

## Assessment Schedule – 2025

### Gagana Tokelau: Demonstrate understanding of spoken Gagana Tokelau related to everyday contexts (92350)

#### 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 speakers' 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	14–18	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
<i>(a) Possible evidence showing understanding of why Lupe and Papa are talking on the phone.</i>	<ul style="list-style-type: none"> <li>• Lupe and Papa are talking on the phone to discuss Papa’s upcoming trip from Tokelau to New Zealand.</li> <li>• They are also updating one another on preparations and letting each other know that they are looking forward to seeing one another.</li> </ul>	Identifies why Lupe and Papa are talking on the phone.	Explains clearly why Lupe and Papa are talking on the phone.	
<i>(b) Possible evidence showing understanding of why Lupe tells Papa about what’s happening at school.</i>	<ul style="list-style-type: none"> <li>• Lupe is proud of herself for teaching the whole school four fateles.</li> <li>• Not only did she take on a leadership role amongst her peers, but she also introduced Tokelau language and culture to her school.</li> <li>• She wants her Papa to know she enjoyed teaching it to her peers.</li> <li>• Lupe wanted her Papa to know that people think Tokelau is cool.</li> <li>• She is proud that while she is in New Zealand she is still sharing her culture with others, is proud of her culture, and still connected to Tokelau.</li> </ul>	Identifies why Lupe tells Papa about what’s happening at school.	Explains clearly why Lupe tells Papa about what’s happening at school.	Explains thoroughly why Lupe tells Papa about what’s happening at school.

<p><i>(c) Possible evidence showing understanding of the kind of relationship Lupe and Papa have, using evidence from the passage.</i></p>	<ul style="list-style-type: none"> <li>• Lupe and Papa are both excited during the phone conversation, revealing how positive their relationship is. This is shown through the questions that they ask each other and how prepared they both seem.</li> <li>• Not only is Lupe looking forward to Papa getting to see her perform, and Papa looking forward to seeing the concert, he has already packed his bag for the journey and is ready.</li> <li>• He is asking his granddaughter about the weather and Lupe responds about how they already have some jerseys ready for him. This shows they want him to feel comfortable and at ease with the change in climate.</li> <li>• Lupe has also requested that Papa bring some breadfruit chips back and stop in at Amy’s gift shop, to which Papa replies he has already got the breadfruit chips and will stop in at the gift shop.</li> <li>• Their preparations show that they are looking forward to reuniting.</li> </ul>	<p>Identifies what kind of relationship Lupe and Papa have.</p>	<p>Explains clearly what kind of relationship Lupe and Papa have, selecting and linking relevant parts of the text to support the explanation.</p>	<p>Explains thoroughly what kind of relationship Lupe and Papa have. Detailed relevant evidence used to support the discussion of the relationship.</p>
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<b>Question TWO</b>	<b>Evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>(a) Possible evidence showing understanding of some of the struggles Faafoi's grandfather faced.</i></p>	<ul style="list-style-type: none"> <li>• Leaving his family behind.</li> <li>• Coming to a new country.</li> <li>• Was on his own.</li> <li>• Found it cold here.</li> <li>• Found his job hard.</li> </ul> <p>Faafoi's grandfather endured the struggles of leaving his family behind and coming to a new country to make a better life for himself. Once he was here, he was alone, struggled with the weather, and found his job quite difficult.</p>	<p>Identifies struggles; this may be in a list format.</p>	<p>Explains some of Faafoi's grandfather's struggles, connecting parts of the text to support discussion.</p>	
<p><i>(b) Possible evidence showing understanding of what kind of person Faafoi's grandfather is, supported with evidence from the passage.</i></p>	<ul style="list-style-type: none"> <li>• Faafoi's grandfather is a selfless man, as he decided to move away on his own from his family, friends, and home to a new country in order to be able to buy a boat for his family.</li> <li>• He is also dedicated, because he got a new job and even though he found it hard he stuck at it, so that he could help his brother get to Aotearoa. This also shows generosity.</li> <li>• Even though he is now retired, he still gives up his time to look after his family and make memories with them, showing his dedication to his family throughout his entire life.</li> </ul>	<p>Identifies what kind of person Faafoi's grandfather is. Response may state qualities but have an unbalanced explanation.</p>	<p>Explains clearly what kind of person Faafoi's grandfather is. Characteristics are linked to actions and moments in the speech.</p>	<p>Explains thoroughly what kind of person Faafoi's grandfather is. Detailed and relevant evidence used to justify stated characteristics.</p>

<p><i>(c) Possible evidence showing understanding of what the audience could learn from listening to Faafoi's speech.</i></p>	<ul style="list-style-type: none"> <li>• They will learn about Faafoi's grandfather and why he is Faafoi's hero.</li> <li>• They will learn about his grandfather and the sacrifices that he made to have a better life, for not only himself, but his family and future generations.</li> <li>• Faafoi's speech teaches the lesson of being grateful for the sacrifices that those before you have made in order for you to be where you are today.</li> <li>• It teaches to not give up even when things feel tough.</li> <li>• Faafoi's speech teaches us to look after your family.</li> <li>• The speech teaches the audience that you make sacrifices at the time that might be scary, but they will be worth it in the long run.</li> </ul>	<p>Identifies what the audience can learn. May be brief in nature and look at the purpose of the speech.</p>	<p>Explains clearly what the audience can learn. Connects moments in the speech to what can be learnt from it.</p>	<p>Thoroughly explains audience learning. Shows a detailed and accurate understanding of moments from the speech and what can be learnt from the speech.</p>
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<b>Question THREE</b>	<b>Evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>(a) Possible evidence showing understanding of what Lihe and Pita are doing for White Sunday and how they each feel about it.</i></p>	<ul style="list-style-type: none"> <li>• Lihe is worried and scared about playing the role of Esther, because she does not want people to laugh at her.</li> <li>• Lihe feels nervous about playing Esther, because she feels that her Tokelau is not perfect and that Esther is a perfect character.</li> <li>• Pita has to memorise Psalm 23 and feels that it is pretty hard; he also has to sing gospels.</li> </ul>	<p>Identifies what Lihe and Pita are doing for White Sunday. States how they feel.</p>	<p>Explains what Lihe and Pita are doing for White Sunday, with an awareness of their feelings towards it.</p>	
<p><i>(b) Possible evidence showing understanding of what can be learnt about Pita and Lihe's friendship from their conversation, supported with examples from the passage.</i></p>	<ul style="list-style-type: none"> <li>• Lihe and Pita seem to have a supportive and positive friendship. They speak to each other nicely and are able to joke around with one another about Lihe's dad.</li> <li>• When it comes to speaking about their feelings about their roles for White Sunday, they provide advice and comfort for one another. This is shown when Lihe tells Pita that she has lots of support around him, and when Pita tells Lihe to not speak about her ability with Tokelau, reminding her that it is good and to not worry about what people think.</li> <li>• The way that the two treat each other shows that they have a nice friendship. They also agree to practise after school together, as they don't get nervous around one another.</li> <li>• The conversation helps us to understand their friendship by showing us that they are open about how they are feeling, so it is clear they trust each other, and they seek to encourage and help one another out.</li> </ul>	<p>Identifies qualities of their relationship.</p>	<p>Explains the relationship between Lihe and Pita. Looks at how they speak to each other and links to what this shows about their relationship. Explains how the conversation helps understanding of the friendship.</p>	<p>Explains thoroughly what Lihe and Pita's conversation teaches the listener about their relationship. Uses detailed and accurate evidence to support assertions. Explains in detail how the conversation helps understanding of the friendship.</p>