

Assessment Schedule – 2025

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 |
|--------------|-------------|------------------------|-----------------------------|
| 0–8 | 9–13 | 14–19 | 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 | Sample evidence | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------|--|--|---|---|
| (a) | <p><i>When is the kava ceremony most often practiced, and what does it symbolise in these events?</i></p> <p>The kava ceremony is often practised at:</p> <ul style="list-style-type: none"> • 21st birthdays • weddings • graduations • bestowing or giving of Chief name or title. <p>Each ceremony symbolises:</p> <ul style="list-style-type: none"> • 21st birthdays – symbolise the care and sacrifice of the parents and extended family / village in teaching and meticulously caring for the 21st birthday girl. • Weddings – symbolise the commitment of the wedding couple to each other to fulfil their duties to each other respectfully as husband and wife. • Graduations – symbolise the commitment of the graduate to the village and family that they will use their degree and / or intelligence to take care of them. • Bestowing or giving of Chief name or title – symbolises the commitment to his obligation and duties of looking after his village, his people and the country. | Describes when a kava ceremony is most often practices and what it symbolises in these events. | Explains in detail when a kava ceremony is most often practices and what it symbolises in these events. | Gives a comprehensive answer about when a kava ceremony is most often practices and what it symbolises in these events. |
| (b) | <p><i>Explain the differences in kava ceremonies being performed in Tonga and New Zealand.</i></p> <p>Tonga</p> <ul style="list-style-type: none"> • A kava ceremony is celebrated with ease because the resources are readily available. • Bestowing a title kava ceremony is rare because chief titles are only given to the heir of a passed chief. • Not all families that celebrate the 21st birthdays perform a kava ceremony. • Not all weddings perform the kava ceremony. <p>New Zealand</p> <ul style="list-style-type: none"> • The kava ceremony is often performed because families want to show all aspects of the traditional Tongan celebration. • It is not practised often because resources are hard to find. | Describes the differences in ceremonies performed in Tonga and New Zealand. | Explains in detail the differences in ceremonies performed in Tonga and New Zealand. | Gives a comprehensive answer about the differences in ceremonies performed in Tonga and New Zealand. |

| Question TWO | Sample evidence | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------|---|---|---|--|
| (a) | <p><i>What are the concerns raised about the food vending business, and how can these issues be solved?</i></p> <p>Concerns</p> <ul style="list-style-type: none"> • Traffic jams near the tents. • Rubbish everywhere. • There is not enough space to share the road. • Food preparation is unhygienic. • There is a lot of loud music and noise. • There is hazardous machinery including large, sharp rotating parts, and people may be exposed to it. • If protective gear is not used, such as gloves or headphones, the business may be unsafe, including getting cuts, damage to hearing, or exposure to chemicals. <p>Solutions</p> <ul style="list-style-type: none"> • Aunty suggested finding a bigger area. • Vendors should wear gloves when preparing food. • They should be making sure their areas are clean. • They should pick up rubbish. • Less rubbish will help prevent flies from being near the food. • Turn down the loudspeakers. • Keep the noise to a minimum. • Bring concerns to a meeting | Describes some of the concerns and some possible solutions. | Explains in detail the concerns and possible solutions. | Clearly explains the concerns and solutions. Offers a nuanced answer using examples from the passage. |
| (b) | <p><i>How did Tevita respond to the discussion he had with Aunty Toa?</i></p> <ul style="list-style-type: none"> • Tevita responded positively and respectfully to his Aunty. • Tevita responded well to the discussion because he agreed with Aunty Toa and made suggestions of how he can address the issues. • Tevita also responded positively by suggesting to his Aunty he will take the concerns to the meeting with the other vendors and try make the changes so he does not lose his business. • Tevita accepted Aunty Toa's complaints. | Describes Tevita's reaction to his Aunty Toa's advice. | Explains in detail Tevita's reaction to his Aunty Toa's advice. | Gives a comprehensive answer about Tevita's reaction to his Aunty Toa's advice. |

| Question THREE | Sample evidence | Achievement | Achievement with Merit | Achievement with Excellence |
|-------------------|---|---|--|--|
| (a) | <p><i>What things interested Salesi in becoming the leader of the Tongan Seasonal Work Scheme in New Zealand?</i></p> <ul style="list-style-type: none"> • He wanted to embark on a new adventure, gain international work experience, and enhance his skills in the field of agriculture. • He was eager to work overseas, as he had a lot of family in New Zealand this meant he would be able to immerse himself in a different culture. • He likes the idea of working overseas helps to grow skills and expertise in agriculture – a new career path for Salesi. • He would like to be close to family and connect with different communities. • He is trying to adapt to the climate, especially during dry seasons and cold mornings when working long hours. | <p>Describes some aspects of why Salesi became interested in becoming the leader.</p> | <p>Explains in detail why Salesi became interested in becoming the leader.</p> | <p>Comprehensively explains why Salesi was interested in becoming the leader. Uses examples to support answer.</p> |
| (b) | <p><i>Would Salesi encourage others to consider the Seasonal Workers Scheme?</i></p> <p>Yes</p> <p>I would recommend the seasonal workers scheme because:</p> <ul style="list-style-type: none"> • It's an amazing opportunity for personal growth and you can gain international experience. • You can acquire new skills that will be beneficial in a future career. • It is possible to earn good money. • It is a chance to immerse yourself with people from different cultures. • You can learn on the job about agriculture. <p>No</p> <p>I would not recommend the seasonal workers scheme because:</p> <ul style="list-style-type: none"> • You are separated from family. • You have to move and work in a foreign country on your own. • It is difficult to communicate with others if you do not know English well. • The weather can be harsh. • You need to get up early and work long hours. | <p>Describes whether Salesi would encourage others to take part in the scheme.</p> | <p>Explains in detail why Salesi would or would not encourage people to take part in the scheme.</p> | <p>Justifies whether Salesi would or wouldn't encourage people to take part in the scheme, supporting argument with examples from the passage.</p> |