

# Assessment Report

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Standards [91679](#) [91682](#)

### Part A: Commentary

Candidates who achieved highly in these standards demonstrated their understanding of the listening and reading texts by backing up the inferences and arguments with specific evidence from the texts.

At this level, successful candidates made good use of the listening boxes and in the reading examination they often chose to highlight relevant information in the texts.

Successful candidates read the questions carefully, planned and organised their arguments logically, and supported their answers with information from the texts.

Candidates who offered an exact transcription of parts of the listening and reading texts failed to show their understanding of the texts. They are advised to formulate their responses using their own words.

### Part B: Report on standards

## 91679: Demonstrate understanding of a variety of extended spoken Lea Faka-Tonga texts

Candidates who were awarded **Achievement** commonly:

- understood the general meaning of the text
- provided basic details from the texts to justify their answers
- were unfamiliar with some Level 8 vocabulary
- interpreted questions correctly and could give correct, or at least partially correct, answers.

Candidates whose work was assessed as **Not Achieved** commonly:

- provided incorrect information
- failed to understand the main points of the texts
- offered their own opinion, instead of basing their answers on the listening passages or reading texts
- were unfamiliar with basic Level 8 vocabulary.

Candidates who were awarded **Achievement with Merit** commonly:

- made good use of the listening notes pages
- selected and linked information, key points and ideas throughout the passages
- developed their answers by adding correct specific detail, but missed some fine details
- addressed all parts of the questions
- showed sound understanding of vocabulary and language features at Level 8.

Candidates who were awarded **Achievement with Excellence** commonly:

- fully justified their ideas with a wide range of specific and detailed evidence from the passages
- provided detailed reasoning with comparisons, opinions and conclusions that clearly showed understanding of the implied meanings within the passages

- rearranged and structured their answers with evidence from the passages so that their responses flowed well and directly addressed all parts of the questions.
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## 91682: Demonstrate understanding of a variety of extended written and/or visual Lea Faka-Tonga texts

Candidates who were awarded **Achievement** commonly:

- demonstrated basic understanding of some or most of the key ideas in the texts
- omitted or misunderstood detail when attempting to develop their answers
- provided an answer that was logically consistent with the main idea of the text
- rephrased the same idea within their answer without adding any extra detail from the text
- were unfamiliar with some vocabulary at Level 8.

Candidates whose work was assessed as **Not Achieved** commonly:

- showed no or limited understanding of the written texts
- produced answers that were logically inconsistent with the main ideas of the texts
- were unfamiliar with basic Level 3 vocabulary and curriculum language at Level 8.

Candidates who were awarded **Achievement with Merit** commonly:

- identified the main ideas of the texts and developed these with some or most specific detail from the texts
- explained their answers, but misinterpreted some of the complex information and, therefore, were unable to show thorough understanding of the texts
- demonstrated clear understanding of the Level 3 vocabulary and curriculum language features at Level 8.

Candidates who were awarded **Achievement with Excellence** commonly:

- provided meaningful connections that directly answered the questions

- understood a range of detail, including complex structures, effective use of connectives, and language features at curriculum Level 8
- developed answers that showed their conclusions on all possible factors mentioned in the text that were of relevance.

[Lea Faka-Tonga subject page](#)

### Previous years' reports

[2018 \(PDF, 104KB\)](#)

[2017 \(PDF, 41KB\)](#)

[2016 \(PDF, 209KB\)](#)