

## Pilot Assessment Schedule – 2023

### Vagahau Niue: Demonstrate understanding of spoken Vagahau Niue related to everyday contexts (92354)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <ul style="list-style-type: none"> <li>identifying meaning of the relevant information, ideas, and opinions in the texts</li> <li>communicating an overall sense or intent of the text.</li> </ul>	<p><i>Demonstrating sound understanding</i> involves:</p> <ul style="list-style-type: none"> <li>selecting evidence of ideas, information and opinions to establish meaning in the texts</li> <li>connecting specific elements in texts to support meaning or intent in the texts.</li> </ul>	<p><i>Demonstrating thorough understanding</i> involves:</p> <ul style="list-style-type: none"> <li>interpreting language to make meaning that is precise and fully constructed</li> <li>showing awareness of the speakers' choices of language and content that establish context and purpose.</li> </ul>

N1	N2	A3	A4	M5	M6	E7	E8
Shows <b>minimal</b> understanding of language or meaning.	Shows a <b>little</b> understanding of language or meaning.	Shows understanding of elements of text language and communicates some meaning or intent.	Shows understanding of elements of text language to communicate general meaning or intent.	Shows understanding by selecting and connecting relevant ideas and language to support responses.	Shows understanding by selecting and connecting relevant ideas and language to confirm responses.	Shows detailed and accurate understanding. Responds by interpreting language and content and justifying conclusions about texts.	Shows detailed and accurate understanding. Responds fully by interpreting language and content choices and justifying conclusions about texts.

**N0** = No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 12	13 – 18	19 – 24

#### NOTES:

- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response and the grade. Errors of less impact should be disregarded.
- What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.
- Quoting or direct translation *alone* are not sufficient evidence that the candidate understands the meaning of the text soundly or thoroughly.
- The overall grade for a question must be judged after considering how the text as a whole has been understood, and to what depth. Detail is important when it is relevant to the question asked.

<b>Question ONE</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<i>(a) Possible evidence of understanding the special event happening at school.</i>	<ul style="list-style-type: none"> <li>• It's sports day.</li> </ul>	<ul style="list-style-type: none"> <li>• It's a special, different day at school.</li> <li>• There will be lots of events.</li> <li>• (The candidate names some events).</li> <li>• It's a time for competition and being with friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Normal school is put aside.</li> <li>• Competing and supporting.</li> <li>• Builds house spirit and the school community.</li> </ul>
<i>(b) Possible evidence of understanding the houses that are competing.</i>	<ul style="list-style-type: none"> <li>• Totara – Green</li> <li>• Koru – Blue</li> <li>• Taniwha – Red</li> <li>• Rimu – Yellow</li> </ul>		
<i>(c) Possible evidence of understanding how Toa feels about the day.</i>	<ul style="list-style-type: none"> <li>• Toa thumps his chest for happiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Toa's first thought is whether the sports day will go ahead – he shares his excitement.</li> </ul>	<ul style="list-style-type: none"> <li>• Toa is aware that it is a highlight of the year – with a range of events and parents' support.</li> <li>• Toa feels pride in his Niue heritage – he enjoys the traditional events.</li> </ul>

<b>Question TWO</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<i>(a) Possible evidence of understanding what goes wrong with Pele’s plan for the day.</i>	<ul style="list-style-type: none"> <li>• Pele loses the shopping list.</li> </ul>	<ul style="list-style-type: none"> <li>• Pele has a plan to take Ana with him to the markets and get the items from Nena Fili’s list, but when they get to the market, Pele realises he doesn’t have the list.</li> </ul>	<ul style="list-style-type: none"> <li>• Pele has planned carefully and takes Ana to the market, but once he is parked and ready to shop, he finds he has lost the list.</li> <li>• Pele is upset and yells, “Oh no!”</li> </ul>
<i>(b) Possible evidence of understanding how Ana and Toa solve the problem.</i>	<ul style="list-style-type: none"> <li>• Ana says, “ring Nana” and Nana knows what was on the list.</li> <li>• Nana solves the problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Ana has a solution, to ring Nana. Luckily there wasn’t much on the list so it seems that Pele will not need to write anything down.</li> <li>• Nana is not concerned, she laughs, so there is no trouble.</li> </ul>	<ul style="list-style-type: none"> <li>• A quick call to Nana solves the problem because it seems that she can easily remember the list items. Easier because Pele will be able to remember the small number of things to buy.</li> <li>• Pele has a phone and so if there had been lots of items, Nana could also have texted them.</li> </ul>
<i>(c) Possible evidence of understanding whether the solution is difficult or easy.</i>	<ul style="list-style-type: none"> <li>• Easy because Nana answered the phone and told them what to buy.</li> </ul>	<ul style="list-style-type: none"> <li>• Easy, after Pele was panicky when he lost the list, he realised that the task of buying was small and simple. We know everyone was relaxed because Ana makes a joke.</li> </ul>	<ul style="list-style-type: none"> <li>• The family are supporting each other and work together so the solution is simple.</li> <li>• Ana jokes to Nana that she forgot to say chocolate was on the list, making us understand that everything is fine.</li> </ul>

<b>Question THREE</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<i>(a) Possible evidence of understanding who is being interviewed and why.</i>	<ul style="list-style-type: none"> <li>• The artist is being interviewed to explain some parts and rules of Polyfest.</li> </ul>	<p>The artist is being interviewed to:</p> <ul style="list-style-type: none"> <li>• promote Polyfest</li> <li>• show understanding that Polyfest supports Niue culture participation.</li> </ul>	<ul style="list-style-type: none"> <li>• The artist is an expert of Polyfest, interviewed to share his knowledge of the activities and value of Polyfest.</li> </ul>
<i>(b) Possible evidence of understanding three ideas discussed, and what is important about them.</i>	<ul style="list-style-type: none"> <li>• All schools perform traditional song and dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Children from New Zealand and Niue perform together. It is heart-warming that the dance and song are for everyone</li> <li>• The word “heart-warming” tells us that the community is united.</li> </ul>	<ul style="list-style-type: none"> <li>• The performance of Tame by New Zealand-born, and Niue-born performers shows the popularity of Polyfest and the festival’s purpose to support unity and acceptance.</li> </ul>