

Assessment Schedule – 2025

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 on page 1.

Question ONE		Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Why does the principal want to speak with Ana?</i></p> <ul style="list-style-type: none"> • He wanted to give Ana the great news. She has been selected as a finalist for the 'All Around Scholarship' in recognition of outstanding academic achievement and significant contributions to the school community. 	<p>Explains why the principal wants to speak with Ana. Recalls basic facts.</p>	<p>Explains in detail why the principal wants to speak with Ana. Clear understanding demonstrated. Develops answer using evidence from passage.</p>	
(b)	<p><i>How does Ana feel about the opportunity, and why does she feel this way?</i></p> <ul style="list-style-type: none"> • Ana is truly excited about this opportunity, although she admitted to feeling a little nervous. • She understands that, as a finalist, she is expected to deliver a presentation at a school assembly. • However, Ana does not own a computer, which makes additional study and research challenging, as she must rely on the library's resources. • Without direct access to the internet outside of school hours, she would find balancing the necessary research with her sporting commitments and existing homework obligations difficult. • Ana is concerned that, under these circumstances, she might not be able to deliver a presentation that reflects her best abilities, and she would be very embarrassed to give a poor performance. • At her previous school, she delivered a presentation to a large audience but unfortunately forgot the words she was meant to say. The audience reacted by laughing, and she felt extremely embarrassed. Since then, she has developed a fear of public speaking. 	<p>Identifies how Ana feels and why. Recalls basic facts.</p>	<p>Explains in detail how Ana feels and why. Clear understanding demonstrated.</p>	<p>Justifies why Ana feels a range of emotions. Offers a nuanced answer.</p>

Question TWO		Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Explain how New Zealand and Tonga differ with regards to food.</i></p> <ul style="list-style-type: none"> • There is a great variety of fresh fruits and vegetables to choose from in Tonga. • It is cheaper than in New Zealand. • Fresh produce is sold in the villages on the front yards of most homes, so there is no need to go to the market. In New Zealand, you must go to the supermarket or markets to buy food produce. • In Tonga, lots of food is free. Fresh fruit and vegetables can be picked from home plantations. In New Zealand, food is not free and must be purchased. • There is plenty of seafood, particularly kina, in Tonga. To buy a bowl of seafood is cheap and the bowl is full. In New Zealand, seafood is available, but it is costly. 	<p>Identifies how things are different. Recalls basic facts.</p>	<p>Explains in detail how things are different. Clear examples given.</p>	<p>Compares foods in both countries. Provides a nuanced answer.</p>
(b)	<p><i>What are Paula's thoughts about possibly moving to Tonga?</i></p> <p>Positives</p> <ul style="list-style-type: none"> • The abundance of fresh fruits and vegetables, particularly the refreshing coconut drinks, cannot be found anywhere else but Tonga. • It is so peaceful. • Food, particularly fruits and vegetables, are cheap. • Despite the hot weather, summer will soon pass. • The availability of fresh seafood, particularly kina, is a real bonus. • Despite the poor roads, travelling around is not necessary as food and other goods are available in the villages. <p>Negatives</p> <ul style="list-style-type: none"> • The heat is unbearable. Paula cannot sleep at night without an electric fan. • Inadequate road infrastructure and limited facilities create challenges for travel within the country. Consequently, there is a lack of opportunities for sightseeing, visiting historical landmarks, and enjoying the scenic beaches, which can make the experience less engaging. 	<p>Identifies some positives and a negative about Paula's possible move to Tonga.</p>	<p>Explains clearly the positives and negatives of Paula's possible move to Tonga.</p>	<p>Explores both the positives and negatives of Paula's possible move to Tonga. Offers a nuanced answer.</p>

Question THREE		Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Do you think Sione's daily chores will take longer to complete than Jane's?</i></p> <ul style="list-style-type: none"> • Sione's daily chores take significantly longer to complete than Jane's. • Sione demonstrates a strong sense of responsibility, consistently taking initiative without needing to be asked. He views his tasks as obligations and duties, fulfilling them diligently to support his family and meet expectations. • Sione's time is fully occupied, working from dawn until night with no time wasted. • In contrast, Jane has relatively few responsibilities. She completes tasks only when requested, such as taking out the rubbish or occasionally walking the dog, both of which require minimal time and effort. 	<p>Describes why or why not the chores take longer. Recalls basic facts.</p>	<p>Explains in detail why or why not the chores will take longer. Clear understanding demonstrated.</p>	<p>Compares and contrasts the chores of both Jane and Sione and comes to a conclusion.</p>
(b)	<p><i>Do Jane and Sione view doing chores the same way?</i></p> <ul style="list-style-type: none"> • Sione views daily chores as a normal and natural part of life. • Sione was raised with the understanding that contributing through chores is a shared responsibility, with everyone working together. • For Sione these tasks are not perceived as burdensome work, but as responsibilities and duties that demonstrate respect for one's parents and family. • In contrast, Jane perceives chores as work; when she is asked to complete a task, she tends to view it as a form of punishment rather than a contribution to family life. 	<p>Identifies some differences in their views about chores.</p>	<p>Explains in detail about the views of Jane and Sione. Develops answer using evidence from passage.</p>	<p>Draws conclusions about Jane and Sione's different values and ideas.</p>