Assessment Schedule – 2021

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
*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 – 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) Possible evidence showing understanding of what Seini thinks about learning English.	• She thinks English is important, but quite difficult to learn.	• She thinks English is quite important, even if is quite difficult to learn. She intends to travel to New Zealand in order to learn to speak English better. She is very happy that she passed her English test and her teacher is very helpful in class.	• Seini thinks that even though English is quite difficult, it is an important subject to learn. She has just passed an English test, and she is feeling very happy about her grade. Her teacher is very nice and helpful in class. She has a New Zealand friend who sends her emails in Tongan, and she tries to reply in English. She is intending to travel to New Zealand for further studies to improve her English.
(b) Possible evidence showing understanding of how Seini feels about school.	• Seini is happy at school, because she likes the majority of her subjects, and has friends who she enjoys meeting and working with.	• Seini is happy at school because she likes most of her subjects, and she has friends who she enjoys meeting and working with. She particularly likes maths, as she finds it easy, computer classes, and English. She also likes science, because of the different activities involved. • Seini has mixed feelings about school. Her favourite subject is computer studies, and her best friend is in the same class. However, she does not like geography because they sit writing notes in silence all the time, and she finds it boring.	• Seini enjoys school because she likes most of her subjects, and she has friends there. She likes maths, as she found it easy, as well as computer classes, and English. She also likes Science because of different activities involved. Seini's favourite subject is computer studies. It is an interesting subject, and her best friend is also in the same class with her. However, she does not like geography because she copies notes all the time in silence and boring texts were given to read. She did not finish her homework and her teacher was not happy with her. Seini admits that she can be a bit noisy at times, but she is a good student. She loves meeting her friends in the basketball field at morning break and at lunch time do their homework in the library.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what Meleane wants help with.	• She wants Sione to help her get a driver's licence, and to help her understand what went wrong the first time she sat the test.	• Meleane did not understand how she reacted when she was in the exam room the first time she sat the driving licence test. She did not remember what she had learned so she could not answer any of the questions. She could not handle the pressure of being in the testing room, and she left after 30 minutes. She was confused, so is asking Sione for advice.	• She really needs help to study for her learner driver's licence test, as her first test was a failure. Not only this, but she did not understand the process to go through to get a full licence. Fortunately, she went to the right person, Sione, who told her that just studying the night before the test was not the right approach. He also explained that to gain a full licence she first had to pass her theory test, then get a restricted licence, before eventually getting a full licence.
(b) Possible evidence showing understanding of why this is important to her.	• Her father has promised her rewards if she gains her full driver's licence.	• Meleane is keen to get all the rewards her father has offered once she has a full driver's licence. The first step to achieving this is to get a learner licence by passing the theory test. She cannot wait to see her grandmother in Tonga when she gets her full licence.	• Meleane wants to get what her father has promised to give her if she gets a full driver's licence. She will be able to drive the family car, as well as drive to her workplace in the weekends, which will give her more freedom. Her father has also promised her a trip back to Tonga and she is very excited about the prospect of seeing her grandmother again.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of where the girl was going and why.	• She was going to the city to sell her jar of milk. She wanted to buy a dress to wear to a dance.	• She was on her way to sell her jar of milk at the city market. She wanted to buy a beautiful dress to wear at the end-of-year dance. She wanted to look attractive so that she could dance with all the boys.	• She was going to the city market to make money by selling a jar of milk. Along the way, she thought about how she could spend the money buying eggs to hatch into chickens, which she would sell to make even more money. She wanted to make enough money to buy a beautiful dress to wear to the end-of-year dance. She also wanted to look so attractive all the boys would want to dance with her and all the other girls would be jealous.
(b) Possible evidence showing understanding of whether her trip was a success, or not.	• No, the jar of milk fell from her head, the milk spilt, and there was nothing to sell.	• No, because the jar of milk fell from her head and all her plans were in vain. She could not buy what she hoped to buy. She could not wear what she hoped to wear. Therefore, her dreams would not eventuate.	• No, the trip was a disaster. She wasn't able to sell any milk, so didn't make any money. She was distracted from her goal, which was to get to the market to sell her milk. Instead, she got carried away imagining the future, her money-making scheme, the beautiful dress for the end-of-year dance, and the envy of the girls when they saw her dancing with all the boys. She forgot about the jar of milk on her head and paid a heavy price for her carelessness. Her hopes and dreams were shattered along with the jar.