

Achievement Standard

Subject Reference Lea Faka-Tonga 1.2

Title Communicate in Lea Faka-Tonga in relation to a cultural context

Level 1 **Credits** 5 **Assessment** Internal

Subfield Languages

Domain Lea Faka-Tonga

Status Approved **Status date** December 2023

Planned review date December 2028 **Date version published** December 2023

Purpose Statement

Students are able to communicate in Lea Faka-Tonga in relation to a cultural context.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Communicate in Lea Faka-Tonga in relation to a cultural context 	<ul style="list-style-type: none"> Communicate capably in Lea Faka-Tonga in relation to a cultural context 	<ul style="list-style-type: none"> Communicate skilfully in Lea Faka-Tonga in relation to a cultural context

Explanatory Notes

- 1 *Communicate in Lea Faka-Tonga in relation to a cultural context* involves:
- using language to express information, ideas, and opinions relevant to the context
 - referring to events or experiences in the present, as well as the past or future
 - achieving overall communication despite inconsistencies.

Communicate capably in Lea Faka-Tonga in relation to a cultural context involves:

- using a range of language
- building on aspects of the information, ideas, and opinions expressed
- achieving communication that is not significantly hindered by inconsistencies.

Communicate skilfully in Lea Faka-Tonga in relation to a cultural context involves:

- using a range of language successfully
- connecting information, ideas, and opinions cohesively
- achieving communication that is not hindered by inconsistencies.

- 2 *Language* refers to vocabulary, formulaic expressions, and sentence structures that are used to share information, ideas, and opinions in relation to personal matters, events, or experiences relevant to the student and the student's culture(s) and identities.

A range of language refers to showing evidence of variety in language use.

Examples include:

- breadth in vocabulary use
- using different sentence types (for example, simple, compound, or complex sentences)
- coverage of different communicative functions appropriate to the context (for example, simple description, instructions, sequencing).

Using a range of language successfully involves demonstrating consistent mastery of quality language appropriate to the level and chosen context.

Examples include:

- generally accurate production of language overall
- well-chosen and varied vocabulary and structures
- controlled use of Lea Faka-Tonga sentence structures, including complex sentences.

- 3 *Connecting information, ideas, and opinions cohesively* involves:
- linking information, ideas, and opinions effectively within the points communicated and across the piece of communication as a whole
 - showing logical flow or coherent structure in the chosen format.

- 4 *Cultural contexts* refer to cultural events or experiences that are relevant to Lea Faka-Tonga-speaking communities.

Examples include:

- protocols
- cultural practices
- arts.

- 5 When communicating in Lea Faka-Tonga, *inconsistencies* are mistakes which affect overall communication or clarity of message.

Examples include:

- word choice
- sentence structure
- pronunciation or intonation.

- 6 This achievement standard is intended to assess students who are acquiring skill in Lea Faka-Tonga. The level it describes is designed to be accessible to those who only begin formal study of the language in junior secondary school.

- 7 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.

- 8 This achievement standard is derived from the Learning Languages Learning Area at Level 6 of *The New Zealand Curriculum: Learning Media*, Ministry of Education, 2007.
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Replacement Information

This achievement standard, AS92036, AS92038, and AS92039 replaced AS91669-AS91773.

Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233
