

## Achievement Standard

<b>Subject Reference</b>	Lea Faka-Tonga 3.3		
<b>Title</b>	Interact clearly using spoken LF-Tonga to explore and justify varied ideas and perspectives in different situations		
<b>Level</b>	3	<b>Credits</b>	6
		<b>Assessment</b>	Internal
<b>Subfield</b>	Languages		
<b>Domain</b>	Lea Faka-Tonga		
<b>Status</b>	Registered	<b>Status date</b>	20 November 2014
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	20 November 2014

This achievement standard involves interacting clearly using spoken Lea Faka-Tonga to explore and justify varied ideas and perspectives in different situations.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Interact clearly using spoken Lea Faka-Tonga to explore and justify varied ideas and perspectives in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Interact clearly using convincing spoken Lea Faka-Tonga to explore and justify varied ideas and perspectives in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Interact clearly using effective spoken Lea Faka-Tonga to explore and justify varied ideas and perspectives in different situations.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 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>.
- Interact clearly using spoken Lea Faka-Tonga* involves taking an active part in discussion with a degree of fluency and spontaneity. Taking an active part in discussion may be demonstrated by accounting for and sustaining own views. Spontaneity refers to the ability to maintain and sustain an interaction without previous rehearsal. Interaction may be hindered in some places by inconsistencies in, for instance:
  - language features
  - pronunciation
  - intonation

- rhythm patterns
- delivery speed or audibility
- stress patterns
- tones.

*Interact clearly using convincing spoken Lea Faka-Tonga* involves interaction showing:

- use of a range of language that is fit for purpose and audience
- generally successful selection from a repertoire of language features and strategies to maintain the interaction.

Interaction is not significantly hindered by inconsistencies.

*Interact clearly using effective spoken Lea Faka-Tonga* involves interaction showing:

- successful use of a range of language that is consistently fit for purpose and audience
- skilful selection from a repertoire of language features and strategies to maintain the interaction.

Interaction is not hindered by inconsistencies.

- 3 *Clearly* refers to language that gives no doubt as to intended meaning.
- 4 *Explore and justify varied ideas and perspectives* involves finding out about, evaluating, and giving explanations or evidence to support or challenge the ideas and perspectives of others.
- 5 *Different situations* refers to a range of culturally appropriate contexts in spoken Lea Faka-Tonga e.g. informal and formal, social, conversational, cultural, familiar and impromptu or unrehearsed contexts. Interactions may be face-to-face or technologically facilitated.
- 6 Interactions are characterised by:
- a genuine purpose
  - negotiating meaning
  - initiating and maintaining
  - participating and contributing
  - contextually appropriate language
  - use of cultural conventions e.g. courtesies, gestures
  - use of interactive strategies, such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.
- Not all characteristics may be evident in one interaction.
- 7 The quality of the selection of interactions, considered as a whole, is more important than the length.
- 8 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
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### Replacement Information

This achievement standard replaced unit standard 21595.

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## 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.

Consent and Moderation Requirements (CMR) reference

0233