Assessment Schedule – 2019

Lea Faka-Tonga: Demonstrate understanding of a variety of spoken Lea Faka-Tonga texts on familiar matters (91674)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
*Demonstrating **understanding** involves making meaning of relevant information, ideas, and / or opinions in the texts.*	*Demonstrating **clear understanding** involves selecting relevant information, ideas, and / or opinions from the texts and communicating them unambiguously.*	*Demonstrating **thorough understanding** involves expanding on relevant information, ideas, and / or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.*
Responses as a whole show an **understanding of the general meaning (gist)** of the texts.	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.	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.

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 – 8	9 – 14	15 – 20	21 – 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) Possible evidence showing understanding of how Semisi managed his school commitments and other activities.	• Semisi was committed to his studies, despite having other commitments. • Semisi made a commitment to spend three hours a day studying.	• Semisi found mathematics the hardest subject to cope with at school, but his three hours of study a day made it possible for him to achieve Excellence grades for all his subjects. • Semisi had to juggle several commitments, and budgeted his time wisely by planning a daily three-hour study time to make up for time spent on his music and church commitments; for example, cleaning the church.	

| (b) Possible evidence showing understanding of how Semisi could be considered a role model for young Tongan students. | • Semisi is a good son, which made his family proud.
• He is humble and considers himself a normal student.
• He was successful; he was a top scholar and received a scholarship.
• He was focused and ambitious because he wants to study commerce. | • He is hard-working; he helped out at church along with commitments to family and music practices, and still committed to spend three hours a day studying.
• He is happy that his success made his family proud. | • He works hard; he had a three-hour daily study schedule and balanced his study with church and music commitments. He believes anything is possible if you work hard towards your goal. Semisi struggled with maths, but persevered and, at the end, he achieved his goals with Excellence.
• He was successful in his study; he was a top scholar and received a scholarship. He was very determined. Although Semisi had other responsibilities, like church and music, he never neglected his study.
• He is a role model because he works hard. For example, he balances his study with church commitments and music.
• He is motivated, because he believes anything is possible if you work hard towards your goal. |

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of a typical day in the lives of the donkey and the dog in the story.	• They played almost every night. • The farmer loved his dog. • The donkey works hard every day carrying loads.	• The donkey works hard every day carrying heavy loads to and from the farm. • The dog did nothing every day until the farmer came home. • The dog and farmer played every night, and the dog slept on the farmer's lap.	• The donkey did what the dog did. He danced around, and tried to sit on the farmer's lap, but he was too big to do that.
(b) Possible evidence showing understanding of which animal the candidate would choose to keep if they were the farmer.	• Donkey. He worked hard every day. • Dog. I would play with him.	• Donkey. I would choose the donkey, because he worked hard every day, carrying heavy loads on his back to and from the farm. • Dog. I would choose the dog, because he was friendly and always made the farmer happy. He would play with me when I got home after work and I would like to hold him.	• I would choose the donkey, because he worked hard every day, carrying heavy loads on his back to and from the farm. I could not do without him because, without his help, my farm would not be productive. • I would choose the donkey, because he went as far as doing what the dog did to the farmer, because he wanted attention too, but he ended up being sent away. • I would choose the dog, because he would be a good friend, and he would keep me happy. He would welcome me home after work, and we would always play. • I would choose the dog, because he was funny, and kept the farmer happy all the time.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the main message of the speech.	• To congratulate the government workers on improving the service they provide. • That government workers serve the people.	• To congratulate the government workers on the improvements they have made in serving the people of Tonga, as that is their main job – to serve.	• To outline the purpose and the role of the civil servants; for example, to drive the government, and to achieve the plan of the government. • To reinforce that civil servants are employed to serve.
(b) Possible evidence showing understanding of what makes a good government worker.	• Government workers should serve the people with respect and not play games on their phone.	• They should serve the people of Tonga with respect and kindness. They should always remember that they are servants and their responsibility is to serve the people.	• They should show respect to the people of Tonga, no matter what status a person has in the country. They should treat all people equally and make sure they are always willing to serve the people's need. They should avoid playing games on their phone while people are waiting. They should always remember that they are the people's servants.