

## Assessment Schedule – 2025

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

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <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>	<p><i>Demonstrating sound understanding</i> involves:</p> <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>	<p><i>Demonstrating thorough understanding</i> involves:</p> <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
0–6	7–13	14–19	20–24

#### 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><i>Who do you feel enjoyed the two-week break the most, and why? Use evidence from the text to support your answer.</i></p> <p><b>Sione</b></p> <ul style="list-style-type: none"> <li>• He went to the South Island – somewhere far from where he lived.</li> <li>• He enjoyed camping with his family, and nobody was left behind.</li> <li>• He found the activities amazing – hiking and swimming.</li> <li>• He was excited to have seen a boar (at far distance).</li> <li>• ‘Ana expressed interest in Sione’s holiday, indicating she would love to go to the South Island and do rock climbing, suggesting Sione had a more exciting and eventful break than ‘Ana.</li> </ul> <p><b>‘Ana</b></p> <ul style="list-style-type: none"> <li>• She felt relaxed – with little to do.</li> <li>• She enjoyed catching up on reading and TV shows.</li> <li>• She spent time with her grandma in the garden.</li> <li>• She visited a museum with her parents.</li> </ul> <p><i>Other responses possible.</i></p>	Provides basic details about what Sione or ‘Ana enjoyed during their break.	Explains specific details about what Sione or ‘Ana enjoyed about their break.	Evaluates Sione and ‘Ana’s experiences of their break to interpret who enjoyed their break more. With supporting details.

Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>How did Pupe decide to approach the challenge of managing such a large sum of money? Use evidence from the text to support your answer.</i></p> <ul style="list-style-type: none"> <li>• She used her imagination to consider buying a yacht, a private island, or 'no more school'.</li> <li>• She did some research about how to invest money to secure her future.</li> <li>• She wanted to spend some money on herself, e.g. buying a new car or going on a relaxing vacation.</li> <li>• She wanted to give money to her parents.</li> <li>• She wanted to help others to live without financial stress.</li> <li>• She expressed the importance of financial planning.</li> </ul> <p><i>Other responses possible.</i></p>	<p>Provides basic details about what Pupe considered doing with her money.</p>	<p>Explains specific details about how Pupe wanted to spend her money.</p>	<p>Evaluates how Pupe's large sum of money was a challenge for her.</p>
(b)	<p><i>Why did Pupe prioritise helping her family over other potential uses of her lottery winnings? Use evidence from the text to support your answer.</i></p> <ul style="list-style-type: none"> <li>• She knew that her parents have been struggling financially, and she wanted to help them.</li> <li>• She knew it would make a huge difference in her parents' lives.</li> <li>• She wanted to pay her parents back for what she owed them when they were struggling financially.</li> <li>• She stated her personal values – that what truly matters to her is helping those she loves.</li> </ul> <p><i>Other responses possible.</i></p>	<p>Provides basic details about Pupe helping her family.</p>	<p>Explains specific details about why Pupe wanted to help her family.</p>	<p>Evaluates why Pupe prioritised helping her family over other potential uses of her lottery winnings.</p>

Question THREE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>What was the atmosphere like as the invitees gathered for 'Ana's birthday? How do you know this? Use examples from the text to support your response.</i></p> <ul style="list-style-type: none"> <li>• It was “buzzing with excitement”.</li> <li>• It was a celebration to allow family and friends to honour 'Ana with lots of love and happiness.</li> <li>• The joy, laughter, well-wishes, and chorus of “Happy Birthday” made 'Ana feel special.</li> <li>• The meowing of her cat during the well-wishes was special for 'Ana.</li> <li>• The presence of so many family members and friends will make it an event remembered by 'Ana and the attendees.</li> <li>• The venue was organised in a way to suit the occasion.</li> <li>• “The decorations were vibrant and cheerful ... Balloons and garlands of flowers were hanging on every corner and the aroma of puakatunu and 'otai filled the air.”</li> </ul> <p><i>Other responses possible.</i></p>	Provides basic details about what happened at 'Ana's birthday party.	Explains specific details about 'Ana's birthday party.	Discusses the atmosphere of 'Ana's party and explains how this is shown.
(b)	<p><i>Do you think the birthday celebration was successful? Why or why not? Explain your answer giving examples from the text.</i></p> <p>The birthday was successful for 'Ana because:</p> <ul style="list-style-type: none"> <li>• All aspects of the party were positive.</li> <li>• Ana felt emotional for all that had been done for the party.</li> <li>• The effort that everyone had gone through is stated as “a testament to the power of friendship, love, and shared joy”.</li> </ul> <p><i>Other responses possible.</i></p>	Provides basic details about the successful things that happened at 'Ana's birthday party.	Explains specific details about how the birthday party was successful.	Evaluates why all elements of the party came together to make the entire celebration a success overall.