

## Assessment Schedule – 2023

### 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 <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> |

| 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 – 7        | 8– 13       | 14 – 18                | 19 – 24                     |

**Evidence**

| <b>Question ONE</b>   | <b>Achievement</b>  | <b>Achievement with Merit</b>   | <b>Achievement with Excellence</b>  |
|---|---|---|---|
| <i>(a) Possible evidence to show understanding of what occasions 'ota ika is popular for and what makes it easy to make</i> | It is prepared for guests, family celebrations, or for lunch on Sundays.<br>The ingredients are easily available. | After church on Sundays and family celebrations, it is important to share food together. 'Ota ika is often prepared for these occasions and can be easily made, with the ingredients being found locally. | With fishing being such a popular pastime in Tonga, as a hobby and to feed families with nutritious food, the main ingredients for 'ota ika are easy to find. It is common to serve this dish to family and friends after occasions such as church and family gatherings. |
| <i>(b) Possible evidence to show understanding of which fruit is important for the dish and why</i>                         | Lemon, as it increases the flavour of the fish.   | Lemons are squeezed and the juice is poured over the fish to increase the flavour.  | Before adding other ingredients, leaving the lemon juice on the fish while in the fridge increases the flavour even more.   |

| Question TWO  | Achievement  | Achievement with Merit  | Achievement with Excellence   |
|---|--|---|---|
| <i>(a) Possible evidence to show understanding of how Little Crab feels in the story</i>                | Little Crab is unhappy because of what he looks like and where he lives. | <p>Little Crab is unhappy with his crooked legs, his ugliness, and being muddy.</p> <p>Little Crab thinks that he is surrounded by other creatures who are beautiful, such as butterflies, birds, and fish.</p> <p>Other creatures have looks and abilities that Little Crab wants for himself.</p>   | <p>Little Crab is constantly comparing himself to others, such as butterflies, birds, and fish.</p> <p>This makes Little Crab unhappy as he never feels good enough.</p> <p>Little Crab is very unhappy with his body which he thinks is ugly, crooked, and dirty.</p> <p>Little Crab wants to move away from his mangrove swamp home and live somewhere else more comfortable and cleaner.</p>   |
| <i>(b) Possible evidence to show understanding of what life lesson could be learned from this story</i> | There is always a reason for the body you have and the place you live.   | <p>Appreciate the body that you've been born with. Sometimes your body may seem imperfect, but your body shape and type often suits you and your life.</p> <p>Little Crab's mother reminded him how many ways their crooked legs can help their walking, hiding, climbing, and digging.</p> <p>Appreciate the place you live and try to think about the positive points rather than focusing on the negative.</p> | <p>Just be yourself and be satisfied with what you are and what you have. Do not pretend to be someone else.</p> <p>Little Crab's mother reminded him about this by talking about the difficulties that butterflies and fish have with their lives. Lives may look perfect from the outside, but this is not always the case.</p> <p>Wishing to be something or someone else will only make you unhappy and dissatisfied.</p> <p>The place you live usually has a purpose and is suitable for your needs. Little Crab's mother reminded him about this by talking about the salt water that cleans the mud off, the food in the water, and the hiding places.</p> |

| Question THREE   | Achievement  | Achievement with Merit  | Achievement with Excellence  |
|--|--|---|--|
| <i>(a) Possible evidence to show understanding of what makes Malia a suitable person to look after children</i>                              | She is dependable, reliable, and experienced in child-minding.           | She can look after highly active children. She can safely drive kids to sports activities, is reliable, and can manage multiple activities.<br>She can work in the weekend and provide a warm and fun environment for the children she minds. | She can look after highly active children and that's her comfort zone. She is suitable for the role because of her experience, positive attitude, and flexibility, while always ensuring the safety of children in her care.<br>She is able to work in the weekends with children of a range of ages, while also being totally reliable and dependable.<br>The children who are looked after by Malia will always be in a warm and fun environment.<br>Parents will have peace of mind about their children's safety with Malia. |
| <i>(b) Possible evidence to show understanding of the extra steps Malia has taken that will help to improve her skills as a child-minder</i> | She has taken a first aid and CPR course with the New Zealand Red Cross. | She has taken a first aid and CPR course with the New Zealand Red Cross.<br>She has a driving licence and a safe driving record.<br>She makes sure she has reliable transportation.   | She offers a flexible afternoon and evening schedule to suit the working schedules of parents.<br>She has references from other satisfied families to support her application.   |