2022 NCEA Assessment Report

Subject: **Lea Faka Tonga**

Level: **3**

Standards: **91679, 91682**

Part A: Commentary

It was pleasing to note that an increasing number of candidates were making good use of the space provided for their listening notes.

It was very clear that those who achieved highly in these standards understood the texts well and they were able to competently select the relevant information and use this to write succinct answers based on what they heard or read.

Questions in these assessments had many parts that were linked, so candidates had to pay particular attention to the questions to ensure that they answered all parts.

Candidates sometimes wrote lengthy answers and repeated the same information in a confusing manner rather than giving a clear explanation with valid reasoning and supporting details from the texts. Those who followed this practice achieved higher scores.

Overall, candidates who achieved at Merit and Excellence levels demonstrated a clear to thorough understanding of the selected texts. Candidates were able to make informed guesses about unfamiliar words using context and prior knowledge. Those who achieved with Excellence were able to draw inferred meaning from the texts. They fully justified their conclusions with correct supporting evidence and details from the texts.

Achieving at Merit required candidates to use descriptive language to demonstrate clear understanding of the texts using most of the evidence from the text.

Gaining an Achieved required candidates to provide some relevant information to show a general understanding of the texts, without using their prior knowledge or personal opinions. Level 3 in general required candidates to develop a line of argument or wider idea when answering questions.

Observations

Candidates who achieved highly clearly demonstrated that they have a clear understanding of the texts and were able to select appropriate information to the questions and craft their responses succinctly, supported with details from the text. Some even included implied knowledge in their answers.

Others showed understanding of the texts by giving correct responses but failed to elaborate on their answers or link them to the questions.

Those who achieved gave factual answers with no elaboration demonstrated little understanding of the meanings behind the text.

Part B: Report on standards

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

Grade awarding
Candidates who were awarded **Achievement** commonly:

- wrote responses that were partly or directly related to the questions
- did not elaborate on their answers or provide supporting details
- lacked use of the appropriate vocabulary and correct grammar in their sentences.

Candidates who were awarded **Not Achieved** commonly:

- wrote answers that were not relevant to the questions
- did not show understanding of the questions
- wrote incomplete answers.

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

- answered most parts of the question
- responded appropriately showing a clear understanding of the question
- demonstrated development of information and ideas but did not always provide supporting details
- chose vocabulary that was appropriate.

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

- answered all parts of the question
- responded thoughtfully to the question showing a thorough understanding of the listening texts
- organised their ideas well in a logical manner
- justified their ideas and included implied knowledge or interpretation in their answers with relevant supporting details
- used appropriate vocabulary that was clearly appropriate for this Curriculum level
- used correct and comprehensive language which resulted in fluent responses.

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

Observations
Some candidates in general struggled with linking ideas within the texts. Many candidates showed they understood the texts, but they were unable to demonstrate deeper understanding. To demonstrate this understanding a candidate would need to state a point with implied meaning and then selecting evidence from the text to support it. Overall, candidates with lower grades showed inconsistencies when answering the questions.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided detail or little information without any analysis
- demonstrated a general understanding of the text
- answered the questions with at least partially correct answers
- showed a basic understanding of vocabulary and language in relation to the question.

Candidates who were awarded **Not Achieved** commonly:

- had very few or no answers
- showed no understanding of the text
- had very basic vocabulary as well as sentence structures
- conveyed answers that were totally unrelated to the text and question.

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

- demonstrated clear understanding by unambiguously communicating most of the meaning of the text
- showed the ability to select information that was relevant to the questions
- demonstrated correct answers and ideas or shared opinions that were justified accurately

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

- demonstrated a thorough understanding of the fine details of the written texts
- expanded on relevant information and varied perspectives with supporting details
- communicated all relevant information unambiguously
- showed evidence of planning and organising their answers logically.
- Demonstrated a clear understanding of the expected vocabulary