

## Assessment Schedule – 2025

### Gagana Tokelau: Demonstrate understanding of written Gagana Tokelau related to everyday contexts (92349)

#### 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
0–7	8–13	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
<i>(a) Possible evidence showing understanding of the key message in Faafoi's diary.</i>	<ul style="list-style-type: none"> <li>• That he is proud of who he is.</li> <li>• The key message in the diary is that Faafoi is proud to be Tokelau in New Zealand, and one of his favourite parts of this is the Easter Tournament, as it is a way for Tokelau living in New Zealand and Australia to come together.</li> </ul>	Identifies the purpose of Faafoi's diary.	Explains the purpose of Faafoi's diary, linking parts of the entry to support explanation.	
<i>(b) Possible evidence showing understanding of how Faafoi feels about the Easter Tournament, and why he feels this way.</i>	<ul style="list-style-type: none"> <li>• Faafoi loves and is proud of the Easter Tournament and the feeling that this gives him, which is a feeling of belonging, because the tournament allows everyone to come from all over New Zealand and even Australia to be together.</li> <li>• Faafoi really enjoys the tournament. It is an opportunity for young Tokelau people in New Zealand and Australia to all come together. It gives a sense of unity and community as they can share food, sing together, look out for one another, and share. It is a reminder of Tokelau culture and values, and feeling connected to that and each other. It nurtures his culture and values as a Tokelau, and reminds him to treasure his culture genealogy and his identity.</li> </ul>	Identifies how Faafoi feels about the Easter Tournament. May have weak explanation about why he feels this way.	Explains how Faafoi feels about the Easter Tournament and why he feels this way. Links elements of the diary entry to explain what makes him feel this way.	Explains thoroughly Faafoi's feelings towards the Easter Tournament and why he feels this way. Uses detailed and relevant evidence to support the explanation.

Question TWO	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of similarities in Māori and Tokelau culture.</i></p>	<p>History and navigation</p> <ul style="list-style-type: none"> <li>• Māori used waka (different variations of) to navigate the oceans to arrive in New Zealand. Tokelau used vaka and navigated the oceans to arrive in Tokelau. Like Māori, they have double-hulled canoes for long journeys.</li> <li>• Both stress the importance of working together to navigate the oceans.</li> <li>• Māori journeyed from Hawaiki, carried on and arrived in the Cook Islands and finally Aotearoa. Tokelau also journeyed from Hawaiki and were the first group to stop east and arrive in Tokelau.</li> </ul> <p>Language and sailing vessels</p> <ul style="list-style-type: none"> <li>• Waka/vaka; hourua/fualua.</li> <li>• Māori have many different waka for different purposes, such as fishing and in war. In Tokelau they have larger and smaller boats.</li> </ul>	<p>Basic understanding of similarities shown; may be a lack of elaboration.</p>	<p>Clear understanding of similarities and clear links between the points identified.</p>	<p>Thorough understanding of similarities shown. Detailed and accurate evidence drawn to support points of similarities.</p>
<p><i>(b) Possible evidence showing understanding of what skills and values Māori and Tokelau share in relation to their environment, with examples from the text.</i></p>	<ul style="list-style-type: none"> <li>• Both Māori and Tokelau people value navigation, as without it they would not have been able to reach New Zealand and Tokelau.</li> <li>• Another shared value between the two peoples is to work together as a team when navigating the vaka/waka together, this would have helped with their journey across the sea.</li> <li>• The value and skill of being resourceful with the land is also shared by Tokelau and Māori. Both understood which trees to use to build their vaka/waka, for them to stay afloat. This is important, because it shows both peoples had a strong connection and understanding of the natural world around them.</li> </ul>	<p>Identifies some shared skills/values.</p>	<p>Explains how Tokelau and Māori share some skills/values. Connects parts of the text to show how the value is shared.</p>	<p>Explains thoroughly what skills/values are shared by Tokelau and Māori. Detailed and accurate evidence is used to support discussion of how these are shared values and why they are important.</p>

Question THREE	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of how the coconut is used for food, household items, and health.</i></p>	<p>Food:</p> <ul style="list-style-type: none"> <li>• most important food source</li> <li>• can drink juice and eat flesh of new coconut</li> <li>• first food given to babies</li> <li>• food is filling</li> <li>• coconut oil and coconut sauce.</li> </ul> <p>Household items:</p> <ul style="list-style-type: none"> <li>• trunk used for fences and house posts</li> <li>• leaves used for roofing</li> <li>• ribs of the leaves used for brooms</li> <li>• jewellery made from the shell.</li> </ul> <p>Health:</p> <ul style="list-style-type: none"> <li>• mosquito repellent from roots</li> <li>• herbal medicine to soothe skin rashes and toothache from the juice.</li> </ul>	<p>Basic understanding shown of uses; may be a lack of elaboration.</p>	<p>Clear understanding of use. Clear link between the points identified and elaboration on their purpose.</p>	
<p><i>(b) Possible evidence showing understanding of whether “the tree of life” is a suitable name for the coconut tree, and why or why not, supported with evidence from the text.</i></p>	<ul style="list-style-type: none"> <li>• Yes, it is a suitable name for the tree. It gives life. One tree can provide multiple ways to support a person.</li> <li>• Every part of the tree is used for the well-being of the people – providing food, shelter, resources within the home, and income.</li> <li>• For a small tree its reach is far – to the markets of New Zealand.</li> <li>• It is a tree that can give life to those who might be struggling with resources and finances or perhaps ill health.</li> <li>• Like Lita’s granddad said, it is one of a kind.</li> </ul>	<p>Describes why it is called the tree of life.</p>	<p>Explains clearly why it is called the tree of life.</p>	<p>Explains thoroughly why it is called the tree of life.</p>