

Assessment Schedule – 2024

Lea Faka-Tonga: Demonstrate understanding of a variety of spoken Lea Faka-Tonga texts on familiar matters (91674)

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	9–14	15–19	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 from page 1.

Question ONE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Does the father support his daughter's decision to take Tongan as a subject?</p> <ul style="list-style-type: none"> • No, because it had already been discussed. • No, because it had already been discussed with the family, so the decision was made. • No, because the father feels that his daughter will regret choosing Tongan and not staying with their original decision of science-based subjects. • No, because the father wanted a bright future and sustainable living for his daughter. • He didn't want his daughter to go through the hardships they faced working in factories. • A bright future is assured when science-based subjects and other options are selected to guarantee better career opportunities. 	<p>Basic understanding demonstrated.</p> <p>Able to recall basic facts.</p>	<p>Clear understanding demonstrated.</p> <p>Able to develop answer using evidence from passage.</p>	<p>Demonstrates thorough understanding and offers nuanced answer.</p>
(b)	<p>Has the daughter already made her decision?</p> <ul style="list-style-type: none"> • Yes she won't take science. • Yes, it is clear that she won't take science because she hated science classes. She found them challenging. • She is going to do Tongan because she has done well in Tongan since Year 9. • Yes, she is not going to choose any science or law-related subjects. • She found these subjects challenging and she does not enjoy them. • She was advised to choose subjects she is passionate about, so Tongan is the answer. • She has definitely made up her mind about what subjects she is going to do. • You don't need to take science and difficult subjects to be successful. Other alternative paths can lead to success as well. • Being fluent in Tongan is a valuable skill, which is essential in any profession and can open doors. 	<p>Basic understanding demonstrated.</p> <p>Able to recall basic facts.</p>	<p>Clear understanding demonstrated.</p> <p>Able to develop answer using evidence from passage.</p>	<p>Demonstrates thorough understanding and offers nuanced answer.</p>

Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Why was Suliana enrolled at a Tongan girls' high school?</p> <ul style="list-style-type: none"> • She kept breaking the rules. • She kept breaking the school rules and was suspended many times. • She was being punished for her behaviour, so she had to be sent to Tonga. • She has broken many rules at her New Zealand school, which led to multiple suspensions. • Her father cautioned her that if she got suspended again, she would be sent to Tonga to learn life the hard way. And that's exactly what occurred. • Suliana's parents wished for her to learn crucial life lessons and acquire valuable skills for a promising future. • She had to experience life's challenges first hand, adjusting to a new environment where the opportunities available to teenagers in New Zealand were not easily accessible and limited. 	<p>Basic understanding demonstrated.</p> <p>Able to recall basic facts.</p>	<p>Clear understanding demonstrated.</p> <p>Able to develop answer using evidence from passage.</p>	<p>Demonstrates thorough understanding and offers nuanced answer.</p>
(b)	<p>Did Suliana believe it was a valuable decision to experience school in Tonga?</p> <ul style="list-style-type: none"> • No, she didn't believe it was a good decision. • No, she didn't believe it was a valuable decision because she faced many challenges that she didn't enjoy. • She didn't want to go to Tonga in the first place, but she had to respect her father's decision. • The challenges she faced were unbearable. • She faced many challenges in all aspects of her life, which she never dreamt of. <p><i>(Examples of the challenges should be discussed in detail.)</i></p> <ul style="list-style-type: none"> • Yes, despite the challenges she faced, she came back a better person. • Yes, she learnt her lesson. She had the experience of a lifetime, which has made her a better person. • She did not enjoy her time in Tonga, and often cried herself to sleep due to homesickness. <p><i>(Examples of the life changes should be discussed in detail.)</i></p>	<p>Basic understanding demonstrated.</p> <p>Able to recall basic facts.</p>	<p>Clear understanding demonstrated.</p> <p>Able to develop answer using evidence from passage.</p>	<p>Demonstrates thorough understanding and offers nuanced answer.</p>

Question THREE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Does the teenager feel good about vaping? <i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Yes, as she started age 12. • Yes. She started vaping at the age of 12 and continues to do so, clearly finding pleasure in it. • She believes vaping is trendy and is drawn to its irresistible scent. • She is unhappy when she vapes, fearing her family might discover her. • She remains uncertain whether her granddad spotted her at the vape shop and desperately hopes he didn't. She is worried. • No, she isn't content vaping. She's simply going along with her peers, but she's acutely aware that she's underage, and she recognises that her actions are unacceptable. She's anxiously hoping she won't get caught. • She experiences guilt knowing that her family could never imagine her vaping, leading her to engage in secretive behaviour. • In the depths of her thoughts, she recognizes the potential harm vaping can inflict on the body. Witnessing her dad's lung cancer diagnosis from heavy smoking, she fears becoming the next victim and is determined to avoid that fate. 	<p>Basic understanding demonstrated. Able to recall basic facts.</p>	<p>Clear understanding demonstrated. Able to develop answer using evidence from passage.</p>	<p>Demonstrates thorough understanding and offers nuanced answer.</p>
(b)	<p>Do you believe the teenager is going to give up vaping?</p> <ul style="list-style-type: none"> • She said she would quit. • She clearly admitted to giving up vaping sooner rather than later. • She prefers quitting now over the prospect of her family discovering her secret. The thought of facing the consequences if her family or granddad were to find out is unbearable for her. • Living with constant lies has become an overwhelming burden that she can no longer bear. • It would be unwise for her to ignore the risks. She is aware and fearful of the dangers linked to vaping. Seeing her dad diagnosed with lung cancer due to heavy smoking, she has openly acknowledged her intention to quit vaping sooner rather than later. 	<p>Basic understanding demonstrated. Able to recall basic facts.</p>	<p>Clear understanding demonstrated. Able to develop answer using evidence from passage.</p>	<p>Able to draw conclusions, nuanced meaning.</p>