

# 2025 NCEA Assessment Report

<b>Subject:</b>	Lea Faka-Tonga
<b>Level:</b>	1
<b>Achievement standard(s):</b>	92038, 92039

## General commentary

The quality of responses was high with many candidates producing accurate information from the spoken passages, and written texts. Clear and concise responses that referenced the text closely for evidence achieved well. Candidates who stuck closely to the text demonstrated their understanding of the written or spoken language over those who applied their own opinions outside of the text.

## Report on individual achievement standard(s)

### **Achievement standard 92038: Demonstrate understanding of written Lea Faka-Tonga related to everyday contexts.**

#### Assessment

Candidates who responded to ALL parts of the question achieved highly. Some candidates who did not respond to the question in its entirety often missed required information in their response. For example in Question One “*Who do you feel enjoyed the two-week break the most, and why?*” some candidates did not explain why. Those who achieved highly with this question evaluated evidence from both characters in the text to give a fully considered response. Some candidates used incorrect texts in their responses, signalling that candidates should pay close attention to the question, and the text it is referring to. The handwriting of some candidates was also difficult to read, which affected the clarity of their responses.

#### Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified the main ideas of the text but provided limited development in their explanations
- included information that was not always relevant to the question
- added ideas that were not clearly supported by the text.

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

- developed explanatory responses with appropriate supporting details from the text
- selected relevant information and communicated ideas clearly
- used vocabulary and language features with accuracy
- demonstrated careful reading of both the text and the questions.

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

- selected and expanded on ideas and viewpoints from the text using precise and relevant supporting evidence
- developed well-structured responses that reflected meaning and conclusions drawn from the text
- used information from the text consistently and accurately.

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

- used limited vocabulary for this level
- provided responses with minimal relevant information from the text
- presented ideas that lacked clarity or logical connection to the text.

---

## **Achievement standard 92039: Demonstrate understanding of spoken Lea Faka-Tonga related to everyday contexts**

### Assessment

It was positive to see an increasing number of candidates making good use of the listening notes space to record key points and relevant details from the passage. While listening notes are not marked, candidates who used this space tended to present well-structured and coherent responses.

Candidates who gave well-explained responses with supporting evidence achieved highly. Some candidates found parts of the questions challenging and did not always respond to all parts of the question, or all parts of the question sentence.

### Grade awarding

Candidates who were awarded **Achievement** commonly:

- relied on familiar words or phrases they recognised to help with their answers
- wrote short, simple and very general responses
- made accurate notes of key words in their listening notes.

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

- showed understanding of planning their response in the listening notes space
- used the glossed vocabulary to support their understanding
- provided clear, logical, and focused answers.

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

- had responses that stemmed from very detailed planning in the listening notes
- explained ideas clearly and naturally, using both English and Tongan effectively
- demonstrated a deep and nuanced understanding of the passages
- made accurate and well-supported inferences based on the information provided.

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

- did not use the listening notes space
- showed limited understanding of the ideas in the texts
- responded using incomplete phrases or single words.