

## 2023 NCEA Assessment Report

<b>Subject:</b>	Lea Faka-Tonga
<b>Level:</b>	Level 3
<b>Achievement standard(s):</b>	91679, 91682

### General commentary

It is evident from this year's examination that an increasing number of candidates were using the listening notes spaces well to record useful and relevant information for questions on each listening text.

Capable candidates were able to sift through the information that they have heard and read, and use it to carefully craft very good / excellent and concise answers. These candidates demonstrated a clear-to-thorough understanding of the texts and questions, were able to interpret the underlying meaning from the information in the texts correctly, and provided detailed supporting evidence. The candidates in this category commonly gained Merit and Excellence grades.

There were also some candidates who made use of the listening notes space but unfortunately did not make full use of that information in their responses or forgot to transfer that information into the space for answers. These candidates typically only gained Achieved grades.

Some candidates wrote lengthy answers and kept repeating the same information in English and in Tongan, making it very confusing when they sometimes contradicted themselves. These candidates showed only a general understanding of the texts and as a result, were not able to access the higher grades.

### Report on individual achievement standard(s)

#### **Achievement standard 91679: Demonstrate understanding of a variety of extended spoken Lea Faka-Tonga texts.**

##### Assessment

Three passages of different text types were used within this examination. The first one was the setting up of a library project in a Tongan village. The second text was a call for help in relation to fast food businesses in vulnerable communities, and the third text was an interview. All three fell under the broad topics of community development, community health, and education, therefore these texts were within the requirements for Level 3 Lea Faka-Tonga texts. The texts contained adequate information to allow candidates to reach A, M and E grades. Vocabulary used was within Level 8 of the NZ curriculum and any that was outside Level 8 vocabulary was glossed.

## Commentary

Strong candidates showed a clear understanding of the texts by selecting and connecting information to elaborate on their answers.

A portion of the candidates wrote very impressive responses. Their answers were well structured and explained with detailed evidence. Accurate interpretations of the underlying meanings were included along with well-justified conclusions.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed a general understanding of the information in the texts
- provided short, factual responses with no explanation or supporting details
- used basic language and vocabulary in their answers.

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

- showed clear understanding of the texts and questions
- responded appropriately to all or most parts of the questions
- showed development of information and ideas and usually provided supporting details
- used clear, grammatical language and vocabulary.

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

- wrote very comprehensive answers to all questions
- structured their writing well, in a logical manner
- interpreted the implied meaning and knowledge well with appropriate and relevant supporting details
- justified their ideas and conclusions well
- used clear explanations with good grammar and language.

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

- showed a lack of understanding of the contents of the texts
- provided responses that were not related or relevant to the questions
- wrote incomplete answers, mixing Lea Faka-Tonga and English.

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## **Achievement standard 91682: Demonstrate understanding of a variety of extended written or visual Lea Faka-Tonga texts**

### Assessment

This examination contained three written text passages. They were related to issues of interest at Level 3 such as social and / or cultural issues and opportunities, education and employment, and community development. Specifically, for this examination, the three passages included a Tongan scholarship application letter to study Pacific Art in relation to climate change, an encouraging story about a girl from Tonga whose dream of becoming an airplane pilot became a reality and a Pacific Island job advertisement which became the basis of a written conversation.

Questions were designed to give candidates the opportunities to respond by giving a factual explanation, supported by evidence from the text, or go deeper by explaining inferred meaning from the texts and justifying their conclusions with supporting evidence. Candidates were required to give their responses either in Lea Faka Tonga, English, or te reo Māori.

## Commentary

Candidates who achieved highly clearly demonstrated a comprehensive understanding of the content and underlying meaning of the texts in their responses. These candidates were able to select appropriate information to the questions and included some inferred knowledge to support their answers.

Other candidates showed clear understanding of the content of the texts by selecting and connecting information to elaborate their answers.

Less-successful candidates gave general answers only with no elaboration, and usually mentioned one key point only or part of the key answer.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- gave short, factual answers without elaboration
- wrote answers that were partly related to the questions
- attempted most questions, but missed some key vocabulary.

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

- answered most parts of the questions and used appropriate vocabulary
- responded correctly, showing a clear understanding of the texts and questions
- demonstrated evidence of development of information and ideas, but did not always provide supporting details.

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

- showed evidence of careful reading of the texts and questions, ensuring that all parts of the questions were answered
- organized their ideas well and in a logical manner
- gave detailed and thorough answers that showed a strong understanding of the questions, lexical items, and the text
- used a wide variety of vocabulary and language features that were appropriate at curriculum Level 8 and beyond in their answers
- used implied knowledge and interpretation in their answers with relevant supporting details.

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

- showed a lack of understanding of the texts and questions
- guessed at answers that were not relevant to the questions
- gave two different answers, demonstrating uncertainty about which one to use
- wrote incomplete answers or copied their answers, word for word, from the texts when writing in Lea Faka Tonga.