

## Assessment Schedule – 2024

### Lea Faka-Tonga: Demonstrate understanding of written Lea Faka-Tonga related to everyday contexts (92038)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves: <ul style="list-style-type: none"> <li>identifying meaning of the relevant information, ideas, and opinions in the texts</li> <li>communicating an overall sense or intent of the text.</li> </ul>	<i>Demonstrating sound understanding</i> involves: <ul style="list-style-type: none"> <li>selecting evidence of ideas, information, and opinions to establish meaning in the texts</li> <li>connecting specific elements in texts to support meaning or intent in the texts.</li> </ul>	<i>Demonstrating thorough understanding</i> involves: <ul style="list-style-type: none"> <li>interpreting language to make meaning that is precise and fully constructed</li> <li>showing awareness of the writers' choices of language and content that establish context and purpose.</li> </ul>

N1	N2	A3	A4	M5	M6	E7	E8
Shows minimal understanding of language or meaning.	Shows a little understanding of language or meaning.	Shows understanding of elements of text language and communicates some meaning or intent.	Shows understanding of elements of text language to communicate general meaning or intent.	Shows understanding by selecting and connecting relevant ideas and language to support responses.	Shows understanding by selecting and connecting relevant ideas and language to confirm responses.	Shows detailed and accurate understanding. Responds by interpreting language and content and justifying conclusions about texts.	Shows detailed and accurate understanding. Responds fully by interpreting language and content choices and justifying conclusions about texts.

**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

#### Notes

- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response and the grade. Errors of less impact should be disregarded.
- Quoting or direct translation *alone* are not sufficient evidence that the candidate understands the meaning of the text soundly or thoroughly.
- The overall grade for a question must be judged after considering how the text as a whole has been understood, and to what depth. Detail is important when it is relevant to the question asked.
- What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

**Sample Evidence**

<b>Question ONE</b>	<b>Evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
(a)	<p>How did Hina feel about the eel's message and why?</p> <ul style="list-style-type: none"> <li>• She was unhappy because she would lose her good friend.</li> <li>• She felt uncomfortable and distressed. It is hard facing things you fear or don't understand, like cutting the head off – "I could never cut off your head!"</li> <li>• Hina was sorry because even though she understood the seriousness of what the eel was telling her, she burst into tears, mostly because she would soon lose her friend. She felt she could not do what was being asked of her to a special friend.</li> </ul>	<p>Demonstrates understanding of the text.</p> <p>Gives basic details.</p>	<p>Selects specific details to support answer.</p>	<p>Well considered answer that interprets the text or reflects the writer's intent.</p>
(b)	<p>Explain the ways in which Hina and the eel worked as a team to solve the problem.</p> <ul style="list-style-type: none"> <li>• Hina needed to listen carefully and follow the eel's instructions to solve the problem.</li> <li>• As a team of two friends, the eel asked Hina to listen carefully to his story and explained what would happen during this terrible event. "Being an eel, I have special powers, if you trust me, everything will turn out in the end."</li> <li>• Through carefully following the eel's instructions, Hina and the eel worked together to benefit her family in the future. She had to fully understand what the outcome would be if she followed the eel's instructions properly, even though it involved a violent act.</li> </ul>	<p>Demonstrates understanding of the text.</p> <p>Gives basic details.</p>	<p>Selects specific details to support answer.</p>	<p>Well considered answer that interprets the text or reflects the writer's intent.</p>

Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Why did Sione contact 'Ana?</p> <ul style="list-style-type: none"> <li>• He sent a text to apologise for breaking their movie plan – “It’s about the weekend, I can’t go to the movie with you.”</li> <li>• Sione contacted 'Ana to cancel their plan for Saturday because he is now busy that day with another friend who is a really good friend.</li> <li>• Sione contacted 'Ana to cancel their plan for Saturday because his friend is going back to Tonga, and he wants to go to the airport instead to see her off – “I really need to be at the airport to bid her farewell”.</li> </ul>	<p>Demonstrates understanding of text.</p> <p>Gives basic details.</p>	<p>Selects specific details to support answer.</p>	<p>Well considered answer that interprets the text or reflects the writer’s intent.</p>
(b)	<p>How does Ana feel about Sione changing their plans?</p> <ul style="list-style-type: none"> <li>• 'Ana was disappointed – “That’s a shame”.</li> <li>• She was unsure of his real reasons. Her hesitation implies doubt – “Oh really?”.</li> <li>• She was jealous and angry: When Sione told 'Ana that his friend is female – “Oh really?”,</li> <li>• She felt that he could just call his friend, so as not to interrupt their plan for Saturday.</li> <li>• She was off hand as if she didn’t care, saying “Whatever” in response to Sione’s apology about the movies.</li> <li>• However, she was also empathetic. When Sione told 'Ana that he was disappointed he won’t be able to see Finau every day now – “That sucks. But you can talk via video call.”</li> </ul>	<p>Demonstrates understanding of text.</p> <p>Gives basic details.</p>	<p>Selects specific details to support answer.</p>	<p>Well considered answer that interprets the text or reflects the writer’s intent.</p>

Question THREE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Why does Pupe want to spend her life in New Zealand when she gets older?</p> <ul style="list-style-type: none"> <li>• She wants the opportunity to see and experience different places, taste different food, and have an education different from that of home – “the zoo, different restaurants, the sky tower, the railway... I have [now] visited [and seen] these places”.</li> <li>• “I watch tv programmes to improve my English.”</li> <li>• She wants to improve her life in many ways – more modern houses than at home “glass doors which slide to the side.” “I have a room of my own.”</li> </ul> <p>She wants to satisfy something she has always wanted to do – “... a place I always dream of spending my life when I get older.”</p> <ul style="list-style-type: none"> <li>• The educational benefits of attending school in New Zealand will help with her dream of becoming a flight attendant and being able to visit other countries in the future.</li> </ul>	<p>Demonstrates understanding of the text.</p> <p>Gives basic details.</p>	<p>Selects specific details to support answer.</p>	<p>Well considered answer that interprets the text or reflects the writer’s intent.</p>
(b)	<p>How does Pupe feel about school in New Zealand?</p> <ul style="list-style-type: none"> <li>• She is tired. She does not get enough sleep – “sleeping at night has become difficult ... I only sleep for about six hours”.</li> <li>• She is a little lonely and uncertain about this new learning environment that she is trying to figure out – “I feel nervous to say something in class and I have not yet found a new friend.”</li> <li>• School in New Zealand is part of this bigger opportunity for Pupe and she realises this by talking about her phone usage. Her teacher always thinks she is playing games on her phone but she uses it to watch TV programmes to improve her English, as she did not pass her first literacy test. Pupe did not give up after failing that test but rather kept going to fulfil her dream.</li> <li>• Pupe thinks the teacher does not trust her by assuming she is just playing games on her phone.</li> </ul>	<p>Demonstrates understanding of the text.</p> <p>Gives basic details.</p>	<p>Selects specific details to support answer.</p>	<p>Well considered answer that interprets the text or reflects the writer’s intent.</p>