

NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated Achievement Standards for **Lea Faka-Tonga Level 2**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version will be removed as it will no longer be necessary. For Levels 2 and 3, NZQA will update their website with the registered standards in December. For external assessment specifications, refer to the NZQA website.

Subject: Lea Faka-Tonga Level 2

Standard	What's changed?
AS2.5 91678	Explanatory Note 5: Removal of reference to real-life resources.

Achievement Standard

Subject Reference Lea Faka-Tonga 2.5

Title Write a variety of text types in Lea Faka-Tonga to convey information, ideas, and opinions in genuine contexts

Level 2 **Credits** 5 **Assessment** Internal

Subfield Languages

Domain Lea Faka-Tonga

Status Registration **Status date** September 2025

Planned review date December 2028 **Date version published** December 2025

This achievement standard involves writing a variety of text types in Lea Faka-Tonga to convey information, ideas, and opinions in genuine contexts.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Write a variety of text types in Lea Faka-Tonga to convey information, ideas, and opinions in genuine contexts. 	<ul style="list-style-type: none"> Write a variety of text types in convincing Lea Faka-Tonga to convey information, ideas, and opinions in genuine contexts. 	<ul style="list-style-type: none"> Write a variety of text types in effective Lea Faka-Tonga to convey information, ideas, and opinions in genuine contexts.

Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication, Language Knowledge, and Cultural Knowledge strands, Curriculum Level 7 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the *Ko e Fakahinohino ki he Lea Faka-Tonga: The Tongan Language Guidelines* (<http://pasifika.tki.org.nz/Pasifika-languages/Tongan>) and the material in the *Teaching and Learning Guide for Languages*, Ministry of Education at <http://seniorsecondary.tki.org.nz>.
- Write* refers to organising text in a linguistically and culturally appropriate format and style, and may include:
 - drafting
 - reworking over a period of time.

Write a variety of text types in Lea Faka-Tonga to convey information, ideas, and opinions in genuine contexts involves writing texts that fulfil communicative intents that are as realistic as possible, and that communicate information, and express and justify ideas and opinions.

Communication is achieved overall, despite inconsistencies, such as:

- format
- spelling
- lexical choice
- level of formality
- language conventions
- language features.

Write a variety of text types in convincing Lea Faka-Tonga to convey information, ideas, and opinions in genuine contexts involves developing and connecting information, ideas, and opinions in Lea Faka-Tonga that is generally credible. A range of language and language features are selected and used that are fit for purpose and audience.

Communication is not significantly hindered by inconsistencies.

Write a variety of text types in effective Lea Faka-Tonga to convey information, ideas, and opinions in genuine contexts involves developing and integrating information, ideas, and opinions in Lea Faka-Tonga that is controlled. A range of language and language features that are fit for purpose and audience are capably selected and successfully used.

Communication is not hindered by inconsistencies.

- 3 *Variety* refers to a selection made from a range of different texts created for different audiences and purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.
- 4 *Genuine contexts* refers to real-life rather than contrived or artificial situations. Where situations involve simulation, the simulation should be as realistic as possible: i.e. plausible, rather than contrived.
- 5 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Replacement Information

This achievement standard replaced unit standard 21593 and unit standard 21594.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233