

Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

Impact on registered qualifications

None.

Impact of changes on [Exclusions List](#)

None.

For transition purposes, the following exclusions will apply for new achievement standards.

Achievement standard	Excluded against each of these standards
91669	21582
91670	21581
91671	21580
91672	21583
91673	21584, 21586
91674	21588
91675	21590
91676	21587
91677	21589
91678	21593, 21594

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new externally assessed achievement standard is registered, the following designation appears after the title **[Externally Assessed]**.

Key to review category	
A	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
B	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
C	Major changes that necessitate the registration of a replacement achievement standard with a new ID
D	Achievement standard will expire and not be replaced

Unit standards categorised as category C or D expire at the end of	December 2014
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Humanities > Languages > Lea Faka-Tonga

ID	Ref	Title	Level	Credit	Review Category
21580		Converse in Lea Faka-Tonga in familiar contexts	1	6	C
91671	1.3	Interact using spoken Lea Faka-Tonga to communicate personal information, ideas and opinions in different situations	1	5	

ID	Ref	Title	Level	Credit	Review Category
21581		Deliver a prepared speech in Lea Faka-Tonga on a familiar topic	1	3	C
91670	1.2	Give a spoken presentation in Lea Faka-Tonga that communicates a personal response	1	4	
21582		Identify main points and specific details from spoken Lea Faka-Tonga texts in familiar contexts	1	6	C
91669	1.1	Demonstrate understanding of a variety of spoken Lea Faka-Tonga texts on areas of most immediate relevance [Externally Assessed]	1	5	
21583		Identify main points and specific details from written Lea Faka-Tonga texts in familiar contexts	1	6	C
91672	1.4	Demonstrate understanding of a variety of Lea Faka-Tonga texts on areas of most immediate relevance [Externally Assessed]	1	5	
21584		Provide written information in basic Lea Faka-Tonga in familiar contexts	1	4	C
21586		Write informal correspondence and a narrative in basic Lea Faka-Tonga in familiar contexts	1	6	C
91673	1.5	Write a variety of text types in Lea Faka-Tonga on areas of most immediate relevance	1	5	
21585		Translate into English written passages of basic Lea Faka-Tonga on familiar topics	1	3	D
21587		Converse in Lea Faka-Tonga in less familiar contexts	2	6	C
91676	2.3	Interact using spoken Lea Faka-Tonga to share information and justify ideas and opinions in different situations	2	5	
21588		Identify main points and details from spoken Lea Faka-Tonga texts in less familiar contexts	2	6	C
91674	2.1	Demonstrate understanding of a variety of spoken Lea Faka-Tonga texts on familiar matters [Externally Assessed]	2	5	
21589		Identify main points and details from written Lea Faka-Tonga texts in less familiar contexts	2	6	C
91677	2.4	Demonstrate understanding of a variety of written and/or visual Lea Faka-Tonga text(s) on familiar matters [Externally Assessed]	2	5	

ID	Ref	Title	Level	Credit	Review Category
21590		Prepare and deliver a spoken presentation in Lea Faka-Tonga on a less familiar topic	2	3	C
91675	2.2	Give a spoken presentation in Lea Faka-Tonga that communicates information, ideas and opinions	2	4	
21591		Summarise in English written passages of Lea Faka-Tonga on familiar topics	2	3	D
21592		Translate into English written passages of Lea Faka-Tonga on less familiar topics	2	3	D
21593		Write a short text in Lea Faka-Tonga in less familiar contexts	2	4	C
21594		Write correspondence and a narrative in Lea Faka-Tonga	2	6	C
91678	2.5	Write a variety of text types in Lea Faka-Tonga to convey information, ideas, and opinions in genuine contexts	2	5	
21604		Exchange ideas and opinions in extended discussions in complex spoken Lea Faka-Tonga	4	4	D
21605		Identify detailed information and infer meaning from spoken texts in complex Lea Faka-Tonga	4	6	D
21606		Identify detailed information and infer meaning from written texts in complex Lea Faka-Tonga	4	6	D
21607		Prepare and deliver a speech in complex Lea Faka-Tonga	4	3	D
21608		Translate into English written passages of complex Lea Faka-Tonga on unfamiliar topics	4	3	D
21609		Write a formal letter in complex Lea Faka-Tonga on an unfamiliar topic	4	4	D
22219		Affirm and defend ideas and opinions in spoken advanced Lea Faka-Tonga	5	4	D
22220		Prepare and deliver a major formal speech in advanced Lea Faka-Tonga for official audience	5	4	D
22221		Translate into English written passages of advanced Lea Faka-Tonga	5	4	D
22222		Write formal correspondence in advanced Lea Faka-Tonga to a Tongan official	5	4	D
22223		Fekumi and write a composition in advanced Lea Faka-Tonga to publication standard	5	10	D
22226		Deliver an impromptu speech in Lea Faka-Tonga with accurate pronunciation and intonation	4	4	D

ID	Ref	Title	Level	Credit	Review Category
22227		Identify and compose written language appropriate for communication with Hou'eiki and Tu'i Tonga	5	4	D
22228		Prepare and deliver a speech appropriate for the Tu'i Tonga, using spoken advanced Lea Faka-Tonga	6	6	D
22229		Prepare and deliver a speech appropriate for Hou'eiki, using spoken advanced Lea Faka-Tonga	6	5	D

Appendix

Development of Lea Faka-Tonga Achievement Standards

Rationale and process for developing Lea Faka-Tonga achievement standards aligned to *The New Zealand Curriculum*

The achievement standards for all languages other than English and te reo Māori are framed within a generic Learning Languages matrix.

Lea Faka-Tonga achievement standards are an addition to the suite of languages currently listed on the Directory of Assessment Standards (DAS).

Lea Faka-Tonga achievement standards and accompanying resources at Levels 1 and 2 will be available for use in 2014, and Level 3 in 2015.

Lea Faka-Tonga achievement standards are directly linked to levels 6, 7 and 8 of the Learning Languages learning area of *The New Zealand Curriculum (2007)*.

Teaching and learning of Lea Faka-Tonga is guided by:

- Learning Languages Achievement Standards Matrix and Conditions of Assessment developed for all languages;
- the 2012 publication *Ko e Fakahihohino ki he Lea Faka-Tonga: The Tongan Language Guidelines* - <http://pasifika.tki.org.nz/Pasifika-languages/Tongan>; and
- Tongan exemplars in *Secondary Teaching and Learning Guides* published on TKI - <http://seniorsecondary.tki.org.nz/Learning-languages/Tongan>

The availability of Tongan achievement standards enables the education system to be more responsive to the needs of Pasifika students, thus contributing to the Ministry goal of every student achieving education success, as set out in the Ministry's *Statement of Intent 2013-2017* and its *Pasifika Education Plan 2013-2017*.

Adding Lea Faka-Tonga to the suite of languages that can be assessed through achievement standards increases opportunities for Pasifika students to experience improved outcomes.

The Lea Faka-Tonga assessment resources for the internally assessed standards are designed to improve teachers' curriculum knowledge and assessment practice, because they contain examples of possible tasks illustrated with teacher guidelines, student instructions and assessment schedules. The externally assessed standards are supported with annotated samples of student work.

Teacher preparation for, and involvement in, the trialling of the Lea Faka-Tonga assessment resources has already led to the development of a Lea Faka-Tonga teachers' learning community. Through regular meetings and supported learning conversations, this group is deepening their knowledge of all aspects of the achievement standards and the assessment requirements.

The Secondary Student Achievement PLD National Co-ordinator Learning Languages, funded by the Ministry of Education, is directly supporting the development of a Lea Faka-Tonga teachers' learning community focussed on understanding the achievement standards and assessment requirements. This support is on-going in 2013 through the trialling process.

Advisory Group

The development of the Lea Faka-Tonga achievement standards has been guided by an advisory group with representation from the Aotearoa Tongan Teachers Association (ATTA), University of Auckland, Massey University, expert language teachers, Secondary Student Achievement PLD providers, the MoE and NZQA.

Addressing Duplication

These curriculum derived achievement standards duplicated the outcomes assessed through the curriculum related unit standards, and the duplicated unit standards were therefore designated as expiring.

Unit standards that do not have outcomes which are curriculum derived have also been designated expiring.