

Assessment Schedule – 2025

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><i>How does Sinai describe the museum experience, and why does she feel this way?</i></p> <p>Sinai felt the museum experience was wonderful because:</p> <ul style="list-style-type: none"> • she learned a lot, e.g. about New Zealand history • she learned about the history of Tongan people coming to New Zealand • she saw a display about World War 1 • she enjoyed walking home through the city centre. <p>Sinai felt sad, but with a warm heart, because:</p> <ul style="list-style-type: none"> • she saw her grandpa in the videos of Tongan people sharing their journey to New Zealand • she learned about a difficult period from people reminiscing about their past experiences, including moving around and hiding from police. <p><i>Other responses possible.</i></p>	Provides basic details about what Sinai saw at the museum.	Explains specific details about Sinai's museum experience.	Interprets how Sinai felt in response to her museum experience, and explains why.
(b)	<p><i>Explain how the school experience in New Zealand compares to that in Tonga?</i></p> <p>In New Zealand, Sinai's school:</p> <ul style="list-style-type: none"> • has 5 classes per day • opens at 8.45am, and everyone leaves at 3.10p.m. • provides lunch (provided by the government) • has equipment for watching videos (like a television) • administers exams online on computers. <p>In comparison, Sinai's experience of Tongan schools included:</p> <ul style="list-style-type: none"> • 6 classes per day • students being allowed to leave the school grounds for lunch • school ending at 3.30p.m. • a lack of equipment • paper exams. <p><i>Other responses possible.</i></p>	Provides basic details about Sinai's school experience in New Zealand.	Explains specific details about Sinai's school experience in New Zealand.	Compares how Sinai experienced school in New Zealand with school in Tonga.

Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>How do Tane and Saane remember their lives in Tonga?</i></p> <p>Saane</p> <ul style="list-style-type: none"> • misses breadfruit • misses her native healthy foods • misses a particular meal of roasted breadfruit dipped in concentrated coconut • misses mei faikakai – a breadfruit dessert • possibly misses her mother as she says she is reminded of her. <p>Tane</p> <ul style="list-style-type: none"> • misses food from the ‘umu (including mutton, manioke, tapioca pudding, and lu). • misses the Sunday meals around the ‘umu with his family. <p><i>Other responses possible.</i></p>	<p>Provides basic details about the foods they miss.</p>	<p>Explains why they miss the foods and cooking in Tonga.</p>	<p>Interprets what the Tongan foods and cooking mean to Tane and Saane, e.g. the memories of home and their families.</p>
(b)	<p>What new experiences has Tane had in New Zealand? How does he feel about this?</p> <ul style="list-style-type: none"> • Tane has experienced a hāngī in New Zealand and likes it very much • Tane tried a hāngī, because it is a similar way of cooking to the ‘umu that he misses in Tonga. • Tane enjoys the fish in New Zealand • Tane’s teacher brought him feijoas from her tree, which tasted unusual to him because it’s not a typical variety grown in Tonga. • Tane enjoys a lot of the fruit and vegetables but still looks forward to the food in Tonga. <p><i>Other responses possible.</i></p>	<p>Provides basic details about what Tane has experienced in New Zealand.</p>	<p>Explains specific details about the foods Tane has experienced in New Zealand.</p>	<p>Explains how Tane feels about various experiences in New Zealand. OR Explains how Tane’s new experiences compared to Tonga <i>e.g. trying a hāngī because it is like the ‘umu, or feijoa varieties being different.</i></p>

Question THREE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>What fears do 'Olivia and Tevita have about being in an unfamiliar environment?</i></p> <ul style="list-style-type: none"> • 'Olivia and Tevita are a little nervous coming to a new school. • Tevita feels 'weird' because he is a new kid and does not know anyone at the school. • 'Olivia feels oadd too as she does not know anyone. • Tevita feels uncomfortable going to a place he is not familiar with. • 'Olivia shares Tevita's feeling of being lost, as they are still trying to find rooms and get to know everyone, including teachers. • Tevita shares Olivia's concern about teachers but has heard good things about his history and English teacher. <p><i>Other responses possible.</i></p>	<p>Provides basic details about Tevita and 'Olivia's feelings.</p>	<p>Explains specific details about why Tevita and 'Olivia feel the way they do.</p>	
(b)	<p><i>How do Olivia and Tevita's hobbies help them to settle into the new school?</i></p> <p>'Olivia</p> <ul style="list-style-type: none"> • 'Olivia is going to check out the library because she loves drawing and reading. • 'Olivia plans to volunteer as a student librarian, so she can find new books and have more time to read. <p>These hobbies will help 'Olivia settle into the new school, because:</p> <ul style="list-style-type: none"> • she will meet other people who enjoy the same hobbies and are at the library • she will have a purpose as a student librarian and become known to other students who come to the library • she will feel like a part of the school more than just being a student. <p>Tevita</p> <ul style="list-style-type: none"> • Tevita loves playing soccer and he plans to check out this sport. • Tevita intends to set up a soccer club if there isn't one at the school. <p>These hobbies will help Tevita settle into the new school, because:</p> <ul style="list-style-type: none"> • he will socialise and get to know students who love the same things as him • he will find new friends • new bonds will be formed and will help him feel he belongs • he will feel good about making a contribution to the school. 	<p>Provides basic details about 'Olivia and Tevita's hobbies.</p>	<p>Explains specific details about 'Olivia and Tevita's hobbies.</p>	<p>Explores the ways that 'Olivia and Tevita's hobbies and actions will help them settle in at the new school.</p>