

## Assessment Schedule – 2022

### Lea Faka-Tonga: Demonstrate understanding of a variety of Lea Faka-Tonga texts on areas of most immediate relevance (91672)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information, ideas, and/or opinions in the texts.</p> <p>Responses as a whole show an <b>understanding of the general meaning (gist)</b> of the texts.</p>	<p><i>Demonstrating <b>clear understanding</b></i> involves selecting relevant information, ideas, and/or opinions from the texts, and communicating them unambiguously.</p> <p>Responses as a whole show a <b>clear understanding of the content</b> of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating <b>thorough understanding</b></i> involves expanding on relevant information, ideas, and/or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a <b>comprehensive understanding of the content and underlying meaning</b> of the texts, including nuance and meanings not obviously stated in the texts.</p>

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows <b>very little understanding</b> and does not communicate the general meaning of the text.	Shows <b>little understanding</b> and does not communicate the general meaning of the text.	Demonstrates <b>some understanding</b> and <b>communicates some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and <b>communicates the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and <b>communicates some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and <b>communicates most of the implied meanings</b> by providing supporting detail from the text to <b>fully justify</b> conclusions.

N0 = No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 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 above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Explain why Siasosi wanted to stay on in Tonga with his grandparents.	<ul style="list-style-type: none"> <li>Siasosi loves eating the food from the 'umu because he said that the food is always yummy and the smell is so delicious.</li> <li>Siasosi loves spending time on the white sandy beaches and he can swim for as long as he can.</li> </ul> <p>Candidate mentions activities that Siasosi enjoys</p>	<ul style="list-style-type: none"> <li>Siasosi loves the Tongan culture of giving gifts because his relatives give him gifts like fruit, sea food and a piece of tapa to take to New Zealand when he returns.</li> <li>He loves swimming, his grandpa always takes him to the white sandy beaches on Mondays and he can swim for as long as he wants to.</li> </ul> <p>Candidate talks about how important family is to Siasosi and how nicely he is being treated.</p>	<ul style="list-style-type: none"> <li>Siasosi loves staying with his grandparents because he has learnt lots of things.</li> <li>He loves the culture as his relatives give him gifts such as fruit, sea foods and tapa.</li> <li>He loves preparing the 'umu.</li> <li>On Saturdays and on Sundays he helps his grandpa to make the 'umu, starting from lighting the fire to burying the food with banana leaves and wet cloths. Siasosi also indicates that the food from the 'umu is "nice and yummy."</li> <li>Siasosi also loves spending time on the white sandy beaches and can swim for as long as he likes.</li> </ul> <p>Candidate discusses how Siasosi is enamored with visiting Tonga, and it is like a holiday to him, he enjoys the freedom and visiting his extended family.</p>
(b) Why did Siasosi change his mind about returning to New Zealand?	<ul style="list-style-type: none"> <li>Siasosi did not like the task his grandmother told him to do because the piglets were so aggressive.</li> </ul>	<ul style="list-style-type: none"> <li>Siasosi thought that he could do whatever task he's given to allow him to stay on in Tonga. He thought that helping his grandpa in the pigsty</li> </ul>	<p>Siasosi did not like the task his grandmother gave him. His task was to help his grandpa tend the pigsty and he was supposed to count the piglets. He</p>

	<ul style="list-style-type: none"> <li>• The smell of the pigsty was unbearable causing him to vomit.</li> </ul>	<p>would be the same as helping him to make the 'umu. However, the pigsty was an unpleasant experience and that was why he preferred to go back to New Zealand.</p>	<p>tried to touch the piglets but they were so aggressive. The smell of the pigsty was unbearable causing him to vomit. He was scared when the piglets ran to where he stood and he jumped over the fence. In the end, he changed his mind that he had had enough and would rather go back to school. Now he was able to accurately compare living in New Zealand to living in Tonga after experiencing how it actually is to live there, downsides and all.</p>
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Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Did Lupe make good use of her time in her lockdown programme?	<p>Lupe didn't make good use of her time:</p> <ul style="list-style-type: none"> <li>• Lupe was feeling tired, she did not sleep well the night before.</li> <li>• Lupe did not even do the work her mother asked her to do because she was tired.</li> </ul> <p>Lupe did make good use of her time:</p> <ul style="list-style-type: none"> <li>• Lupe got to spend the day with her Dad</li> <li>• Lupe was a part of the most interesting story of the day.</li> </ul>	<p>Lupe didn't make good use of her time:</p> <ul style="list-style-type: none"> <li>• Lupe was not in the mood for doing any school work on the day, for example, she did not want to do her Maths assignment because she was tired from the night before.</li> <li>• Even when her mum asked her to clean the house, Lupe did not do it. She preferred to go with her dad for a walk but he did not want to so they ended up going to the shop.</li> </ul> <p>Lupe did make good use of her time:</p> <ul style="list-style-type: none"> <li>• Lupe spent a lot of valuable time with her Dad, which she would not have had if lockdown wasn't happening. These experiences are important to families especially under the stress of lockdown.</li> </ul>	<p>No she didn't use her time wisely because when she woke up, she was very tired as she did not sleep well the night before. She was happy when she found there was no school so that she could stay at home. She had a Maths assignment to do but she didn't do it because she was not in the mood for doing any work that day. She was asked by her mother to clean the house, but she did not because she wanted to go for a walk with her dad. Her dad did not want to, and they ended up going to the shop. Therefore, I can say, Lupe wasted the whole day doing nothing except going shopping with her dad.</p> <p>Yes, she got to hang out with her dad all day, which she enjoyed a lot and even though she didn't have the day she expected, she enjoyed it a lot. She was able to use her day in the way she wanted during a stressful time period. Therefore, I can say, Lupe had a memorable and worthwhile day by doing nothing except spending time with her dad.</p>
(b) What was the most interesting part of the day for Lupe? Explain why.	<ul style="list-style-type: none"> <li>• When she heard the siren of the police car knowing there was something wrong somewhere.</li> <li>• The most interesting part of the story for Lupe was when the policeman gave her dad the speeding fine.</li> </ul>	<ul style="list-style-type: none"> <li>• When the police caught her dad speeding over the limit. Her dad was not aware until they heard the siren of the police and they also saw a hand waving for them to pull over the car because he had broken the road rules and was told to pay the fine of \$200.</li> <li>• It was an out of the ordinary situation for Lupe and completely different to her normal school day.</li> </ul>	<p>The most interesting story of the day is when they drove home from the shop. They heard the siren of the police car and they were told to pull over. The police told her dad to hand him his licence and some questions were asked. The police handed him the note, "You have broken the road rules by driving over 50 km/h. You have to pay a \$200.00 fine".</p>

		<ul style="list-style-type: none"> <li>• Lupe and her father being pulled over by the police was the highlight of her day.</li> </ul>	<p>Even though she wanted to go for a walk with her dad to hear his stories, she found that what happened on their drive was the most interesting story because she did not hear this from her dad, instead they were both characters in the story. By recounting the story over dinner, it was clear she enjoyed the theatre of the moment.</p>
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Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) What has Pupe learnt about social media from her own experience and her conversation with Fafu?	<ul style="list-style-type: none"> <li>Pupe has learnt not to share negative comments about someone on social media because she had a fight with her friend.</li> </ul>	<ul style="list-style-type: none"> <li>Pupe has learnt from Fafu that he thinks social media is a good space for students to stay connected and to help each other, and it should not be used to share things like negative comments that cause fights and lead to students being stood down.</li> </ul>	<p>Pupe was stood down for fighting at school because she wrote something on her social media page about one of her friends and was punished by the school because of it.</p> <p>Pupe has learnt to be careful of what to share on her social media page. Negative comments involving gossip, spreading rumors and bullying should be avoided.</p> <p>In this conversation, Pupe finds out from Fafu that he thinks social media can be a positive space for students because it provides opportunities for sharing and staying in touch.</p>
(b) How does Fafu use social media and how does he feel about it?	Fafu reads about his former students' achievements, their views and their success on social media and he is happy reading it.	Fafu is grateful for the opportunities that social media provides for him to stay connected with his former students and read their posts about friendship, love, family, and thought-provoking quotations.	Fafu does not write anything on social media. He only reads people's status about friendship, love, family, their views, their achievements, and their successes. He only clicks the "Like" button to express his happiness and how proud he feels for them because he does not want his students to feel controlled if he writes anything on their social media pages.