

All new achievement standards have been registered on CMR 0233.

Impact on registered qualifications

None.

Impact of changes on [Exclusions List](#)

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

Achievement standard	Excluded against each of these standards
91679	21597
91680	21599
91681	21595
91682	21598
91683	21602, 21603

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 or a new version of an 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 2015
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Humanities > Languages > Lea Faka-Tonga

ID	Ref	Title	Level	Credit	Review Category
21595		Converse in Lea Faka-Tonga in extended conversation and transaction	3	6	C
91681	3.3	Interact clearly using spoken LF-Tonga to explore and justify varied ideas and perspectives in different situations	3	6	
21596		Give information, ideas, and personal point of view in an essay in Lea Faka-Tonga	3	6	D

ID	Ref	Title	Level	Credit	Review Category
21597		Identify main points, opinions, and specific details from spoken texts in complex Lea Faka-Tonga	3	6	C
91679	3.1	Demonstrate understanding of a variety of extended spoken Lea Faka-Tonga texts [Externally Assessed]	3	5	
21598		Identify main points, opinions, and specific details from written texts in complex Lea Faka-Tonga	3	6	C
91682	3.4	Demonstrate understanding of a variety of extended written and/or visual Lea Faka-Tonga texts [Externally Assessed]	3	5	
21599		Prepare and deliver a speech in Lea Faka-Tonga on an unfamiliar topic	3	3	C
91680	3.2	Give a clear spoken presentation in Lea Faka-Tonga that communicates a critical response to stimulus material	3	3	
21600		Summarise in English written passages of complex Lea Faka-Tonga on less familiar topics	3	3	D
21601		Translate into English written passages of complex Lea Faka-Tonga	3	3	D
21602		Write correspondence in Lea Faka-Tonga	3	4	C
21603		Write expressively in Lea Faka-Tonga	3	4	C
91683	3.5	Write a variety of text types in clear Lea Faka-Tonga to explore and justify varied ideas and perspectives	3	5	
22224		Demonstrate ability to use grammar accurately in written Lea Faka-Tonga	3	3	D
22225		Demonstrate ability to sight-read, pronounce and intonate Lea Faka-Tonga accurately	3	2	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.