

# Assessment Report

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### Part A: Commentary

It was pleasing to see a number of candidates noted the assessment verbs e.g., “how”, “why”, “explain”, or “provide evidence” to direct their thinking on how to answer the questions appropriately. Candidates who ignored the intent of the question, or who provided explanations that were not relevant, were less successful.

At this level, candidates need to be aware that questions often have many parts that are linked, and candidates must be encouraged to pay particular attention to such questions. Candidates should read the texts carefully looking for the connection and then give a clear explanation with valid reasoning and supporting details from the texts. Candidates who followed this good practice achieved higher scores than those who just listed their points with no explanation or examples cited.

Some candidates tended to copy their answers verbatim from the text and did not make good use of the listening notes space.



# Part B: Report on standards

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

### Examinations

This examination was prepared in accordance with the Assessment specifications for Standard 91679. The instructions were in English, alongside the questions in English and Lea Faka-Tonga. Texts were developed relating to concrete and abstract matters of social interest. Topics chosen had to include matters beyond the immediate experience of the candidates and for this particular exam, topics were related to societal issues, community and relationships, education and employment.

This standard is a spoken Lea Faka-Tonga exam, which uses a variety of three oral Lea Faka-Tonga passages. In this year's examination, the passages included a short story, an interview and a speech. The texts used reflected the relationship between language and culture and candidates were expected to answer all the questions asked in the examination. Two of the passages had two questions each and one passage had three questions. These questions ranged from comprehension to justification and were designed to give candidates the opportunities to respond to factual questions. It then progressed into questions that required them to back up their inferences and arguments with specific evidence from the texts. Words that were considered difficult and were beyond the Level 8 language of the Curriculum level were defined as part of the glossed vocabulary. Candidates could answer in English, Lea Faka-Tonga or in Te Reo Māori.

### Observations

Candidates who achieved highly in the listening standard demonstrated a good understanding of the texts by answering all parts of the question and provided evidence from the passage to support their arguments and inferences.

Successful candidates made good use of the listening notes space to record key relevant information that helped them refine their answers. Those with no listening notes tended to write no, or very brief answers.

Some candidates copied word for word from the passage the relevant answer, as well as copying parts that were unrelated to the question.

Candidates are encouraged to use the language that they best understand to relay their answers.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated a general understanding of the text
- interpreted the questions correctly and could give the correct or at least partially correct answers
- provided little detailed explanation or supporting evidence
- showed a basic understanding of vocabulary and language structures at the expected standard.

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

- had very limited or no understanding of the text
- did not answer the question directly
- offered very brief answers with opinions that were totally unrelated to the text
- showed that their vocabulary as well as sentence structures were at a very basic level.

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

- demonstrated clear understanding and unambiguously communicated most of the meaning
- listened carefully to the texts being read and made good listening notes
- showed ability to select information that was relevant and appropriate for the questions asked
- answered the question correctly and ideas or opinions shared were justified adequately
- provided supporting details as evidence from the text
- used vocabulary and languages structures that were at Curriculum Level 8.

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

- demonstrated thorough understanding of the listening texts

- answered the questions directly with succinct answers
  - explained and justified their ideas and opinions fully
  - backed up their arguments with supporting evidence from the passages
  - communicated implied meanings clearly and conclusions in the passages.
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## 91682: Demonstrate understanding of a variety of extended written and/or visual Lea Faka-Tonga texts

### Examinations

This examination was prepared in accordance with the Assessment specifications for Standard 91682. The instructions were in English, alongside the questions in English and Lea Faka-Tonga. Texts developed a line of argument relating to concrete and abstract matters of social interest. Topics chosen included matters beyond the immediate experience of candidates from areas such as societal issues, community and relationships, education and employment, media and entertainment, travel and tourism and historical events.

For this particular exam, the topics were related to education and employment, historical events, community and relationships. This standard is a reading and writing Lea Faka-Tonga exam, which uses a variety of threewritten Lea Faka-Tonga texts. In this year's examination, the texts included a biography, an interview and an opinion article. The texts used reflect the relationship between language and culture and candidates are expected to answer all the questions asked in the examination.

Questions were designed to give candidates the opportunities to respond to a range of factual explanations and questions that require them to back up their inferences and arguments with specific evidence from the texts. Words that were considered difficult and are beyond the Level 8 Curriculum level were defined as part of the glossed vocabulary. Candidates could answer in English, Lea Faka-Tonga or in Te Reo Māori.

### Observations

Candidates who achieved highly in the reading standard demonstrated a good understanding of the texts by answering all parts of the question and provided evidence from the passage to support their arguments and inferences.

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Successful candidates underlined the key words and relevant information in the questions and texts and planned and organised their answers logically with supporting information from the texts.

Candidates who did not fully understand the language often offered an exact transcription of part of the reading text as their answer, which failed to demonstrate their understanding of the text. These candidates are encouraged to try to use their own words.

Candidates are encouraged to use the language that they best understand to relay their answers.

It is important for candidates to gain the skills of working out the meanings of words in the context of how they are used in the passage.

### **Grade awarding**

Candidates who were awarded **Achievement** commonly:

- demonstrated understanding and communicated the general meaning of the text
- interpreted the questions correctly but answers were brief and partially correct
- answered the question without any explanation or adding any extra detail from the text
- were unfamiliar with some vocabulary and language structures at Level 8.

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

- showed very limited or no understanding of the written texts
- addressed only part of the questions and did not answer the question directly
- offered very brief answers with opinions that were totally unrelated to the text
- were unfamiliar with curriculum Level 8 vocabulary
- wrote sentence structures at a very basic level.

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

- demonstrated clear understanding of the texts and communicated most of the meaning unambiguously

- read the texts carefully and underlined key words in the questions and relevant information in the texts
- showed ability to answer the questions correctly and ideas or opinions shared were adequately justified
- supported their arguments and ideas with relevant details as evidence from the text
- communicated vocabulary and languages structures at Curriculum Level 8.

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

- demonstrated a thorough understanding of the written texts
- answered the questions directly and succinctly
- communicated all relevant information unambiguously
- explained in depth and justified their ideas and opinions with evidence from the text
- demonstrated clear understanding of implied meanings and conclusions in the passages
- showed evidence of planning and organising their answers logically.

[Lea Faka-Tonga subject page](#)

### Previous years' reports

[2020 \(PDF, 273KB\)](#)

[2019 \(PDF, 220KB\)](#)

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

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

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