

Assessment Schedule – 2024

Lea Faka-Tonga: Demonstrate understanding of spoken Lea Faka-Tonga related to everyday contexts (92039)

Assessment Criteria

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

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

Question ONE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>How do you know Lupe was reluctant to sign up for any of the sports teams?</p> <ul style="list-style-type: none"> • Lupe thought she had no time to play sports. • She was not interested in the sport options offered. • Her interest was in two sports that were not listed. • Lupe thought she already had too many commitments. • Lupe had specific sports in mind, but she did not see those sports among the list that was released for students to sign up for. As those sports were not offered, she did not want to sign up for any other sports. • Lupe thought she is very busy this year and she has no time to play sports either during or after school, and at the weekends. She thought she has many commitments and her schedule will not allow her time to play or exercise for her sports. • Lupe was inspired by her dad’s story about two Tongan athletes, Pita Taufatofua and Paea Wolfgramm. Her heart was set on trying out either of their chosen sports: boxing and taekwondo. Unfortunately, neither of those sports were among the sports teams listed for students. 	<p>Able to give relevant information in answer. Basic details.</p>	<p>Uses selective evidence from text to demonstrate understanding.</p>	<p>Comprehensive answer that may be nuanced and demonstrate awareness of the writer’s intent.</p>
(b)	<p>What made Lupe change her mind about signing up for a sport?</p> <ul style="list-style-type: none"> • She received encouragement from the teacher. • The teacher offered to speak to the team captain for her. • He advised her to find out more about the sports before making a final decision. • When the teacher found out that Lupe still wants to do sport, but her sport is not on the list, he encouraged her to find out more about the sport. The teacher offered to talk to the club captain to find out about the training time and whether such sports can be offered. Lupe was more willing to change her mind and explore more options. • Lupe had some fears and some assumptions about the amount of training and playing time needed. She also had doubts about whether she would be good enough. If she fails, it will be <i>fakamā</i> (<i>shameful</i>). But after her talk with the teacher she is encouraged. Everyone must start at some point. No one jumps to the top on the first trial. Besides, her chosen sports may not take as much time as she first thought. After that discussion, she felt more positive and was ready to change her mind and give it a go. 	<p>Able to give relevant information in answer. Basic details.</p>	<p>Uses selective evidence from text to demonstrate understanding.</p>	<p>Comprehensive answer that may be nuanced and demonstrate awareness of the writer’s intent.</p>

Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Describe the gardening project in Tonga.</p> <ul style="list-style-type: none"> • Families get to eat healthy balanced food all year round. • It enables people to share their vegetables and fruit with their neighbours. • It is a hobby that gets everybody involved and exercising. • It is such a good project as it involves people in the family who love gardening. They do it as a hobby and it enables the families within the village or community to enjoy healthy food for the whole year. • It is such a successful project as it has a lot of benefits. It involves people in the family who love and enjoy gardening. They do it as a hobby and it enables the families in the village or community to enjoy home-grown healthy food for the whole year. The surplus from the garden is not wasted. It is shared freely to neighbours so that they too can enjoy eating healthy food. 	<p>Able to give relevant information in answer.</p> <p>Basic details.</p>	<p>Uses selective evidence from text to demonstrate understanding.</p>	<p>Comprehensive answer that may be nuanced and demonstrate awareness of the writer's intent.</p>
(b)	<p>What grand idea came out of Nana and Samiu's hobby of gardening together?</p> <ul style="list-style-type: none"> • Samiu asked Nena Laveni to teach him how to use their home-grown vegetables and fruits to cook some yummy and healthy meals. • Samiu asked his grandmother's recipes to be used as a recipe book for his class. • Nena volunteered to go to school and teach a cooking class based on the recipes she had used. • Several bright ideas came out of this gardening hobby. Samiu first asked Nena Laveni whether she can teach him to cook yummy dishes using their home-grown vegetables and food. From there came the idea of a recipe book for Samiu's class. Then Nena offering classes at his school. • Inspirational ideas naturally came out of this gardening hobby. They are outcomes that they did not set out to do at the beginning. 	<p>Able to give relevant information in answer.</p> <p>Basic details.</p>	<p>Uses selective evidence from text to demonstrate understanding.</p>	<p>Comprehensive answer that may be nuanced and demonstrate awareness of the writer's intent.</p>

Question THREE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>How does Semi feel about his role in the Pasifika Youth Festival?</p> <ul style="list-style-type: none"> • Semi is serious about his role. • Semi is nervous because he knows his uncle is coming from Tonga to watch him perform. • Semi is taking his role very seriously. He wants to do well as he practised daily in the past week with the punake to make sure that he does his role well. • Semi is nervous because his uncle, who will be watching in the audience, is supposed to be a very good dancer. He is scared of what he will say about Semi's dance. • He is nervous because many people will be watching him perform. • Semi is nervous as the big day draws closer. He is especially nervous knowing that his family is now flying in his uncle from Tonga to come and watch him. His uncle is a very good dancer and teacher. Semi is scared that he may not measure up to his uncle's standards, and he does not even want to perform now. But his friend Ane encouraged him to talk to his uncle about his dance. Perhaps he may help him. Besides, his uncle must have felt nervous when he first started, just like him. 	<p>Able to give relevant information in answer. Basic details.</p>	<p>Uses selective evidence from text to demonstrate understanding.</p>	<p>Comprehensive answer that may be nuanced and demonstrate awareness of the writer's intent.</p>
(b)	<p>What encouragement does Ane give?</p> <ul style="list-style-type: none"> • Ane encouraged Semi to remember that his uncle must have been nervous, just like him when he was younger and performed in front of a crowd. • Ane encouraged Semi to try and be happy about his uncle coming all the way from Tonga and to consider it as a form of encouragement – "It's even better that he'll be here". • Ane encouraged Semi to look on the bright side by focusing on his uncle just wanting him to do well – "he'll just want the best for you". • Ane encourages Semi to try and connect with his uncle in a positive way by talking to him about this pressure he's feeling. 	<p>Able to give relevant information in answer. Basic details.</p>	<p>Uses selective evidence from text to demonstrate understanding.</p>	<p>Comprehensive answer that may be nuanced and demonstrate awareness of the writer's intent.</p>