

Assessment Schedule – 2022

Lea Faka-Tonga: Demonstrate understanding of a variety of spoken Lea Faka-Tonga texts on areas of most immediate relevance (91669)

Assessment Criteria

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

Evidence

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

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 |

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) Why did Sione's family start playing word games together? | They were staying at home and had nothing else to do. His aunty bought some games to play. | Because his aunty couldn't go back to Tonga. They were staying at home and had nothing else to do. His aunty bought some games for them to play. They started to play the games together. | His aunty had to stay with them because she couldn't go back to Tonga for two months. They also couldn't leave the house and had nothing else to do. Therefore, his aunty went to buy some word games for them. They started to play the games together everyday. |
| (b) What effect has playing word games had on Sione and his family? | Sione enjoyed the word games and listened to his aunty talking about Tonga. "My aunty told us stories about growing up in Tonga". | Sione enjoyed the word games and listened to his aunty talking about Tonga. "My aunty told us stories about growing up in Tonga". He played the games on his phone when he finished his homework. "And now I do word games on my phone", he said. | Sione enjoyed the word games and listened to his aunty talking about Tonga. "My aunty told us stories about growing up in Tonga". He won many games and played the games when he finished his homework every evening. "And now I do word games on my phone", he said. The family play the game most Sundays, talk about Tonga and plan their visit there. "Most Sundays we have a family game and it's the time when we talk about Tonga and plan a family visit there". |

| Question TWO | Achievement | Achievement with Merit | Achievement with Excellence |
|--|--|---|--|
| (a) Why do you think the students missed class on Monday morning? | <p>They went to a wedding and on their way home they got a flat tyre.</p> <p>OR</p> <p>They went to a party and missed the bus home.</p> | <p>They went to a party and on their way home they got a flat tyre. The party was for a family wedding and they went with their parents.</p> <p>OR</p> <p>They went to a party and on their way back they missed the last bus. The party was with their friends and they went together.</p> | <p>They went to a party on Sunday and on their way home they got a flat tyre. The party was for a family wedding and they went with their parents. They missed school and the test on Monday.</p> <p>OR</p> <p>They went to a party on Sunday and while trying to get home they missed the last bus. They missed school and the test on Monday but decided to try and still have the exam by lying to the teacher.</p> |
| (b) Explain why the teacher put the students in four different classrooms. | <p>So the students could still take the test and not miss out.</p> <p>(no examples provided)</p> | <p>The teacher agreed to a new exam and put the students in different rooms. This was because the teacher didn't want the students talking to each other. The teacher outsmarted the students.</p> | <p>The teacher agreed to a new exam and put the students in different rooms. The teacher gave them an exam with two surprise questions about the burst tyre and the party. These different answers would help the teacher discover the truth.</p> <p>OR</p> <p>The teacher agreed to a new exam and put the students in different rooms. The teacher gave them an exam with two surprise questions about the burst tyre and the party. These different answers would help the teacher discover the truth and so the teacher didn't want the students talking to each other. The teacher is looking for different answers from the students about which tyre burst and the wedding venue's name. Placing the students in different classrooms was the only way to make sure the truth was discovered.</p> |

| Question THREE | Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|---|---|
| (a) Why was the shopkeeper willing to give the puppy to the boy at no cost? | The shopkeeper was ready to give the limping puppy to the boy without paying for it, because it would always limp and never be able to run. | Because the shopkeeper said, it will always limp and he was ready to give the limping puppy to anyone without paying for it. It showed on the second paragraph, "If you really want him, I'll just give it to you". The owner also said, "this dog will never be able to run and play with you like the other puppies". | The shopkeeper did not treat the limping puppy like the others, he saw it as having no value. When the boy asked the owner about the limping puppy. He said, "it will always limp", and he was ready to give the limping puppy to anyone without paying for it. It showed in the second paragraph, "If you really want him, I'll just give it to you". The owner also said in the last paragraph, "this little dog will never be able to run and play with you like the other puppies". The owner never spoke positively about the limping puppy. |
| (b) Explain what the boy means when he says "Well, I don't run so well myself, and the little puppy will need someone who understands." | <ul style="list-style-type: none"> • It showed that the boy was upset at the shopkeeper when he said that "the limping puppy will never run, jump or play like other puppies." • It means that someone who has a limp will find it easier to understand the needs of a limping puppy. | The boy was upset at the shopkeeper when he said that "the limping puppy will never run, jump or play like the other puppies." He showed the shopkeeper his leg because he felt that he was treating the limping puppy with less importance than the others. | The boy was quite upset when he felt that the shopkeeper was treating the limping puppy with less importance than the others. It started when the owner almost gave it to him for free. The boy believed that the limping puppy should be treated the same as the other puppies. The owner also said that the limping puppy will never run, jump, or play. The boy showed the owner his leg because he believed the owner would never understand the needs of limping puppy in the way the boy does. |