

## Achievement Standard

<b>Subject Reference</b>	Lea Faka-Tonga 1.4		
<b>Title</b>	Demonstrate understanding of a variety of Lea Faka-Tonga texts on areas of most immediate relevance		
<b>Level</b>	1	<b>Credits</b>	5
		<b>Assessment</b>	External
<b>Subfield</b>	Languages		
<b>Domain</b>	Lea Faka-Tonga		
<b>Status</b>	Registration	<b>Status date</b>	12 December 2013
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	12 December 2013

This achievement standard involves reading and/or viewing, and demonstrating understanding of, a variety of written Lea Faka-Tonga texts on areas of most immediate relevance.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of Lea Faka-Tonga texts on areas of most immediate relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate clear understanding of a variety of Lea Faka-Tonga texts on areas of most immediate relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate thorough understanding of a variety of Lea Faka-Tonga texts on areas of most immediate relevance.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the *Ko e Fakahinohino ki he Lea Faka-Tonga: The Tongan Language Guidelines* (<http://pasifika.tki.org.nz/Pasifika-languages/Tongan>) and the material in the *Teaching and Learning Guide for Languages*, Ministry of Education at <http://seniorsecondary.tki.org.nz>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to demonstrate understanding of different text types, in a range of situations of immediate relevance.
- Definitions  
*Demonstrate understanding* refers to candidates making meaning of written or written and visual Lea Faka-Tonga by responding in their choice of English, Te Reo Māori,

and/or Lea Faka-Tonga to the information, ideas and/or opinions about the events, people, places and experiences of the Lea Faka-Tonga read or viewed.

*Lea Faka-Tonga texts* may be written or written and visual texts as appropriate. Written or written and visual texts are texts containing language beyond the immediate context (eg past and future events), such as instructions, articles, blogs, images, emails, diary entries, advertisements, diagrams, charts, posters, programmes, and reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.

*Areas of most immediate relevance* refer to language related to basic personal information and past, present, and/or future experiences (e.g. family, shopping, local area, events and activities).

*Clear understanding* means the relevant information, ideas and/or opinions from the texts are selected and unambiguously communicated.

*Thorough understanding* means the relevant information, ideas and/or opinions from the texts are expanded on with supporting detail to show understanding of the implied meanings or conclusions within the text.

- 4 Evidence might include but is not limited to:
  - clarifying information, ideas and/or opinions
  - summarising information, ideas and/or opinions
  - producing, annotating, amending, or completing visual representations of ideas (e.g. maps, sketches, diagrams)
  - rephrasing Lea Faka-Tonga statements for a different/specific purpose (e.g. making a recommendation, giving advice).
- 5 Assessment Specifications for this achievement standard can be accessed through the Lea Faka-Tonga Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.

---

### Replacement Information

This achievement standard replaced unit standard 21583.

---

### Quality Assurance

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