

# 2024 NCEA Assessment Report

**Subject:** Lea Faka-Tonga  
**Level:** 2  
**Achievement standard(s):** 91674, 91677

## General commentary

Candidates performed well in the 2024 assessment, with the majority meeting the standard and Merit being the most commonly awarded grade.

## Report on individual achievement standard(s)

### **Achievement standard 91674: Demonstrate understanding of a variety of spoken Lea Faka-Tonga texts on familiar matters**

#### Assessment

Candidates were tasked with attentively listening to three distinct listening passages. They were then expected to answer questions thoroughly, providing evidence from the recordings to support their responses.

#### Commentary

Most candidates effectively utilised the listening notes section to record detailed, relevant, and useful information for answering questions on each listening passage. Overall, candidates demonstrated a solid understanding of the texts and questions, as evidenced by their responses. Only a small number of candidates left questions unanswered.

Many candidates provided brief but accurate answers that were correct, yet lacked elaboration or supporting evidence, which prevented them from reaching grades above Achieved. A few candidates showed limited comprehension of the texts and questions, with responses that were unrelated to the questions and occasionally included information not found in the texts. Literacy levels among candidates were above average, although cultural, linguistic, and identity-related barriers were identified as challenges for some.

Notably, the results of this standard suggest an increased use of Lea Faka-Tonga at home and within communities. Candidates demonstrated a strong understanding of the language used in the texts, which contributed to the production of well-developed responses.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- gave short, factual answers to the questions
- did not elaborate on their ideas and lacked supporting details
- demonstrated a sound understanding of the texts
- attempted most questions.

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

- demonstrated understanding of the contents and ideas presented
- used evidence of ideas and information, but not enough details were provided
- showed the ability to connect relevant ideas and information in the text to respond appropriately to the questions
- attempted all questions to varying degrees of depth.

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

- demonstrated a thorough understanding of the texts and questions
- justified their opinions and conclusions well and were able to connect information with deeper meaning in their responses
- showed adequate development of their ideas and opinions and structured their responses in a logical manner
- attempted all questions.

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

- demonstrated a lack of understanding of the texts
  - did not respond accurately to the questions
  - included information that was not in the texts, so answers were unrelated to the questions
  - did not attempt all questions.
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## Achievement standard 91677: Demonstrate understanding of a variety of written and / or visual Lea Faka-Tonga text(s) on familiar matters

### Assessment

Candidates were provided with three written texts and were required to demonstrate their comprehension by answering questions in detail, supported by evidence from the texts.

### Commentary

Candidates generally managed to identify key details from the text, but few used these to support their response, preventing them from being able to meet the criteria for Excellence. Others gave very lengthy responses, including excessive details that did not directly address the questions and added no value to their answers. Some relied on prior knowledge rather than using examples from the text, which again did not enhance their response.

### Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided information that was sometimes unclear, but commonly correct and consistent with the texts
- demonstrated understanding of the general meaning by using simple information from the texts
- lacked depth, development, and detailed information to reach a higher level
- made some reference to the texts when giving opinions.

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

- showed clear understanding of the texts
- identified the key ideas and linked relevant ideas from the texts
- understood more complex sentences and language features at Level 7 of the New Zealand Curriculum
- connected ideas appropriately
- made references to opinions that clearly referred to information from the texts.

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

- provided clear and accurate responses, showing thorough understanding of the texts
- justified their ideas, which were supported with relevant details from the texts
- demonstrated comprehensive understanding of the texts by writing full answers with most or all details correct
- demonstrated an excellent understanding of the language features and structures at Level 7 of the New Zealand Curriculum.

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

- did not attempt all questions
- provided little information with no supporting evidence
- gave invalid chunks of information
- provided irrelevant responses.