



New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

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Assessment Report

Level 3 Lea Faka-Tonga 2016

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

Part A: Commentary

Candidates would benefit from understanding the meaning of key assessment words and practising the use of them, for example; compare, contrast, discuss.

At level 3, candidates are encouraged to be innovative with new ideas rather than giving a mere description of the text.

Careful selection of the information to support their argument is a more successful technique than writing long essays. 'Quality is always more important than quantity'.

Discussing and clarifying what is meant by 'clear understanding' (a requirement at Achievement with Merit Level), and 'thorough understanding' (a requirement at Achievement with Excellence level) would help candidates. Referring to the explanatory notes in the Achievement Standard and to the Assessment Specifications is recommended. Another important source is the examination Assessment Schedule.

Answering questions using a mix of English and Tongan can prevent candidates showing sufficient understanding of the text, particularly where parts of the text are copied in their answer.

Part B: Report on Standards

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

91682: Demonstrate understanding of a variety of extended written and/or visual Lea Faka-Tonga texts

Candidates who were awarded **Achievement** commonly:

- understood what had happened in the past and tried to relate it to the present situation
- gave some supporting evidence
- displayed a reasonable understanding of the text
- used the key words from the question
- answered what was required of the question but did not expand on, or give examples to support their answer
- answered knowledge-based questions only
- attempted parts of the questions
- used a mixture of English and Tongan in their answers.

Candidates who were assessed as **Not Achieved** commonly:

- wrote irrelevant and inaccurate information
- showed little or no understanding of the content of the passage
- showed that they are unfamiliar with some level 3 vocabulary
- described rather than compared events
- attempted only parts of the question
- gave one-word answers
- copied directly from the text
- gave answers which were not from the text.

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

- made use of the reading time to read each question carefully
- developed ideas around the question using relevant evidence from the text
- constructed a focused argument
- wrote essays that had a clear format and direction
- provided examples from the text to support their answer
- connected ideas appropriately.

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

- showed insight beyond the text
- presented original and thought-provoking ideas
- provided ample evidence in the form of quotations woven into their response
- providing sufficient detail and explanation to support their point
- successfully related their argument to the text and relevant wider contexts
- gave logical reasoning
- understood the implied meanings or conclusions within the text.

[Lea Faka-Tonga subject page](#)

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