52 Auckland libraries donated thousands of books • Sky Television donated 30 laptops • ONZO bicycle company donated 24 bicycles • Bunnings donated cans of paint • The CRF shipping company transported the goods to Tonga free of charge. 	<p><i>[Statement that indicates candidate understands, by identifying or describing something...]</i></p> <ul style="list-style-type: none"> • Communities in New Zealand supported the project with lots of donations like books, laptops, and bicycles. 	<p><i>[Statement that indicates candidate has a clear understanding, e.g. “Explains ...”]</i></p> <ul style="list-style-type: none"> • Donations were received from libraries with thousands of books, laptops from Sky Television, bicycles from ONZO company, paints from Bunnings, and these goods were shipped to Tonga by the CRF shipping company at no cost. 	<p><i>[Statement that indicates candidate demonstrates thorough understanding, typically through recognising something conceptual not directly stated in the text.]</i></p> <ul style="list-style-type: none"> • The couple who initiated the project sought support from the wider community in New Zealand. As a result, companies and local councils were generous enough to donate much needed resources. For example: 52 Auckland libraries donated books, Sky TV donated laptops, ONZO donated bikes, and Bunnings Warehouse donated lots of paint. A shipping company also offered to ship all the donated materials to Tonga free of charge.

Question ONE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(b) <i>Shows evidence of understanding the inspirational features from the library project that may inspire the community in Tonga to dream big</i></p>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • reading material may create the love of reading amongst people of all ages in the community • reading material may improve the literacy of the community • provide a quiet place for all ages, including retirees, to think and meditate • a place for students to meet and complete homework • research on famous Tongan sports people like Jonah Lomu, Jason Taumālolo, and Valerie Adams may allow children of the community to dream big. 	<p><i>[Identifies / describes]</i></p> <ul style="list-style-type: none"> • The library provides much needed reading materials for school children, young people, and everyone in the community. • The library becomes a place for families and children to read and do their homework. • Retirees can use the library more. 	<p><i>[Explains ...]</i></p> <ul style="list-style-type: none"> • The library will be the central meeting place for young and old people. • It is possible to meet up at the library to read newspapers, borrow books, and just to check out what's new. • Children will enjoy having a space to chill out and read, and a meeting place for friends to read, do homework or just to discuss schoolwork. • The variety of books will open a new world of knowledge. 	<p><i>[Draws conclusions about ...]</i></p> <ul style="list-style-type: none"> • Inspirational features include reading materials in the new library that will create the love of reading amongst the old and young people of the community. • This positive lifelong habit will also help improve the literacy of the community and help them become informed citizens about a variety of issues. • The library will become a hub for recreational reading / pleasure reading for retirees, residents of all ages in Kolovai, visitors, and people who love reading or who want a quiet place to think or meditate. • The library is a centre for students of the village to meet and use as a study place or for school homework. • The library will allow the readers to research on famous Tongan sports people like Jonah Lomu, Jason Taumālolo, and Valerie Adams. It will motivate young people to set their goals and dream big.

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Shows evidence of understanding Meleane's connection to her community, and what problems Meleane is calling for help with</i></p>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Meleane is calling for help with big business vs community • Tongan community has no say when fast-food businesses are set up • unfair situation when South Auckland communities are easy targets because their food appeals to youth • fast-food is convenient, cheap, tastes good, and is addictive so it is hard to resist • her community do not understand the hidden fat, salt, and sugar which contributes to an unhealthy lifestyle. 	<p><i>[Identifies / describes ...]</i></p> <ul style="list-style-type: none"> • The problem is one group with all the power and another group with little power who are more impoverished. • Businesses selling fast foods have a choice of where they locate their shop, but the Tongan community in the area are not given an opportunity to have a say in the matter. 	<p><i>[Explains ...]</i></p> <ul style="list-style-type: none"> • Strong businesses with the money and power to impose their plan on vulnerable communities who are not given an opportunity to participate in the decision-making process. They do not have a voice whether to accept this business decision or reject it. • In this story, these are Tongan and Pasifiki communities with low income that businesses are targeting. • The business understands the food they are selling is unhealthy, but the convenience of getting fast food is irresistible to youths and people of all ages. 	<p><i>[Draws conclusions about ...]</i></p> <p>The problem Meleane is calling for help with is big business vs community.</p> <ul style="list-style-type: none"> • Fast-food businesses just set up shop among the vulnerable communities of South Auckland knowing very well that the communities do not have many resources to object or fight to have a say in the matter. • It is an unfair situation as the fast-food businesses know that South Auckland communities are easy targets as their food appeals to the youth, especially when their food is convenient, cheap, tastes good, and is addictive. So, it is hard to resist fast food. • Her community do not understand the hidden fat, salt, and sugar in the fast food which contributes to an unhealthy lifestyle.

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(b) <i>Shows evidence of understanding the negative outcomes for Meleane’s community if these problems are not managed</i></p>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • <i>unhealthy food choices will contribute to bad health outcomes</i> • <i>there is a recognised epidemic of obesity among very young Pacific children as compared to the total New Zealand population</i> • <i>easy availability of unhealthy food choices may result in widespread health challenges in the community</i> • <i>health challenges such as adult obesity, heart disease, high blood pressure, and stroke.</i> 	<p><i>[Identifies / describes ...] The problem identified is obesity.</i></p> <ul style="list-style-type: none"> • <i>There are higher rates of obesity in Tongan communities, starting in childhood.</i> • <i>If this problem is not addressed, obesity rates in Pasifiki children may increase.</i> 	<p><i>The problem identified is obesity.</i></p> <ul style="list-style-type: none"> • <i>Pasifiki children are already living in an epidemic of obesity compared to other groups in New Zealand unhealthy and fast food outlets in Pasifiki communities only increases this problem.</i> • <i>If Pasifiki health workers are not supported in finding ways to reduce fast food shops in vulnerable communities, then other diseases will affect health within Pasifiki communities.</i> 	<p><i>If the problems aren’t managed the outcomes will be:</i></p> <ul style="list-style-type: none"> • <i>This problem of easy access to unhealthy food choices within communities where Pacific people live is contributing to bad health outcomes.</i> • <i>There is a recognised epidemic of obesity among very young Pacific children as compared to the total New Zealand population.</i> • <i>One of the dangers of not addressing this problem, directly connected to the easy availability of unhealthy food choices within Pasifiki communities, is the widespread development of health challenges such as adult obesity, heart disease, high blood pressure, and stroke.</i>

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding how the university lecturer became interested in architecture</i>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> it was through a careers day at high school that a speaker involved in architecture spoke about their career and that interested her a school trip to Italy, France, and Greece where she noticed the typical architecture that captured her imagination she was a product of a very creative family constant talk amongst a very large family involving creativity and solution-focused ideas good role models for creative life pursuits. 	<p><i>[Statement that indicates candidate understands, by identifying or describing something...]</i></p> <ul style="list-style-type: none"> It was through a careers day at high school that a speaker involved in architecture spoke about their career and that interested her. 	<p><i>[Statement that indicates candidate has a clear understanding, e.g. "Explains ..."]</i></p> <ul style="list-style-type: none"> She was the product of a very creative family. A school trip to Italy, France, and Greece where she noticed the architecture that captured her imagination. 	<p><i>[Statement that indicates candidate demonstrates thorough understanding, typically through recognising something conceptual not directly stated in the text.]</i></p> <ul style="list-style-type: none"> Inspired in her high school years by listening to the visiting architect who captured her attention. Good role models of successful and creative family members. Constant talk amongst a very large family involving creativity and solution-focused ideas.
(b) <i>Shows evidence of understanding some ways that the university lecturer could motivate Pasifiki students to take architecture as a career pathway</i>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> she encouraged students to observe their family settings and the talents that are surrounding them at home the importance of communicating with their families about their careers and their future dreams be sure to research architectural role models in their communities encouraged the students to choose the right subjects at school that could connect them to their career pathway. 	<p><i>[Identifies / describes ...]</i></p> <ul style="list-style-type: none"> Encouraged the students to choose the right subjects at school that could connect them to their career pathway. 	<p><i>[Explains ...]</i></p> <ul style="list-style-type: none"> The importance of communicating with their families about their careers and their future dreams. 	<p><i>[Draws conclusions about ...]</i></p> <ul style="list-style-type: none"> Be sure to research architectural role models in their communities. She encouraged students to observe their family settings and the talents that are surrounding them at home.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.