

## NZQA Assessment Support Material

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| <b>Unit Standard</b> | 29696  |
| <b>Title</b>         | Demonstrate understanding of a variety of spoken Vagahau Niue texts on areas of most immediate relevance |
| <b>Level</b>         | 1  |
| <b>Credits</b>       | 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  |
|---|---|---|
| <p>Learners must demonstrate understanding of a variety of spoken Vagahau Niue texts of most immediate relevance.</p> | <p>Learners must demonstrate clear understanding of a variety of spoken Vagahau Niue texts of most immediate relevance.</p> <p>Clear understanding is demonstrated by selecting the key information, ideas and opinions from the texts and clearly communicating their meaning.</p> | <p>Learners must demonstrate thorough understanding of a variety of spoken Vagahau Niue texts of most immediate relevance</p> <p>Thorough understanding is demonstrated by expanding on the key information, ideas and opinions from the texts with supporting detail and justifying conclusions.</p> |

## 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 6 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.

Spoken texts will relate to information, ideas and opinions on areas of most immediate relevance.

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 29696.

## 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 29696 Guidance Information  
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29696>
- Level 6 The New Zealand Curriculum  
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

## Assessment activity

**Unit standard:** 29696

**Standard title:** Demonstrate understanding of a variety of spoken Vagahau Niue texts on areas of most immediate relevance

**Credits:** 5

**Resource title:** **Niue voices**

**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 the texts you hear.

This activity will take place in class time.

#### **Task**

Your assessor will provide a variety of spoken texts in Vagahau Niue that relate to your personal life and present, past and/or future experiences.

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 assessor 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 – Polyfest

Tama, a native speaker of Vagahau Niue, and Hannah, a year 11 New Zealand learner of the language are looking at photos and talking about Polyfest. Listen to their conversation to answer Question One.

#### LISTENING NOTES

**QUESTION ONE**

- a) Fakamaama mai e tau kakano mo e tau logonaaga hokulo ha Tama he nakai hoko a ia ke he taonaga Polyfest.

Explain why Tama missed the Polyfest event and discuss how he feels about having missed this event.

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- b) Fakailoa fefe e Hannah ki a Tama e tau mena tutupu he taonaga Polyfest ne nakai hoko a ia ki ai. Fakakite e tau vala tala kua lata mai he haau a fanogonogoaga.

Explain how Hannah was able to bring Tama up to date with the Polyfest activities he missed out on. Select relevant information from what you have heard.

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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 – Living in New Zealand**

Listen to Ikitau, a first-generation New Zealander from Niue giving a formal speech to his peers about living in New Zealand. He discusses the benefits and opportunities for students. Listen to this speech to answer Question Two.

#### **LISTENING NOTES**

**QUESTION TWO**

- a) Fakakite mo e fakamaama e tau matapatu manatu mai he haana fakamatalaaga.

Identify and explain the key ideas in this speech.

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- b) Fakaaoga TAHA e matapatu manatu mai he haana fakamatalaaga ke fakakite e fetataiaki mo e haau a moui.

Using detailed evidence from the text, discuss ONE key idea mentioned by Ikatu in this speech in relation to your own life experience.

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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.

### **Third Text – White Sunday praise**

Niuean singer/songwriter Macolm Lakatani is talking about a song he wrote. Listen to this text to answer Question Three.

#### **LISTENING NOTES**

**QUESTION THREE**

- a) Fakamatafeiga e puhala tohi lologo ha Malakamu.

Describe the process Malcom went through to write the song.

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- b) Fakakite haau a tau manatu hagai ke he lologo. Fakaaoga e talanoa mo malakamu mo e taha vala mai he haana lologo.

Discuss your response to the song. Use evidence from Malcom’s talanoa and the song excerpt.

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Model assessor text – for assessor use only

## Niuean text

### First Text – Polyfest

- Tama** Malolō nakai ma Hannah? Fēfē e aoga? Ko e vahega fiha a koe he tau nei?
- Hannah** Mafola ma Tama. Mitaki e aoga. Ko au ha he atu tau hogofulu ma taha, he tau nei. Malolō nakai a koe?
- Tama** Fakaaue. Mafola. Eke hā a koe a nā?
- Hannah** Ko e taute au he tau ata he Polyfest.
- Tama** Mitaki nakai?
- Hannah** Homo. Fiafia lahi au. Koli au he matakau koli he aoga (Southern Cross Campus. um...) Takitaki he taha faiaoga e kau ha mautolu. To fakahū atu e au e tau ata ka fia kitia a koe.
- Tama** Ae! Homo hā ia. Ē. Fakafano mai ma kapitiga. Kelea au he ai maeke ke hook atu. Lavelave he fai mauku e magafaoa.
- Hannah** Hanā. Moua nakai?
- Tama** Ē fakaaue. Mitaki lahi e tau ata. Mitaki hā ia he tau taute. Fakakelea he tagata ne tū mai i tua.
- Hannah** Ko e takitaki taane ha mautolu a ia. Fuluola e tau koli ha mautolu. Ai kitia mitaki e takitaki hā ko ia ne fā e hopohopo fano i tua.
- Tama** Fai vitiō nakai? Liga maali mitaki ka kitia he ata vitiō. Ita lahi au he ai hoko atu ke kitia e tau fiafia he tau aoga tokoluga.
- Hannah** To hūhū e au ke he faiaoga haaku, ko e fai nakai. Fano fai au ke tunu he kai.
- Tama** Ē, to liu ke feleveia. Ua nimo e vitiō kia.
- Hannah** Ē, mavehe ā.
- Tama** Mafola e aho. Feleveia nī he tau magaaho i mua. Koe kia.

## Second Text – Living in New Zealand

Monū monū monū Tū Tagaloa.

Tau matua taane, tau matua fifine mo e tau kapitiga oti, Fakaalofa lahi atu ki a mutolu oti. Ko au nei ne vagahau atu ko Ikitau mai he tau maaga ko Tamahaleleka mo Aliutu. Ko e haaku a fakamatalaaga hagaao ia ke he moui mahuiga he motu palagi. Ko Niu Silani ko e motu ne toka ai e tau monuina loga. Kua tolo mai e tau tagata Niue ke nonofo i NiuSilani hā ko e motu ne tafe ai e huhu mo e meli. Loga ti loga e tau fale koloa fakatau kai he motu nei. Maeke ia koe, ka teva he kaitunu, ke fano ke he puhalatū ke fakatau kai moho. Mitaki lahi e tau fale koloa i NiuSilani he fakatau kai mo e loga foki e tau kai kehekehe.

Moua e au e tau fakaakoaga mitaki i Niu Silani. Ne fakaako he tau faiaoga haaku au ke he tau fakaaoaga mitaki pihia mo e tau hatakiaga kehekehe. Nofo mautali au ke taute e kamatamata haaku he iloa, na maeke ia au ke ole lagomatai ka manako. Mitaki lahi foki a Niu Silani he mukamuka ke moua e tau koloa kua manako a koe ki ai. Falu koloa kua nākai tau uka lahi ke tuga he motu tote ne omai ai e tau mamatua haaku.

Ko e motu Palagi, ka gahua au mo e fakamooli to moua e au e tau monuina. Kaeke ke tūtū mitaki au, to nākai ni fakafiafia e au e haaku magafaoa ka to fakamatalahi foki. Na o mai e magafaoa haaku ke kumi monuina – pehē he talahau ko e o mai ke tutuli penina. Ti ha ē ni kua maeke ia au ke fakaaoga e tokanoaaga ne kua moua he motu nai ko Niu Silani. Ne fakamanatu tumau e au kia au ni e moui tukulele he haaku tau mamatua mo e to nakai nimo ha lautolu a tau fakauka kia tautolu, ha ko e manako ke moua he tau atuhau e moui fiafia.

Kia monuina a tautolu oti. Iehova he vahāloto. Kia tūTagaloa e tau fakaakoaga vagahau Niue. Onono atu ki mua ke lagaki hake ha talu motu fuluola, ko Niue Fekai.

## Third Text – White Sunday praise

Taha he manatu fuluola ne manatu au ki ai, he tolu e tau kua mole atu. Manako au mo e haaku tehina ko Mone, ke taofi taha lologo fuluola mai he vahā ne ikiiki a maua.

Fakaatā e maua taha magaaho ke ō ai ke tapaki e lologo nei. Lata tonu e magaaho ia mo e aho Kilisimasi.

He vahā ikiiki ha maua, fā uhu tumau e lologo tapu e i loto he tau faituga, mua atu ke he tau ahoTapu Fānau mo e tau mauku.

Ko e taute pauaki e lologo nei, ke fakamanatu e Vagahau Niue, mo e fakamanatu foki e mahani fakaalofa he Iki ha tautolu ko Iesu Keliso he aho Kilisimasi.

Mafiti lahi e gahua ha maua ke uhu mo e taofi e lologo. Fakahiku, fāgofulu ma valu e matahola, ati oti maopopo he uhu, tapaki mo e taofi e lologo fuluola e, ti tuku hake ke he tau lapa kupega-hila ne fakahigoa ko e 'YouTube'.

Hanei taha vala he lologo ne fiafia lahi au ke fanogonogo ki ai.

“Iehova Na e  
Ko e haaku Iki  
Ko e okiokiaga mai i luga  
Kia uta haku moui  
Ke tumau ai  
Ke tua ki a koe”

Fakaaue Lahi,  
Kamu

## English text

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

### First Text – Polyfest

- Tama** How are you Hannah? How's school? What class are you in this year?
- Hannah** I'm good thanks Tama. School's good. I'm in year eleven this year. Are you keeping well?
- Tama** I'm good thanks. What are doing right now?
- Hannah** I'm looking and prepping photos from our Polyfest performance.
- Tama** Are they good?
- Hannah** Yes, they're good. I'm really happy. I performed in our group from Southern Cross Campus. One of our teachers was in charge of the group. I'll email the photos through to you, so that you can have a look.
- Tama** Hey, that's cool! Yes, send them through to me buddy. I'm disappointed that I couldn't make it to witness Polyfest when it was on. We had a death in the family.
- Hannah** That's it. Do you have them?
- Tama** Yep, thanks. The photos are really good. The prepped photos look great. Only problem is, the guy standing at the back of the group spoils the photo.
- Hannah** That's the male leader of our group. The group performance was beautiful. You can't see the leader that well in the photo because he's moving and jumping around, mostly behind the group at the back.
- Tama** Is there a video of the performance? I think the overall performance will be clearer if I see a video of it. I was angry at myself for not making it up to Polyfest, to see first-hand the beautiful and joyful performances of all those colleges/high schools.
- Hannah** I'll ask my teacher if there's a video. Okay, I'm off to get dinner sorted.
- Tama** Okay yeah, we'll talk again soon. Don't forget the video okay.
- Hannah** Yep, goodbye for now.
- Tama** Have a great day. We'll talk or email soon. See you later.

## Second Text – Living in New Zealand

Praise, praise, praise Tagaloa (the blessed Rainbow god).

Fathers, mothers, and fellow friends, many greetings to all of you gathered here today. My name is ***Ikitau***, and I hail from the villages of ***Tamahaleleka*** and ***Aliutu***. My speech today is about living the good life in this Palagi/Western country. New Zealand is a land of many good opportunities. Many Niuean people have migrated to New Zealand/Aotearoa, because it is the land of milk and honey (“***huhu mo e meli***”). There are a multitude of shops and retail outlets in this country. If you are too lazy to cook, then you can just go down the road and buy a ready-made meal. New Zealand is a great country for restaurants, takeaways, and having a great variety of food, with plenty choices.

In New Zealand I can get a good education. My teachers help me with good teaching and instruction. I feel prepared to sit my exams and know I can ask for help if I need it. I like the shopping here. There is lots of choice and some goods are pretty cheap, not expensive like our country, where my parents migrated from.

If I work hard I can reap the rewards. If I become successful, then this will not only make my family happy but also proud (“***fakamatalahi***”). My family came to this country in ‘pursuit of happiness’, they said they were after the ‘*pearl of wealth*’ (“***Tutuli he penina***”). And so I have been able to enjoy all the opportunities that New Zealand offers. I constantly remind myself of my parents sacrifice, and never forget what they did for us, so that we could have a better life.

May we all be blessed. May the presence of our good Lord Jehovah (“***lehova***”) constantly dwell in the space between us. May our traditional god (“***Tagaloa***”) bless the continued use of Vagahau Niue language. We look towards the future and continue to build up our beloved and beautiful island of ***Niue Fekai!***

## Third Text – White Sunday praise

Three years ago, I was sitting with my brother on Christmas eve and we had access to a recording studio. We decided to record a version of this song we grew up singing at church for White Sunday, funerals and church events. This was special for us because we sang using Vagahau Niue and showed our love for God on a special day. It took us 48 hours to record and post on You tube on Christmas day. Here is my favourite part of the song. I hope you like it!

(Song lyrics)

Blessed Jehovah

My King

My resting place in heaven

Take my life

Be there always so I may depend on you

(sign off)

Thank you very much

Kamu

## Assessment Schedule

### Vagahau Niue: Demonstrate understanding of a variety of spoken Vagahau Niue texts on areas of most immediate relevance (29696)

#### Assessment Criteria

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

#### Evidence

| Not Achieved   | Achievement   | Achievement with Merit   | Achievement with Excellence  |
|--|---|--|--|
| <p>Demonstrates <b>limited</b> or <b>no understanding</b> of the texts.</p> <p>Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the texts. The response is <b>logically inconsistent</b>, indicating misunderstanding.</p> | <p><i>Demonstrates <b>understanding</b></i> and makes meaning of the information, ideas, and / or 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 <b>consistent</b>.</p> | <p><i>Demonstrates <b>clear understanding</b></i> by selecting the key <b>information, ideas, and opinions</b> from the texts and clearly communicating most of the meaning.</p> <p>Information correctly includes relevant detail from the texts.</p> | <p><i>Demonstrates <b>thorough understanding</b></i> of the <b>meanings</b> and <b>conclusions</b> within the texts.</p> <p>Key information, ideas, and opinions, with supporting detail, are selected and expanded on. The response shows <b>understanding of nuance and meanings not obviously stated</b> 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) Possible evidence showing understanding of why Tama missed Polyfest and how Tama feels about this</p> | <p><i>Student shows a <b>basic understanding</b> of what they have listened to (<b>Verbal Text</b> heard), through their <b>written response</b>. Student's answer might possibly be limited and basic.</i></p> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>• Tama missed Polyfest as there was a death in his family.</li> <li>• He is disappointed to have missed Polyfest</li> </ul> | <p><i>Student shows a more <b>advanced understanding</b> of what they have listened to, through their written response. Student shows a <b>limited amount of perception</b>.</i></p> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>• Tama is sad to have missed Polyfest because a family member has passed away, he knows what he has missed out on, e.g. the joy and beauty of seeing all of the students dancing together. He can however see the photos and maybe a video.</li> </ul> | <p><i>Student shows an <b>advanced understanding and perception</b> (with an <b>amount of depth</b>) of the text. Student also shows an <b>understanding of the nuances</b> in Tama and Hannah's verbal discussion. That is, the student 'picks up' on matters not necessarily verbally discussed but <b>implied</b> to in the discussion.</i></p> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>• Tama is disappointed about missing Polyfest because of a family member passing away. He is angry that he missed out on seeing the beautiful and joyful performances by the students. He is interested in the photos and possibility of seeing a video of Polyfest. Perhaps seeing some of the photos and a video will help him not to feel he has missed out so much</li> </ul> |



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| <p>b) Possible evidence showing understanding of how Hannah was able to bring Tama up to date with the Polyfest activities he missed out on</p> | <ul style="list-style-type: none"> <li>• Hannah shows Tama photos.</li> <li>• Hannah offers to send Tama some photos.</li> <li>• Hannah offers to see if there is a video of the performance for Tama.</li> </ul> | <ul style="list-style-type: none"> <li>• By Hannah showing Tama the photos and discussing the event, for example, explaining how the leader was jumping around in the photos, Tama is able to experience Polyfest a little bit second hand. He is also interested in seeing a video which will help him more to see what it was like</li> </ul> | <ul style="list-style-type: none"> <li>• Through Hannah sharing the photos and possible video with Tama, Tama can feel a bit less like missed out completely on Polyfest, for example, he is able to give his opinion on the photos.</li> </ul> |
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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) Possible evidence showing understanding of key ideas in the speech</p> | <p>Student shows a <b>basic understanding</b> of what they have listened to (<b>Verbal Text</b> heard), through their <b>written response</b>. Student's answer might possibly be limited and basic.</p> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>• New Zealand has a lot of opportunities – shopping, choice in food, education, not as expensive as Niue.</li> <li>• Life is easier - you can buy a meal if you like rather than cooking.</li> <li>• If you work hard you will do well.</li> </ul> | <p>Student shows a more <b>advanced understanding</b> of what they have listened to, through their written response. Student shows a <b>limited amount of perception</b>.</p> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>• Many Niueans have migrated to New Zealand as it is a land of opportunity, with many possibilities – lots of different shops, restaurants you can get anything you need.</li> <li>• Education in New Zealand is good, with good teachers who enjoy teaching and helping students with their assessments.</li> <li>• if you work hard you will do well, and therefore make your family happy and proud.</li> <li>• The speech lastly asks for blessings on the future of Niueans.</li> </ul> | <p>Student shows an <b>advanced understanding and perception</b> (with an <b>amount of depth</b>) of the text. Student also shows an <b>understanding of the nuances</b> in Ikitau's speech. That is, the student 'picks up' on matters not necessarily verbally discussed but <b>implied</b> to in the discussion.</p> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>• NZ is known as the land of milk and honey, referring to NZ as a land of opportunity - everything is available (great variety of food, restaurants etc) and often cheaper than in Niue</li> <li>• Education - teachers want their students to do well in exams and have them come out knowledgeable and skilled</li> <li>• Working hard- it is important to work hard to honour the sacrifices made by parents and grandparents coming from Niue to NZ to pursue happiness and wealth for their families</li> </ul> |

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| <p>b) Possible evidence showing students are able to discuss one key idea from the speech in relation to their own life experience.</p>   | <p><i>Candidate answer should address one aspect mentioned in the speech: (such as) family connections to Niue/ NZ migration/ education in NZ/ importance of work ethic.</i></p>   |  |  |
| <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>• It is important to work hard to do well and honour your elders.</li> <li>• Student shows basic understanding of some of the ideas in the text.</li> </ul>   | <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>• In the speech it talks about working hard and working hard so that you can be successful and make your parents happy. These are the values taught to me by my family as well. As mentioned in the speech, I would also like to work hard to honour the sacrifice my grandparents made for me coming to New Zealand for a better life.</li> </ul> <p>Ideas that are listed show clear understanding</p> | <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>• In the speech Ikitau talks about the importance of working hard or having a good work ethic and that if you work hard you will reap the rewards, become successful and make your family happy. My family have also taught me these values, and I can relate to the ideas mentioned in the speech about my grandparents coming to NZ to look for the “pearl of wealth” for the generations to come. As I am part of the new generation of Niueans, I share the idea in the speech that we now need to remind ourselves of the sacrifice our elders made for us by giving up their lives in Niue in search of a better life in NZ. We can honour them by working hard.</li> </ul> <p>All ideas are justified with detailed explanation</p> |  |
| <p><b>NB:</b> Point of Clarification – The term “<i>penina</i>” is believed to be an introduced word. After the Gospel was successfully brought to Niue by Peniamina in 1846, generations of Niuean Pastors were educated at the Malua Theological College in Samoa. With this training in Samoa, the returning Pastors brought in a host of Gagana Samoa words. The word <i>penina</i> is believed to be in this lexicon. Other examples of the influx of words are ‘<i>Faifeau</i>’ (which should be “<b>Matua Akoako</b>”, or “<b>Fakafekau he Atua</b>”). A good number of these introduced words are widely used in Vagahau Niue today. According to the <b>Tohi Vagahau He Vagahau Niue</b> (Niue Language Dictionary), the original word for pearl is “<i>utetifa</i>” [SOURCE: Funaki, Ioane, Tanaki, Early. 2005. <b>Tohi Vagahau He Vagahau Niue</b>. New Zealand. Publishing Press Limited, page 432].</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.*

| Question THREE   | Achievement   | Achievement with Merit  | Achievement with Excellence  |
|--|---|---|--|
| <p>a) Possible evidence showing understanding of the process Malcom went through to write the song</p> | <p><i>Student shows a <b>basic understanding</b> of what they have listened to (<b>Verbal Text</b> heard), through their <b>written response</b>. Student's answer might possibly be limited and basic.</i></p> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>• Written with his brother at Christmas.</li> <li>• It took a long time to record.</li> </ul> | <p><i>Student shows a more <b>advanced understanding</b> of what they have listened to, through their written response. Student shows a <b>limited amount of perception</b>.</i></p> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>• Written with his brother three years ago at Christmas.</li> <li>• It took 48 hours to record and they posted it on Christmas day.</li> </ul> | <p><i>Student shows an <b>advanced understanding and perception</b> (with an <b>amount of depth</b>) of the text. Student also shows an <b>understanding of the nuances</b> in the spoken and sung text. That is, the student 'picks up' on matters not necessarily verbally discussed but <b>implied</b> to in the text.</i></p> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>• Malcom wrote the song 3 years ago at Christmas with his brother when they had access to a recording studio.</li> <li>• it took 48 hours to record and they posted it on YouTube on Christmas day.</li> </ul> |

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|--|--|---|--|
| <p>b) Possible evidence that shows a personal response to Malcolm's song supported by reference to his talanoa and the song excerpt.</p> | <p>Ideas that are listed show basic understanding.</p> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>I enjoyed this song, it is written at Christmas and praises God using Niuean language.</li> </ul> | <p>All ideas are justified with detailed explanation.</p> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>I really like Malcolm's song. It has a special story, written with his brother at Christmas time, using a song the liked from their childhood and praising God and singing in Niuean together.</li> </ul> | <p>Candidate answer should address the personal story behind the song and its link with Niuean culture and language.</p> <p>Examples of possible answers:</p> <ul style="list-style-type: none"> <li>I really enjoyed this song. I like how it has a personal story, that it was written by Malcolm and his brother at Christmas time, that they worked very intensively over 48 hours to get it done but that it was finished in time for Christmas day. I also like how it is based on a song from their childhood that is connected with with memories of Church and community events which is important for us Niueans. Lastly as Malcolm says I like that you can combine praising God with using Niuean language.</li> </ul> |
|  | <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.*