

**SOUTH PACIFIC BOARD
FOR
EDUCATIONAL ASSESSMENT**



**PACIFIC SENIOR SECONDARY
CERTIFICATE**

**TALA 'O TONGA
PRESCRIPTION**

Prescription to be effective as from 1 January 2008

TABLE OF CONTENTS

	Page No.
1. Preamble	1
2. Aims	1
3. Objectives	1
3.1 Knowledge and appreciation	1
3.2 Reading skills	1
3.3 Writing skills	2
3.4 Speaking skills	2
3.5 Listening skills	2
3.6 Research skills	2
4. Course content	3
4.1 Reading	3
4.2 Writing	3
4.3 Grammar	3
4.4 Literature	4
4.5 Speaking	4
4.6 Listening	4
4.7 Research	4
5. Entry requirements	5
6. Allocation of teaching time	5
7. Assessment	5
7.1 External examination	6
7.2 Internal assessment	7
7.2.1 Speaking	7
7.2.2 Listening Tasks	9
7.2.3 Research Project	10
8. Teaching guidelines for teachers	20
8.1 Teaching Grammar	20
8.1.1 Proofreading	20
8.1.2 Translation	20
8.1.3 Analysis	20
8.2 Teaching of research skills	21
8.3 Essay marking criteria	21
9. Conclusion	22
Recommended texts	22

1. PREAMBLE

This prescription defines the requirements for the PSSC Tala 'o Tonga. The prescription has been developed in response to the need to provide more opportunities for students at Form 6 to pursue further study and research in/of the Tongan language. The Form 6 Tala 'o Tonga is the culmination of 6 years of secondary school study in the Tongan Language and Culture.

The intention of the prescription is to further develop and deepen student's skills, appreciation of and knowledge in both written and spoken Tongan. It should broaden student's experience with the Tongan Language and enhance their confidence in the use of the Tongan Language in various situations in Tongan society. This sixth form course should also provide a sound foundation for students who may wish to pursue tertiary study in the Tongan Language.

The content of this Sixth form Tala 'o Tonga comprises topics that have been identified to be of prime significance, relevant and of interest for this level. The content is also divided into particular areas to facilitate the assessment of student skills, and to make teaching and learning more manageable.

2. AIMS

Students should be able to:

- strengthen their ability and understanding of the written and spoken conventions of the Tongan Language.
- express themselves appropriately in any/various forms of communication.
- develop an understanding of how language varies according to the user, audience, and purpose.
- demonstrate appreciation and enjoyment during the study of the Tongan Language in all its varieties including the influx of new words and terminology
- * appreciate and value Tongan culture and identity.

3. OBJECTIVES

More specifically, students should be able to:

3.1 Knowledge and understanding

- a. know and understand the Tongan language in all its different forms
- b. know the correct usage of the Tongan language
- c. know and use the grammatical convention in the Tongan language

3.2 Reading skills

- a. read the Tongan language fluently
- b. read in context
- c. recognise the subject of all forms of writing
- d. interpret static images
- e. review written text (literary and non-literary)
- f. recognize the contrast in written and spoken forms of Tongan language

3.3 Writing skills

- a. appropriately use a variety of writing forms such as diary entry, journal, letter writing, minutes, interviews, stories, myths and legends, song and dance, poetry, proverbs, research and report writing.
- b. show skills and expertise in essay writing on any topic in any given situation
- c. show clarity of thought and expression on any given topic
- d. translate Tongan into English and vice versa.
- e. contrast written and spoken forms of Tongan language.

3.4 Speaking skills

- a. appropriately use spoken Tongan in a variety of cultural contexts
- b. use appropriate language in conversation with people, nobles and King.
- c. identify and compare the features of speech used in a variety of Tongan cultural contexts.
- d. correctly interpret Tongan into English and vice versa in any given situation.

3.5 Listening skills

- a. recall factual information in listening activities
- b. identify the main points in passages or speeches
- c. distinguish relevant from irrelevant points
- d. distinguish between fact and opinion
- e. identify the tone or mood of the passage
- f. identify the main purpose of the speaker/passage

3.6 Research skills

- a. develop and apply planning skills in conducting a research.
- b. develop and apply skills and techniques used in research like observation, collection, analysis and presentation of data.
- c. apply library skills.
- d. interpret and present data in the form of diagrams, statistics, photos, graphs and tables.
- e. write up reports or results of research.

4. COURSE CONTENT

4.1 Reading

It is vital that students read a variety of books written in the Tongan language and be able to:

- a. ask analytical questions
- b. use ideas from a text for debate
- c. make personal response to text
- d. relate Tongan proverbs to part of text
- e. compare and contrast texts
- f. visually interpret text
- g. make comparison of past and present text
- h. identify written and spoken forms

4.2 Writing

The development of writing will focus on the following areas:

4.2.1 Formal Writing

- a. Letter of Application (Job, scholarship, etc)
- b. Letter to the Editor
- c. Letter of complaint/ compliment
- d. Minutes of a meeting
- e. Media presentation
- f. Expository

4.2.2 Writing in Other Styles

- a. Descriptive
- b. Narrative
- c. Letter of condolence
- d. Letter of congratulations
- e. Advertisement
- f. Dialogue
- g. Interview
- h. Creative
- i. Journal/Diary

4.3 Grammar

The teaching of Grammar will focus on:

- a. Correct spelling
- b. Correct punctuation (e.g. use of stress, glottal stop, etc.)
- c. Abbreviations
- d. Written and spoken conventions
- e. Influence of foreign languages on the Tongan language

4.4 Literature

- a. Interpretation of compositions from prominent Tongan artists such as Queen Salote, Tu'uhetoka, Semisi 'Iongi, Sofele Kakala, Peni Tutu'ila, 'Ana Malia Kaho, Tu'imala Kaho, Malukava, Fa'one Hefa and other past and contemporary composers.
 - Songs
 - Poetry
 - Lyrics for traditional dancing
- b. Interpretation of Myths and Legends
 - Religion
 - Seasons
 - Sea
 - Origins
- c. Comparison of compositions and poetry
 - from two different periods
 - by two different composers or writers
 - about a historical event (e.g. Coronation, Emancipation, Constitution, Millennium, the King's 80th birthday etc.)

4.5 Speaking

A range of speaking tasks

- oratory/formal speech (welcome/Guest of Honour's speech)
- role play – protocol at a ceremonial occasion; chief attendant's reply
- media presentation – radio/television address

4.6 Listening

Two listening tasks

- answering questions based on a selected passage
- answering questions based on a recording.

4.7 Research

A research project on a selected topic.

5. ENTRY REQUIREMENTS

The Tala-'o-Tonga is a national subject offered for students from PSSC schools in Tonga. Students taking this subject will be expected to have completed the Tonga School Certificate Tala-'o-Tonga course.

6. ALLOCATION OF TEACHING TIME

It is expected that the teaching time should be no fewer than 120 contact hours. The following time allocations should be taken as a guide so that sufficient time is given for all topics. Teachers are free to choose the order in which the topics are taught.

TOPIC	HOURS	WEIGHT (%)
Reading	17	14
Writing	20	17
Grammar	15	12
Literature	20	17
Speaking	8	7
Listening	12	10
Research	28	23
Total	120 hours	100%

7. ASSESSMENT

The purpose of the assessment is to determine the extent to which the students have achieved the aims and objectives of the course. It is important that the students be given the opportunity to demonstrate their knowledge and skills in a variety of ways, including written examination. Thus, students will be assessed according to the following schedule:

Forms of assessment	Weight (%)
7.1 External Examination • Reading Comprehension • Writing Tasks • Language Skills • Literature	50
7.2 Internal Assessment • Speaking • Listening • Research • Literature	50
Total	100

7.1 External examination

The examination will be 3 hours and will be language based. All knowledge and skills will be examined according to the stated aims and objectives.

Here is a summary of the written examination.

Examination Paper

The paper contains 4 sections as follows:

Section A: Reading Comprehension **25%**

Emphasis in this section will be on candidates' ability to;

- understand/comprehend the overall argument of a passage or part of a passage.
- understand the meaning of words, phrases or sentences and the context in which they are used in the passage.
- Identify the effect of the author's style as well as the tone of part or all of the passage.
- Identify features of written and spoken forms

There will be two passages of equal weighting selected as follows:

- a. Classical (Ono'aho) passage
- b. Contemporary (Onopooni) passage

Section B: Writing Tasks **30%**

Emphasis in this section will be on candidates' ability to construct a clear, well-structured and informed piece of writing which expresses their point of view on the given theme. Candidates will be required to write *TWO* different tasks using:

- a. *Formal Writing*
- b. *Writing in Other Styles*

Section C: Language Skills **15%**

Emphasis in this section will be on candidates' ability to;

- proofread and use their knowledge of grammar to correct a given sentence or passage
- use written conventions to correctly translate sentences or paragraphs from English to Tongan or from one audience to another e.g. commoner, Noble, King.
- analyse the influence of foreign languages on the Tongan language

Section D: Literature

30%

Emphasis in this section will be on candidates' ability to;

- analyse and interpret compositions, songs, poetry and lyrics for traditional dancing of prominent Tongan artists.
- analyse and interpret origins of Tongan Myths and Legends in areas such as religion, seasons, sea, origins, etc.
- compare compositions and poetry from different periods, by two different composers, about a historical event.

Candidates will be required to select two questions from a list of options under the headings :

- Ta'anga/ Maau
- Tala Tupu'anga

There will be two topics under each heading from which students will select one topic from each heading. Students in their answers should at least use two Ta'anga/Maau and two Tala Tupu'anga.

7.2 Internal assessment

The internal assessment will focus on the Speaking, Listening, Researching and Literature objectives, and is weighted 50% of the overall assessment. It is a requirement that students are skilled in listening, speaking and researching.

The students will be assessed in the following areas:

Speaking:	30% of IA
Listening	20% of IA
Research	30% of IA
Literature	20% of IA

7.2.1 Speaking

30%

Students will be required to perform **three speaking tasks**; an oratory/formal speech, a role-play activity and a media presentation. Each task will be assessed out of 10%.

Task 1: Formal Speech/Oratory

Each student will be required to perform **EITHER** a formal welcome speech in an occasion where the King is the Guest of Honour **OR** a Guest of Honour's speech in any ceremony or function.

Task 2 : Role Play (Protocol in a ceremonial function)

Each student will be required to **EITHER** perform the etiquette of a chief attendant (*Matapule faifatongia*) in a Kava ceremony **OR** perform a chief attendant's reply (*Matapule faifatongia*) in a traditional presentation to the King (*Fakapangai*).

Task 3: Media Presentation

Each student will be required to deliver **EITHER** a Radio **OR** a Television address to the nation on ONE of the following:

- (i) an important issue that is of current interest to the people;
- (ii) explain how to make a Tongan traditional dish;
- (iii) a campaign address (town officer, district officer or parliamentarian).

Additional Requirements:

- i. Each student is required to make the appropriate acknowledgment (where necessary), develop appropriate ideas, and make sound and effective conclusions.
- ii. The overall mark for each task is 10% and the length of the speech is to be between 10 to 15 minutes.
- iii. Each task will be assessed by the Tala-'o-Tonga teacher in each school based on the guidelines and marking criteria provided by SPBEA/CDU Tonga.
- iv. Since all speaking tasks are performance-based activities, they will NOT be moderated.

Marking Scheme:

The following marking scheme is recommended to be used in assessing all three speaking tasks.

1. Acknowledgement and knowledge of order

2 marks	Knows and uses the correct order in acknowledgement.
1 mark	Makes minor errors in the order of acknowledgements.
0 mark	Has no idea of the order of acknowledgement.

2. Topic of Speech

1 mark	Clearly identified
0 mark	Not clear

3. Structure and organization of ideas

4 marks	Very appropriate and relevant to the topic. A coherent and ordered development of ideas, with a sound and concise conclusion
3 marks	Appropriate and relevant to the topic. Ideas are not so coherently developed or ordered in parts. The conclusion is sound and concise.
2 marks	Appropriate and relevant to the topic. The ideas are lacking in overall coherence and order. The conclusion is satisfactory.
1 mark	The appropriateness and relevance are not so clear. The ideas are lacking in overall coherence and order. A conclusion has been attempted but is not clear.
0 mark	Not appropriate and relevant. No attempt made to develop ideas in any form of order. No attempt at a conclusion or the one given is irrelevant.

4. Delivery and presentation

3 marks	Message delivered with impact through the effective use of body language or voice control. Expression and style very appropriate and relevant.
2 marks	Message delivered with some impact through the use of body language or voice control. Expression and style appropriate on most occasions.
1 mark	An attempt made but message lacks impact, and expression and style are not so convincing.
0 mark	Makes no attempt to deliver a message with impact, and expression and style are not convincing.

7.2.2 Listening Tasks

20%

Each student is required to perform **two listening tasks**.

- Task 1 Teacher reads a passage to students (on any contemporary passage from newspaper, magazine etc.) and then asks a series of questions.
- Task 2 A CAT where a recorded speech from a cultural or traditional occasion is played followed by a series of questions. Alternatively this activity may involve live broadcast over the radio where the speech is read out by the announcer.

Additional Requirements for Tasks 1 and 2

- i. The teacher should warn students in advance of the time and date of the task.
- ii. The passage/recorded speech is to be read/played three times.

1st reading/playing
- *When students are ready, the passage/recorded speed is read/played so students get an idea of the main idea(s).*

2nd reading/playing
- *The passage/recorded speech is read/played so as to allow students to comprehend the passage/speech. The questions are read for the first time.*

3rd reading/playing
- *The passage/recorded speech is read/played for the last time and then each question is read slowly.*
- iii. After giving enough time for students to answer the questions, the teacher is to collect the students' responses for marking.
- iv. Marks for all listening tasks will be moderated statistically.

7.2.3 Research Project

30%

The presentation of this Research Project will be in the form of a Report. This is an extension of the research skills students acquired in conducting research in Form 5. Researching is an important skill especially for students intending to study at institutions of higher learning.

All Research Projects will be **externally moderated**.

a. Research topics:

Students will select their own research topics in consultation with the teacher. Examples of topics which students may select are.

1. Tongan language and the media
2. Origin of Tongan proverbs
3. Imagery in the language of poetry
4. The origin of Tongan words and names (An example would be those that are used in Ceremonies and Rituals).
5. Correct use of some aspect of the Tongan language grammar e.g. stress, word usage (*Lea fakamatapule*).
6. Change in the Tongan Language
7. Any other topic approved by the teacher.

b. Work to be completed prior to the examination.

This work is to be done by the student. Teacher assistance is to be limited to advisory only.

- i. Each student is to complete a research report and present the findings.
- ii. Teacher confers with students on planning, collection and analysis of data, and production of their reports.
- iii. The report must be between 1,200 and 1,500 words.
- iv. For students to be eligible for the full marks possible, they will need to use tables, graphs, maps, or any illustrations to support their research findings.
- v. A complete bibliography must be shown.
- vi. The report must be neatly presented, complete with cover and relevant illustrations.
- vii. The marking of the Research Report is to be done by the Tala-‘o-Tonga teacher. This work must be completed before 30 June.

c. Guidelines for Research Project

Teachers have a very important advisory role to play in the development of their students' research projects. The following steps outline what the teacher has to do:

Part A: The Research Plan

1. The role of the **research plan** has to be explained. It is a very important part of the research project. A copy of the mark scheme for the plan can be handed out to students to show them how the important features will be assessed.

2. A **time limit** needs to be set for students – the whole research plan needs to be completed and handed in during the first week class time is allocated to the project. The plan must be approved by the teacher before students can proceed.
3. Students need to be advised that the **topic** they choose has to be manageable both in terms of time and resources available for research. A teacher/student conference can clarify the topic to be investigated.
4. The importance of a specific, clear **aim** that can be managed and measured, has to be highlighted to students. Again a conference can confirm this aim. A suitable aim for the topic “Tongan language and the media” would be “How the Tongan language is influenced by the Media.”
5. The concept of **methodology** needs to be emphasized. Students need to be taught that information can come from a variety of sources. Such information can be gathered through different ways. Teachers have to point out to students that they need to describe the steps they take to collect the data, and that a list of the references and sources of information has to be properly kept.
6. In the **analysis** part of the research plan, teachers will need to highlight the difference between recording information, and analyzing information. A useful point would be to show the relationship between the two functions i.e. if information is recorded using sub-headings as categories, it could be easier to analyse the information collected.
7. The next step deals with the **presentation** of results. Students need to be shown that there are a variety of ways of presenting the final results. The role of suitable illustrations, graphs etc. in supporting written reports needs to be mentioned.
8. Finally, teachers need to give effective guidance in what is required for a time/work **schedule**. The example given in the prescription will serve as a guide.

Part B: The Written Report

1. Students need to be informed/reminded at the outset of the deadline for submission (1st June). This will give the teacher time to complete marking the projects by June 30th. The projects are not to take too long otherwise student motivation will diminish. The mark scheme for the report can be handed out.
2. It is important that teachers monitor the progress of their students to ensure motivation levels do not slip, and to minimize the opportunities for plagiarism. If the research time has been spread over four to five weeks, teachers will need to plan at this

stage to confer with each of their students once a week. Such a plan could follow these steps:

- (a) monitor the introduction, aim, and background information (*1st week*);
 - (b) monitor the methodology and analysis of information (*2nd week*);
 - (c) monitor the presentation and discussion of results (*3rd week*);
 - (d) monitor the conclusion, references and glossary preparation (*4th week*)
3. The points clarified to students when preparing the research plan can be repeated here i.e. topic, aim, methodology, analysis, presentation, schedule.

Further points to be highlighted:

- (a) the **background information** – in some cases, the relevant literature will not be available to refer to; students should consider appropriate individuals with knowledge in the topic investigated e.g. a media personality could provide help when students are working out how the media has made an impact on language.
 - (b) **discussion of results** – teachers will need to explain the terms “trends” and “patterns” and give examples of each.
 - (c) **conclusion** – linking the conclusion to the initial aim of the investigation needs to be emphasized. The importance of suggestions for a follow-up to the original research should be highlighted here too.
 - (d) **references** – it can be explained to students that although they are not expected to be university students, a high standard of bibliography presentation is still expected at the PSSC level. Accepted conventions should be used in bibliographies (see note under references in the student assignment). Teachers should make sure that students know and can use bibliographical and referential methods and conventions.
4. It may be necessary as the teacher monitors student progress each week that points will arise that will need to be explained to the whole class.
5. Given below is an example of a task outline for students. Teachers can use it for their classes if they wish to. If teachers design their own research task, it will have to include the important components mentioned in the research plan and report.

d. Example of a task outline for the research project.

1. Research Plan

Each student must write a Research Plan or proposal and submit it for approval before the research or investigation is carried out (most of this should be written in class time).

A Research Plan or Proposal should follow these subheadings:

1.1 Topic or Area of Interest

Indicate the topic you would like to do your research in.

Examples: Tongan language and the Media; The origin in (name of a Tongan proverb or Tongan name or word); Imagery in the language of poetry etc.

1.2 Aim and Introduction

You need to explain the problem under investigation.

State a clear aim you can investigate.

Examples:

How the Tongan language is influenced by the Media.

The effects of the Media in the Tongan language.

1.3 Methodology

State clearly the:

- kind of information you need to find out
- choice of methods used to collect your information
e.g. Either through
 - Interview/Questionnaire
 - Experiment
 - Library Research
 - Direct Observation etc.(If a questionnaire is used, a sample questionnaire should be attached to the proposal).
- Description of steps you would take to collect the data
- List of resources/equipment used

1.4 Analysis of data

State clearly:

- HOW information collected will be recorded.
- HOW information collected will be analysed.

1.5 Results

State clearly:

- HOW information collected and analysed will be presented.
Example: Written report illustrated by the use of either:
- maps, diagrams, photographs, tables, graphs, models etc.

1.6 Time/Work Schedule

A plan of work for the research showing what work needs to be done, where and when.

(Refer to the example below).

Work Schedule

Date	Place	Type of Research Work
5/3/01 – 23/3/01	School Library + Other Libraries	Library Research <ul style="list-style-type: none"> • Search for books/ articles that are relevant for my specific topic. • Read and take notes.
19/3/01		Submission of Research Plan
26/3/01 – 12/4/01	Ha’ateiho/Pea/Tokomololo	Field Research <ul style="list-style-type: none"> • Administer Questionnaire/ Interviewing.
13/4/01 – 20/4/01	School & Home	Data Analysis <ul style="list-style-type: none"> • Administer Questionnaire/ Interviewing.
21/4/01 – 14/5/01	School & Home	Writing up of the Report draft
16/5/01 – 23/5/01	School & Home	Completion of the first draft Revision of the first draft
24/5/01	School & Home	Completion of the second/final draft
1/6/01		Submission of Research Project

Note: Projects should be incorporated into class time. (See Time Allocations for Topics). You should also be encouraged to work on your project during the May school holidays. However, the earlier the better.

2. The Written Report

The Report Format should have the following subheadings:

2.1 Aim(s)/ Introduction

You need to explain the problem under investigation. State a clear and specific aim you can investigate.

2.2 Background Information

Describe the background or outline of work already undertaken on your topic e.g. through a review of literature, or asking relevant people.

2.3 Methodology

You need to explain the method(s) actually used in collecting the information during the research/ investigation.

2.4 Analysis of data/information

You need to explain the methods used in actually recording/analyzing the information collected.

2.5 Results

After your analysis, present the findings of your research or investigation. To earn full marks, diagrams, graphs, photographs etc. need to be used to illustrate your findings.

2.6 Discussion of Results

Once you have presented your findings, discuss what your results show. Describe the trends, patterns and conclusions that arose out of the investigation.

2.7 Conclusion

Did you find out what you intended to prove or discover? (Relate your conclusion to your aims.) If yes, add more ideas or suggest how you could follow up your study. If no, then what had gone wrong, and how would you improve it – give suggestions.

2.8 References

Any books, reports, magazines, newspapers, or any other sources used in the writing up of your report must be acknowledged and listed at the end of the report. Arrange your references in a bibliography using accepted conventions e.g. alphabetical order according to authors' surnames, date, title, publisher, place (city, country).

2.9 Glossary

You will need to list new and technical terms used in the Report together with their meanings.

3. Editing Checklist

3.1 The report must be complete.

1. The report must be neatly presented and laid out. A folder/ file can be used with your name, the title of your research, the name of your school etc., neatly written down.
2. It must be submitted on time.

Marking Criteria for the Research Project

i. Research Plan

Aspect	Criteria	Mark
1. Topic	• Topic is not stated or clearly stated.	0
	• A clear statement of the topic is given.	1
2. Aim(s)	• Aim is not stated.	0
	• Aim is too general, not clearly stated and not measurable.	1
	• Aim is well stated, specific, and measurable.	2
3. Methodology	• Method is not stated.	0
	• Method given is unsuitable for the type of information collected.	1
	• Method given is suitable for the type of information collected.	2
4. Analysis of data	• Method of analysis is not given.	0
	• Analysis method given is vague and unsuitable.	1
	• Analysis method is accurate and suitable.	2
5. Results	• How results will be presented is not given.	0
	• Some understanding of how results will be presented.	1
	• Clear understanding of how results will be presented.	2
6. Time Schedule	• No time schedule is included.	0
	• Adequate time schedule is provided.	1
TOTAL		10 marks

ii. Completed Report

Aspect	Criteria	Mark
1. Aim(s)/ Introduction	• Aim is not stated or wrong, no introduction.	0
	• Aim is vaguely stated, introduction fails to describe the background/outline of work undertaken.	1
	• Aim is accurate and clearly stated, adequate description of background/outlines of work undertaken.	2
	• Exceptional/clear comprehensive description of aims, background and outlines of work undertaken.	3
2. Methodology/ Materials	• No mention of methods/materials used.	0
	• Some mention of methods/materials used.	1
	• Methods and materials are almost complete and mostly accurate.	2
	• Accurate and complete account of methods/materials used.	3
3. Results & Discussion	• No analysis and results given or totally incorrect.	0
	• Incorrect analysis of data, results are incomplete and vaguely presented.	1
	• Adequate analysis of data, results are accurate, some discussion of results is attempted.	2
	• Adequate analysis of data, results are accurate, some discussion of results is attempted.	3
	• Analysis of data, results, and discussions are accurate and complete.	4
	• Analysis of data, results, and discussion are accurate and complete, with suitable illustrations	5
4. Conclusion	• Method and logic of analysis, results and discussion are accurate and complete, with suitable illustrations.	
	• No conclusion is attempted or conclusion is wrong.	0
	• Conclusion is partly correct but incomplete.	1
	• Conclusion is correct and almost complete.	2
5. References	• Conclusion is correct, complete, related to the aim of the research and suggestions for improvement of research are given.	3
	• References are not given	0
	• References are incomplete and not arranged according to convention	1

	<ul style="list-style-type: none"> References are complete, properly written and arranged according to convention. 	2
6. Glossary	<ul style="list-style-type: none"> No glossary list is given. A suitable glossary list is given. 	0 1
7. Submission Time	<ul style="list-style-type: none"> Late submission. Submitted early or on the due date. 	0 1
8. Layout	<ul style="list-style-type: none"> Organisation of report is not logical with untidy presentation. Organisation is logical but presentation is untidy. Organisation of report is neat and logical. 	0 1 2
TOTAL		20 marks

7.2.5 Literature 20%

Teachers are responsible for the production of the **TWO** tasks.

These are possible examples of the kind of activity that teachers could make for their students to do in class.

EXAMPLE 1

Shaping Up

Students will be required to prepare and present a static image which portrays a theme or important idea in a text (ta'anga, tala tupu'anga, etc) they have studied. They will also be required to write a short commentary to accompany the static image. They will be guided by the teacher during the planning stage and then expected to produce their own work.

Teacher Guidelines

- This activity should be worked on in the classroom under teacher supervision to ensure authenticity.
- Teachers should first guide the students to be able to deconstruct images, help them identify the techniques used and comment on their effectiveness.
- Teachers should advise students but cannot offer specific ideas or instructions on improvement.
- Students are expected to provide their own materials (paper, pen, paint, dye, etc) for this activity
- Students should be familiar with visual techniques and should have deconstructed other visual texts using the elements below before attempting this activity.

Eg: Colour- symbolism, mood, impact

Layout – balance, proportion, space, framing.

Shape – dominance, focus, how other words fit around it

Symbolism – symbols to represent ideas

Lettering – upper/lower case, font, italics, bold, size

Texture – symbolism, decoration

EXAMPLE 2

Shaping Up

Students will be required to prepare and present in a group a drama/role play of a ta'anga, maau or tala tupu'anga.

Teacher Guidelines

- This activity should be carried out in the classroom under teacher supervision to ensure authenticity.
- Teachers should advise students.
- Students are expected to work together and that all the members of the group are to take part in the performance.
- Students in the activity should be using visuals, costumes, body movements and language appropriately.

Student Activity

- In this activity, you are to choose a text that you have studied this year and organize a dramatization or role play to portray its main ideas.
- Time should be allocated for the planning, script writing, costume making and acting.
- These should all reflect the main idea of the text.

You will be assessed on:

- how well you communicate your ideas to your audiences.
- the appropriateness and effectiveness of your acting and costumes.
- full group participation.

EXAMPLE 3

Shaping Up

Students will be required to prepare a cover OR brochure for a collection of Maau, Ta'anga or Tala Tupu'anga

Teacher Guidelines

- This activity should be carried out in the classroom under teacher supervision to ensure authenticity.
- Teachers should advise students.
- Students in the activity should be using visuals (pictures, colours, symbols) and lettering that is formatted appropriately.

Student Activity

- In this activity, you are to choose a text that you have studied this year.
- Think of the elements of a cover or brochure.
- Identify the symbols, main ideas of the chosen text.
- Your cover must be A4 size and have a
 - a. title
 - b. captivating symbol or image
 - c. one sentence review of the book
 - d. one paragraph summary of the content of the book.
 - e. Publisher's logo

- Your brochure must have
 - a. title page
 - b. captivating symbol or image
 - c. one paragraph summary of the content
 - d. one paragraph review of the content
 - e. publisher's logo
- The task requires the student to use Tongan culture and language appropriately.

8. TEACHING GUIDELINES FOR TEACHERS

8.1 Teaching grammar

This is an important section of the course and special attention must be paid to it as it holds the key to the retention of the Tongan language.

8.1.1 Proofreading

Points to consider when proofreading for spelling and punctuation errors:

- a. To proofread for spelling and punctuation errors in sentences, paragraphs and short stories.
- b. Correct use of prepositions.
- c. Correct paragraphing.
- d. Sentence/Paragraph sequencing/organisation.
- e. Correct tense (sign of time).
- f. Right singular/plural form (sign of numbers)

8.1.2 Translation

Aspects to consider when translating from English to Tongan or vice versa:

- a. Tense of the sentence.
- b. Correct Tongan word order.
- c. If there is no Tongan translation, the borrowing of the English word is used.
- d. Distortion of ideas in translation.
- e. Confusion in conventions.
- f. Know the subject of the sentence.

8.1.3 Analysis

Criteria for analysis of Tongan sentence.

- a. Knowledge of parts of speech and function in sentences.
- b. Recognition of their different functions within a sentence.
- c. Understand the reasons for grammatical change in a word within a sentence.
- d. Types of Tongan sentences.

- e. Grammatical conventions for sentence construction.
- f. Knowledge of phrases and clauses.
- g. Knowledge of subject of sentence.
- h. Incomplete sentences.
- i. Knowledge of conventions of punctuation.
- j. Knowledge of incomplete and complete sentences.

8.2 Research

It is vital that the teaching of the appropriate Research Skills is carried out. At least 15 hours of the time allocated to the Research project should be given to supervised activity. You might use this time to teach the relevant research skills. Student plans for Research must be shown to the teacher for approval. This plan will be marked with the research report for the overall mark.

8.3 ESSAY MARKING CRITERIA SUGGESTED TO BE USED IN WRITING AND LITERATURE (15 marks)

THOUGHT AND CONTENT 6 MARKS (LITERATURE, and even marks only; 6, 4, 2, 0)
4 MARKS (FOR WRITING)

The quality of the thinking and knowledge demonstrated in the work

- knowledge and control of the chosen content
- effectiveness and appropriateness of the ideas and issues chosen

STRUCTURE AND ORGANISATION 3 MARKS (BOTH LITERATURE AND WRITING)

The quality of the structure developed by the student in response to the task.

- the coherence and development of the ideas and information
- the effectiveness of the structure developed in response to the task.

EXPRESSION AND STYLE 4 MARKS (LITERATURE)
6 MARKS (WRITING, and even marks only; 6, 4, 2, 0)

The quality of the language chosen to organize and communicate issues and ideas.

- the expressiveness and fluency of the work
- the effectiveness and appropriateness of the language chosen
- the appropriate use of Tongan protocol, vocabulary and proverbs.

MECHANICAL CONTROL. 2 MARKS (LITERATURE AND WRITING)

The accuracy and quality of the language features used by the student.

- accuracy in specific mechanics, spelling and punctuation
- accuracy and control of more complex features such as grammar, syntax, sentence and paragraph construction

9. CONCLUSION

It is our intention and hope that the Pacific Senior Secondary Certificate Tala-'o-Tonga would enrich, inspire and enhance students' understanding and correct usage of the Tongan language and in the process make them appreciate and value who they are as Tongans.

RECOMMENDED TEXTS

- Anon. 1985. *Tongan Proverbs*. Free Wesleyan Church of Tonga. Nuku'alofa, Tonga.
- Beaglehole, J. C. 1966. *The Exploration of the Pacific*. 4th Ed. London.
- Bible Society in the South Pacific. 1966. *Ko e Tohitapu Katoa*. The Bible Society in the South Pacific. Suva, Fiji.
- Bott, E. 1982. *Tongan society at the time of Captain Cook's visits*. Auckland University Press, Wellington.
- Churchward, M. C. 1959. *Tongan Dictionary*. Government Printing Press, Nuku'alofa, Tonga.
- Churchward, M. C. 1985. *Tongan Grammar*. Vava'u Press Ltd. Tonga.
- Collocott, E. E. V. 1928. *Poems and Tales of Tonga*. Bernice P. Bishop Museum Bulletin, No. 8, Hawaii.
- Collocott, E. E. V. 1991. *Ta'u 'e teau*. 3rd ed. Government Printing Office, Tonga.
- Gifford, E. W. 1924. *Tongan Myths and Tales*. Bernice P. Bishop Museum Bulletin, No. 8, Hawaii.
- Gifford, E. W. 1929. *Tongan Society*. Bernice P. Bishop Museum Bulletin, No. 61, Hawaii.
- Howe. K. R. 1984. *Where the waves fall*. Bright Sun Printing Office, Hong Kong.
- Imrie, D. 1965. *Explorers of the Pacific*. Government Printing Office, Honiara.
- Kaepplar, A. 1993. *Poetry in Motion: Studies of Tongan Dance*. East-West Centre's PIDP, Hawaii.
- Ledyard, P. 1982. *The Tongan Past*. Vava'u Press, Tonga.
- Mafi, V. (ed). 1986. *Tala 'o e Toutai Faka-Tonga*. Ministry of Education, Government Printing, Nuku'alofa.
- Martin, J. 1981. *Tonga Islands: William Mariner's Account*. Vava'u Press, Tonga.
- Posese, T. 1975. *Folk Tales of Tonga*, Tofua press, USA.

Rutherford, N. (ed.). 1977. *Friendly Islands: A History of Tonga*. Oxford University Press, Melbourne.

Tungi. 1916. *Ko e tohi tu'ungafasi 'a Kolisi Tonga*. Leightons Ltd. Auckland.
(Reprinted by Potungaue Ako, Tonga).

Wood, A. H. 1943. *Hisitolia mo e Siokalafi 'o Tonga*. Auckland University Press, Auckland.