

## 2025 NCEA Assessment Report

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

### General commentary

This year's examination results show an increasing number of candidates successfully utilising the listening notes section to capture relevant information. Capable candidates organised what they heard and read, allowing them to construct clear, concise answers. These individuals demonstrated a comprehensive understanding of the texts and received higher grades.

Conversely, some candidates struggled to incorporate their notes into their answers, leading to generally lower Achievement grades. Additionally, some provided lengthy responses, and the use of evidence in responses was excessive and did not focus on the most relevant sections. Poor handwriting in paper exams also hindered answer clarity.

While candidates displayed a solid understanding of the key concepts, only a few effectively used significant details to support their responses. Redundantly repeated points in both English and Tongan, resulting in confusion and demonstrated a basic understanding of the texts, which hindered their potential for 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 examination was appropriate for the Level 3 Lea Faka-Tonga standard, featuring passages of different text types on community, health, and education. The reading pace and passage lengths were suitable for this level, and the language matched the Level 8 New Zealand Curriculum. Advanced vocabulary was glossed.

##### Commentary

Strong candidates demonstrated a solid comprehension of the spoken passages by effectively selecting and linking information to expand on their responses. Some candidates provided particularly noteworthy answers. Their responses were well-organised and supported by thorough evidence. They included precise interpretations of the deeper meanings and backed their conclusions with strong justification.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided responses that communicated the gist with no details or elaboration
- provided responses that were mostly relevant to the question
- attempted most questions without evidence to support responses, missing some key points.

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

- demonstrated clear understanding of the passages
- developed ideas through the response
- provided relevant supporting evidence.

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

- demonstrated evidence of close attention to the passage
- answered all parts of the questions fully
- demonstrated understanding of a wide variety of vocabulary and language features
- extrapolated implied meaning, and interpreted the passage
- structured responses in an organised manner that demonstrated their understanding in a clear and logical way.

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

- provided only partial responses to questions
- demonstrated a lack of understanding through incomplete responses
- translated direct quotations from the passage without demonstrating understanding.

---

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

### Assessment

The texts provided for this examination addressed broad themes such as societal issues, community, relationships, education, and employment, making them appropriate for Level 3 Lea Faka-Tonga. Each passage provided sufficient information for candidates to achieve grades of Achievement, Merit, or Excellence. The vocabulary used was consistent with Level 8 of the New Zealand Curriculum, with any terms outside this level being glossed for clarity.

Some candidates submitted lengthy evidence, often due to a misunderstanding of the relevant and necessary information.

### Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated a general understanding of the information in the texts
- provided brief responses relevant to the question.

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

- demonstrated development of information and ideas
- provided appropriate responses to all or most parts of the questions
- demonstrated a clear understanding of the texts and questions
- demonstrated development of information and ideas with supporting evidence.

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

- demonstrated a thorough understanding of the texts and questions
- provided implied meanings and knowledge with relevant supporting evidence in their response
- provided complete and well-structured responses logically.

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

- did not respond to parts of the question
  - provided vague responses with no relevant supporting evidence
  - demonstrated a lack of understanding about the provided texts
  - did not respond directly to the question.
-