

NZQA Assessment Support Material

Unit Standard	29701
Title	Demonstrate understanding of a variety of spoken Vagahau Niue texts on familiar matters
Level	2
Credits	5

Guidelines for assessors



Assessors need to be very familiar with the outcome being assessed by the unit standard. The evidence requirements and the guidance information contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

Note: These guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.

While this resource exemplifies how to assess understanding of spoken Vagahau Niue text, other assessment activities and approaches could be taken to make the context relevant to students in their environment and ensure that submitted evidence is authentic.

See Generic Resources and Guidelines at

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>

Context / setting

This activity requires students to listen and respond to recordings of up to three spoken Vagahau Niue texts that have not been previously studied.

Early in the year, model listening strategies and appropriate ways of making meaning of the information, ideas and opinions in a wide range of spoken contexts.

Award of grades

Achievement	Merit	Excellence
Learners must demonstrate understanding of a variety of spoken Vagahau Niue texts on familiar matters.	Learners must demonstrate clear understanding of a variety of spoken Vagahau Niue texts on familiar matters. Clear understanding is demonstrated by selecting the key information, ideas and opinions from the texts and clearly communicating their meaning.	Learners must demonstrate thorough understanding of a variety of spoken Vagahau Niue texts on familiar matters. Thorough understanding is demonstrated by expanding on the key information, ideas and opinions from the texts with supporting detail, and showing understanding of the implied meanings or conclusions within the text.

Conditions of assessment

The students will listen to three passages. Each passage will be read three times. Students will first hear the spoken text as a whole. The second and third times, they will hear the text read in sections, with a pause after each section.

They will be able to:

- make notes as they listen
- preview questions before listening to each text
- review their notes and answers.

The total duration of the recordings will be up to 45 minutes.

Spoken text(s) must be suitable for level 7 of the curriculum, classroom use, and the age of the students, and which include the language and cultural knowledge needed to demonstrate understanding of different text types, in a range of situations.

Texts will relate to information, ideas and opinions on familiar matters.

Students should not have previously studied the selected texts.

Assess students holistically across the range of evidence provided.

Resource requirements

A variety of spoken texts on familiar matters as described on page 2 Unit standard 29701.

Additional information

This resource material should be read in conjunction with:

- *Tau Hātakiaga ma e Vagahau Niue: The Niue Language Guidelines*
<http://pasifika.tki.org.nz/Pasifika-languages/Vagahau-Niue>
- the Senior Secondary Teaching and Learning Guides for Languages
<http://seniorsecondary.tki.org.nz/>
- Unit Standard 29701 Guidance Information
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29701>
- Level 7 The New Zealand Curriculum
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

Assessment activity

Unit standard: 29701

Standard title: Demonstrate understanding of a variety of spoken Vagahau Niue texts on familiar matters

Credits: 5

Resource title: **Learning about life**

Assessor guidance: Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to set a different context or topic and develop fresh and relevant texts that reflect the interests and circumstances of their students. The text examples and questions in this assessment activity provide models of possible approaches.

Model assessment

Assessor instructions for students

Introduction



This assessment activity requires you to listen to up to three spoken Vagahau Niue texts that you have not previously studied, and make meaning of the key information, ideas and/or opinions in the texts.

You will present written responses to each text in either English, te reo Māori and/or Vagahau Niue

You will be assessed on the perceptiveness of your responses to your chosen texts.

This activity will take place in class time.

Task

Your teacher will provide a variety of spoken texts in Vagahau Niue on familiar matters.

Your responses to each text will be guided by a set of questions that will focus your thinking and help you to structure your ideas.

Your teacher will allocate time for you to complete this task.

Read all parts of the questions before you start writing your responses. **Remember to support your answers with evidence from what you have heard.** Answer in your choice of English, te reo Māori, and / or Vagahau Niue.

First Text – Juggling priorities

Listen to Holona, a Year 12 student, talking about how he’s juggling after school activities with schoolwork. Use this information to answer Question One.

LISTENING NOTES

QUESTION ONE

- a) Ua e matapatu gahua ne foli a Holona ki ai. Fakakite e tau matapatu gahua nei mo e tau lagomataiaga ne moua/hoko ki ai.

Holonoa has two personal goals. Identify the goals and the support needed to achieve his goals.

- 1. _____
- 2. _____

Tau Lagomataiaga / Support needed

- b) Lavelave lahi e fakaholoaga gahua ha Holona. Fakamaama fakamatafeiga ko e fakatokatoka fēfē e ia haana tau magaaho. Fakakite mai he tala ke lagomataiaki e tau tali haau.

Holona has a very busy schedule. Explain in detail how he is managing all his commitments. Provide evidence from the text to support your answer.

- c) Fakamaama mai e tau kakano he fai fakatonuaga a Holona ke he haana tau faiaoga. Fakakite mai he tala ke lagomataiaki e tau tali haau.

Explain why Holona is giving advice to his teachers? Provide evidence from the text to support your answer.

Read all parts of the questions before you start writing your responses. **Remember to support your answers with evidence from what you have heard.** Answer in your choice of English, te reo Māori, and / or Vagahau Niue.

Second Text – Gathering seafood

Listen to this conversation between Edward, a year 12 learner of Vagahau Niue, and his friend Warren, a fluent speaker of the language. They are sharing what they have learnt about gathering seafood in New Zealand and Niue. Use this conversation to answer Question Two.

LISTENING NOTES

Model assessor text – for assessor use only**Niuean text****First Text – Juggling priorities**

Ko e vahā tapu, fā finatu au ke he tau faofao tino ka hili e aoga. Lali au ke hū atu ke he matakau pelē polo. Ko e haaku a amaamanakiaga ke fifli haaku a higoa ke he matakau nei. Ko Steven Adams ko e haaku toa talahaua. Foaki tumau haana a tau magaaho ke lagomatai mo e fakaohooho e tau fuata tuga au nei.

Manako haaku matua fifine ke hau fakahako au ki kaina ke lagomatai e kai afiafi. Ko ia foki haaku toa talahaua. Nā kai fai fakaotiaga haana leveki mo e fakaalofa he tau magaaho ka taute haaku tau gahua aoga mua atu ka hoko e tau magaaho kamatamata. Ke moua haaku tau fakaakoaga mo e taute e tau fifliaga mitaki ka oti mai mo e aoga.

Ko e tau magaaho atā haaku e tau afiafi Falaile ke feleveia mo e tau kapitiga. Ko lautolu foki ne fā e fakaohooho mai ki a au. Loga e tau gahua ke taute, mua atu ai nei hā ko e tau ako koli ma e Polyfest mo e tau fekau he Ekalesia!

Lali koa ke moua taha magaaho ke taute tau fakaakoaga he okioki vahā tapu, ka e lololole kelea. Ka loga e tau gahua aoga ke taute ti nā kai kautū haaku tau laliaga. Kua loga lahi e tau kamatamata he taha nī e magaaho.

Mitaki hā ia ka fakatutala e tau faiaoga haggao ke he tau gahua aoga ha mautolu. Ka lahi e gahua faka-Peritānia, kua lata he faiaoga nūmela ke fakaholo atu ke he taha magaaho foki.

Manako foki nī ke mai he tau faiaoga taha gahua kua aoga ka e nā kai ko e tau gahua fakamole magaaho mo e, iloa foki nī e lautolu ko e mena fai momoui a mautolu i fafo he aoga.

Second Text – Gathering seafood

- Edward** Lauka nī a mutolu he ō ke ole ke he matua Maui to ohifo ke keli pipi. Na fā kumi e fakaatāaga ke ō ke he falu matakavi ka manako ke takafaga. Mitaki foki nī ke fakakite mai e puhala hako ke kumi e tau pipi. Piko nī e tau faoa ko e gahua mukamuka, ka e nākai iloa hā ha i ai e pūhala hako ke lata ma e gahua keli pipi.
- Warren** Pihia nī ka hā he fia iloilo. Kehe lahi e pūhala kumi pipi hinei, nākai tuga i Niue. Ko e oneone hinei he kumi pipi ka ko e tau pū maka mo e tau ava pupuo ke fagota e tau alili tata atu ke he afati. Lata tonu mo e tagata ne makaka ke kitia mitaki tau alili hā ko e mena tatai nī e lanu mo e tau feo makamaka.
- Edward** Warren, ka kitia e tau pūpū ikiiki, ti iloa ko e tau pipi a ia ne tanu he oneone. Keli aki e tau lima po ke taholi aki e tau hui.
- Warren** Kitia lā ia au ko e nonofo pihia e tau pipi. Ē lahi e gahua ka tautei Ka ko e hā ne fafati ai e nūmela he tau pipi?
- Edward** Fuluola e fafatiaga he tau kai tahi ka moua. Fuafua niīko e fiha e mamafa he pakete pipi mo e fiha e pakete pipi kua maeke ke uta he taha e tagata. Ka tote e fua pipi ti liuaki ki tahi ke tupu ke lata ma e tau atuhau i mua. Taha nī e pakete pipi ne maeke ke oko po ke keli. Ko e vahā fakamua fitā e tau tupuna he taute e tau fakaholoaga ke mau, olatia mo e fanafanau ke tupuloga e tau kai. Ko e uta nī ke lata ma e magaaho ia, nākai uta moumou. Pihia foki he nākai fai filisa e vahā fakamua ke toka aki e tau kai ka ko e kumi ni he kai ke lata mo e magaaho ia,
- Warren** Ē mitaki kua taute pihia he tau tupuna ha tautolu. Kua lata tautolu ke matutaki mooli e tau fakaakoaga mitaki ia ke he tau puhala kumi kai he tofia. Amanaki nī au to liliu a mautolu ki Maraetai.
- Edward** Leo nī ka hā ko e hau nakai a koe i a Novema ke ō auloa a tautolu.

English text

English versions of the texts are supplied to support those teachers who are not native speakers of Vagahau Niue.

First Text – Juggling priorities

During the week I head off to sports practice after school. I'm trying out for the basketball team. I am hoping I'll have what it takes to get selected. Steven Adams is my hero. He's always giving back to the community and encouraging young players like me.

Mum needs me back home straight after to help with the evening meal. She's my hero too. She never stops caring and is always there when I need help with homework, especially when I am studying for exams. Getting good NCEA grades is important for me – I want to make sure I have heaps of options after I finish school.

Friday is my only free night when I can hang out with friends. My basketball buddies and school mates keep me motivated. We're all juggling too much– and some of us are tied up with Polyfest and weekend church commitments too!

I try to pack in as much study time as I can at the weekend but if I study too much, I get really tired and I don't do my best. All the assessments seem to crash in at the same time.

I wish that the teachers would talk more to each other about all our work. Then, if we have a lot to do for English, for example, the maths teacher could let us have a bit more time for our homework. Then the English teacher could do the same thing when we are a bit stressed about Maths.

We can hope that at least our teachers will give us useful homework, not just to keep us busy and that they will realise that we have the right to a life outside of school.

Second Text – Gathering seafood

- Edward** We should've asked a Māori elder before we went to get pipis. Sometimes you need permission to gather seafood in some places and maybe it's a good idea that someone teaches us how to look for the pipis. They think it's easy but there's a certain way of collecting pipis.
- Warren** They think they're smart. Looking for pipi is way different here, not like Niue. Its sand here for pipis but for gathering alilis, they're found in shallow rockpools and crevices near where the waves crash. You have to have a good eye for spotting them. Their shells blend in with the coral.
- Edward** Warren, when you see small holes on top of the sand, dig with your hands or your feet.
- Warren** Ok, that's how pipis live. There's a lot more to do here. But why do we only take a few?
- Edward** You have to estimate the weight of the bucket and one bucket per person. If the pipi is small, then throw it back into the sea so it can reproduce. You see there are conservation practises by our tupuna way before our time. It's also a show of respect for gathering food, that you only take enough and no waste of food. Besides in the past, there were no fridges to keep food, everything was gathered and eaten fresh. Therefore, only one bucket per person.
- Warren** That's awesome by our tupuna and we should continue such practises when gathering food in the sea. I'm hoping we will go back to Maraetai.
- Edward** Will wait for you in November so we could all go.

Assessment Schedule

Vagahau Niue: Demonstrate understanding of a variety of spoken Vagahau Niue texts on familiar matters (29701)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves making meaning of the information, ideas, and opinions in the texts.	<i>Demonstrating clear understanding</i> involves selecting the key information, ideas, and opinions from the texts and communicating their meaning.	<i>Demonstrating thorough understanding</i> involves expanding on key information, ideas, and opinions, with supporting detail and showing understanding of the implied meanings or conclusions within the texts.

Evidence

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrates limited or no understanding of the texts.</p> <p>Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the texts. The response is logically inconsistent, indicating misunderstanding.</p>	<p><i>Demonstrates understanding</i> and makes meaning of the key information, ideas and opinions from the texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is consistent.</p>	<p><i>Demonstrates clear understanding</i> by selecting key information, ideas and opinions from the texts and clearly communicating most of the meaning.</p> <p>Information correctly includes relevant detail from the texts.</p>	<p><i>Demonstrates thorough understanding</i> of the meanings or conclusions within the texts.</p> <p>Key information, ideas, and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the texts, and fully justifies conclusions.</p>

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items. Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**. The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>a) <i>Possible evidence showing that Holona is getting support for his personal goals</i></p>	<ul style="list-style-type: none"> Holona gets support from his sporting hero Steven Adams, his mum and his friends. He feels supported for his sporting goal by draws inspirations from his sporting hero's community support and encouragements for young players like himself. He feels supported by his friends as they keep him motivated so he can stay focused on his basketball goal and his studies. 	<ul style="list-style-type: none"> Holona gets support from his sporting hero Steven Adams, his mum and his friends. He draws inspirations from his sporting hero Steven Adams' through his community support and encouragements for young players like Holona. His actions contribute and serve as support towards his goal making the selection on the basketball team. His friends keep him motivated so he can stay focused on his basketball goal and his studies. His mother supports by caring and helping his homework in the weekend. This support helps him towards achieving his goal of getting good grades. 	<ul style="list-style-type: none"> Holona feels supported by his sporting hero Steven Adams, his mum and his friends. The supported he gets from his sporting hero is the inspirations he draws from his community support and encouragements for young players like Holona. This is a contributing factor and serves as support towards his goal of getting selected to join the basketball team. His friends keep him motivated so he can stay focused on his basketball goal and his studies. He studies in the weekend under his mother's caring guidance towards achieving his goal in achieving with good grades. He needs support from his teachers but feels that he will feel supported if his teachers talk to each other across curriculum areas so time is managed better and the work is more meaningful rather than time filling exercises.

<p>b) <i>Possible evidence showing how Holona manages all his commitments.</i></p>	<ul style="list-style-type: none"> • Holona is very busy. After-school sport training takes a lot of his time. In the evenings he helps his mum prepare dinner. In the weekend, he has Polyfest practices and church commitments. On Fridays Holona makes time for his friends. 	<ul style="list-style-type: none"> • Holona is a very busy person. After school sport training is taking a lot of his time during the week. He goes to sports training straight after school and he goes straight home afterwards to help mum with dinner preparations in the evenings. In the weekend, he juggles Polyfest practices, studies and church commitments. On Fridays Holona makes time for his friends. He tries to include study time in the weekend. 	<ul style="list-style-type: none"> • Holona is a very busy person. The bulk of his after-school time is spent in sport training during the week. He goes to sports training straight after school and he goes straight home afterwards to help his mum with dinner preparations in the evenings. This is a time commitment he has for his family. In the weekend, he juggles his obligations with time to include Polyfest practices and church commitments. On Fridays Holona makes time for his friends. He only has Friday to hang out with his friends. Because of his basketball training commitments during the week, he tries to include study time in the weekend.
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Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>a) <i>Possible evidence showing understanding of how the text conveys the concept of respect and its importance when gathering seafood.</i></p> <p>b) <i>Possible evidence showing advice for collecting seafood in New Zealand and in Niue.</i></p>	<ul style="list-style-type: none"> • Boys asked permission from a local matua to get pipis. • They don't waste the food. 	<ul style="list-style-type: none"> • The boys asked permission from a local Māori matua as they want to follow. • They respect the traditional ways of the elders with regard to seafood collections. • Respect is shown by not taking too much from the sea and only what you need and not waste food. 	<ul style="list-style-type: none"> • The two boys asked permission from local Māori matua to collect pipis as they know that in some places it is forbidden. • In following the ways shown by the elders/ancestors you are respecting the ways the ancestors have set up for generations to follow. • They are respectful in showing that they understand that the ways to collect pipis in New Zealand are different to what they know in Niue and that there are protocol surrounding the gathering of seafood that need to be followed. • By throwing back the small pipis you are showing respect by letting the pipi reproduce.
	<p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p><i>The examples above relate to only part of what is required and are just indicative.</i></p>

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.