

Assessment Schedule – 2023

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 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>

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 – 6	7 – 12	13 – 19	20 – 24

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence to show understanding of why the tent collapsed</i>	The narrator was excited and overconfident in his tent-building skills.	The narrator was too overconfident in his tent-building skills because he had been camping a lot in the past.	In his excitement and overconfidence, the narrator forgot some basic rules of tent building such as making sure all the ropes are attached and secure.
<i>(b) Possible evidence to show understanding of what the narrator's favourite activity was and what he learned</i>	The high rope and tyres. While he did not make it to the top, he knew he conquered his fear of heights.	The high rope and tyres. As he went further into the activity, he realised the climb got easier and he conquered a little of his fear.	His favourite was the high rope and tyres. He learned to overcome his fear of heights by sharing his worries with others, and he realised that sometimes his knowledge of how to do things isn't always complete and there is always room to learn more. When he finished, he realised how proud of himself he was.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence to show understanding of how Toko feels about singing and why</i>	Toko loves singing and sings while doing everything at home because it makes him feel good.	Although Toko feels good when singing to himself, he has no confidence in his singing in public and feels very nervous about it.	Singing makes Toko feel good when he's doing all sorts of activities. We get the feeling from the text that singing to himself makes him feel complete. Listening to powerful singing reminds him that he wishes he felt more confident and powerful in himself.
<i>(b) Possible evidence to show understanding of what inspired Toko to be braver</i>	Toko's father took him for a walk, and they talked about being brave and strong. Toko was inspired by Jason Taumalolo, a rugby league player.	Toko listened to his father's story about the toa tree and its strong wood. Toko's father thought that the wood of the toa tree and its qualities of strength and bravery can be seen in the Tongan rugby league team, and his father also saw it in him.	Having an important person such as his father tell him that he saw Toko as being brave and strong and confident helped Toko to do what he loved best, singing. Toko's father believed in him and therefore inspired him, through his story about the toa tree to sing in public and to believe in himself. The physical and emotional support from the family during Toko's solo part inspired him to find his confidence and be brave in front of the church congregation.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence to show understanding of how Leka revised effectively</i>	Leka worked with another student and looked at past exams.	<p>Leka shared her concerns with a friend who helped her by going through some past exam papers together.</p> <p>The revision involved timing and then having discussions with the subject teacher.</p> <p>Leka helped herself by not giving up and speaking with a teacher for help.</p>	<p>By working with a friend and discussing the answers on past papers, Leka was able to better understand the subject.</p> <p>Learning through discussion rather than alone is a much better option and has much more successful outcomes.</p> <p>Leka knew that trying to study at night before sleeping did not work for her because she always fell asleep. Working with Sione while she was less sleepy and more alert worked well for Leka and was a far better method of revising for her exams.</p> <p>Leka's persistence helped her to get through the confusion she was having with her study.</p>
<i>(b) Possible evidence to show understanding of why Leka wanted to pass her exams</i>	Leka wanted to pass her end-of-year exams to please her parents.	Leka wanted to pass her end-of-year exams to please her parents, and to prove to them that she could succeed and that she no longer wanted to drop out.	<p>Leka wanted to pass her exams because she wanted to recognise the hard work her parents were going through for their family since their arrival in New Zealand.</p> <p>Leka also wanted her parents to feel proud and happy for the results she achieved.</p> <p>Leka knew that the language barrier was a big problem and sometimes learning a new language seemed impossible, but she wanted to prove she could do it.</p>