

NZQA Assessment Support Material

Unit Standard	29699
Title	Demonstrate understanding of a variety of written and /or visual 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 written and / or visual Vagahau Niue texts, 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 demonstrate their understanding of at least three short Vagahau Niue texts that have not been previously studied.

Provide frequent opportunities for independent reading of Vagahau Niue texts within the classroom programme and encourage reading outside of school hours.

Early in the year, model reading strategies and appropriate ways of making meaning of the information, ideas and opinions in a wide range of written and/or visual texts.

Award of grades

Achievement	Merit	Excellence
Learners must demonstrate understanding of a variety of written and /or Vagahau Niue texts on familiar matters.	Learners must demonstrate clear understanding of a variety of written and /or 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 written and /or 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

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, on familiar matters in a range of situations.

Students should not have previously studied the selected texts.

Assess the students holistically across the range of evidence provided.

Feedback and guidance are also part of normal classroom practice and gives a clear indication to students of the level at which they are working. Make sure you give **holistic** feedback to students throughout the year to help them to submit written texts that represent their best work. You might ask a student to change their selection if you think it does not reflect their full ability.

Resource requirements

A variety of short written and /or visual texts as described on page 2 of Unit standard 29699.

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 29699 Guidance Information
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29699>
- Level 7 The New Zealand Curriculum
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

Assessment activity

Unit standard: 29699

Standard title: Demonstrate understanding of a variety of written and / or visual Vagahau Niue texts on familiar matters

Credits: 5

Resource title: **Challenging traditions**

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. This assessment activity provides models of possible approaches.

Model assessment

Assessor instructions for students

Introduction



This assessment activity requires you to read at least three short written and/or visual Vagahau Niue texts that you have not previously studied, and make meaning of the 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 how you show your understanding of the texts.

This activity will take place in class time.

Task

Your teacher will provide a variety of texts in Vagahau Niue on familiar matters that relate to information, ideas, and opinions on topics of personal and/or community interest.

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.

FIRST TEXT: Pasifika sounds change tempo (blog)

Read the text in Vagahau Niue by a Year 12 student writing about the influence of western music on traditional music. Read all parts of the question before you start writing your responses. Remember to support your answers with evidence from the text. Answer in your choice of English, te reo Māori, and/or Vagahau Niue.

Glossary

Tāvelimohe – dozing

Palau hila – electric drums

Fati kehekehe – different compositions

Kofe hila – electric guitar

Manako au ke tā taha lologo mafiti. Nakai manako au ke tā lologo eto, neke tāvelimohe e tau tagata. Mahofi e tau lologo ka ta aki e ukulele. Iloa nī he tau tagata ko e lologo uhu mai he fānau Pasifika. Pete nī he vahānei, kua fiafia e tau fānau fuata ke fanogonogo ke he *island reggae*. Maeke nakai he taha ke fakamaama mai ki a au, ko e hau fēfē e *island reggae* ki a tautolu? Ai fai lologo ne tata ke he ha mautolu a tau lologo he vahā tuai, tuga ne fakaako he tau matua tupuna. Ko e taha puhala a nei ke fakamau aki e Vagahau Niue tuga e 'Ko Mautolu Nei'. Kua loga tuai e tau fati kehekehe he lologo ia. Maama e tau kupu mo e fati, tā aki e nafa, ukulele mo e kitā. Ai fakaaoga e bass guitar, palau hila, kofe hila po ke piano hila. Ka ō a tautolu ke hikihiki e tau tā kofe Niue ke he *island reggae* to nākai fai lologo Niue ka toe. Kua ō tei tā e *island reggae*, ka e nākai fai reggae he tau motu Pasifika.

Fēfē e haau a manatu? O ki mua nakai e tau lologo Niue ... po ke lahi nī a tautolu ke fifitaki ke he tau lologo he tau motu kehe?

Fakakite mai lā e tau manatu ha mutolu ma tau kapitiga.

<https://seniorsecondary.tki.org.nz/Learning-languages/Achievement-objectives/AOs-Level-7/Vagahau-Niue-L7-Context-elaborations/Example-3>

SECOND TEXT: Advice needed for sports fundraising

Read the text in Vagahau Niue about a fundraising event for a sports club reported in a local community paper. Read all parts of the question before you start writing your responses. Remember to support your answers with evidence from the text. Answer in your choice of English, te reo Māori, and/or Vagahau Niue.

Glossary

fafati — estimated

fakafua — establishment

fakamaumauaga — finalise

Kua amanaki e tau fuata ke fakahoko e koli he pō Faiumu aho 22 he mahina a Aokuso ke ati tupe ke lata ma e tauteaga he malē pelē lakapī mo e malē pelē netepolo.

1. Kua mau ha lautolu a tau manatu ke taute kai ke fakafua he fale koli. Kua fafati e lautolu ti talia ke \$10 ka fakafua aki taha e kapiniu kai.
2. Kua vihu e tau kupu hagai ke he fekau, ko e fakafua kava mo e tau tulā fafati ke lata ma e koli.

Kua manako falu ke pā e fakafua kava he fale koli ka e manako falu ke fakafua kava hā ko e taha pūhala tutuli tupe foki nī a ia. Ko e kakano ne loto ai ke pā e fakafua kava hā kua lahi e fakahānoa he tau tagata inu kava. Hā hā i ai e falu kua tupetupe hā kua manako ke tokologa ka omai ke lagomatai e ati hakeaga tupe.

Kua manako foki ke kamata e koli he hola valu ti fakaoti he hola hogofulu ma ua. Kua nā kai fiafia falu fuata ke tuku e koli he matahola ia. Manako a lautolu ke tuku atu e fakaotiaga ke he hola 1 he pogipogi Tapu. Iloa mo e mailoga e tau fakaako he tau mamatua ke he Aho Tapu.

[Fēfē ha mutolu a tau manatu ma tau mamatua, kua manako ke lagomatai ke he fakamaumauaga

<https://seniorsecondary.tki.org.nz/Learning-languages/Achievement-objectives/AOs-Level-7/Vagahau-Niue-L7-Context-elaborations>

THIRD TEXT: Reaching the end

Read the text in Vagahau Niue written by a Year 13 student for a school magazine. Read all parts of the question before you start writing your responses. Remember to support your answers with evidence from the text. Answer in your choice of English, te reo Māori, and/or Vagahau Niue.

Kua hoko mai tuai e magaaho ke toka e fatamanu, mo e fakalele atu e tau momoui ke he taha lakaaga kehe mai mo e fonua aoga ne fakaako ai ke he fitu e tau tau. Haia ma tau fānau he Vahega 13: he tau 2014, amaamanaki ā mo e mautali ke lata mo e tau fakaakoaga kua fakaako ki ai, ko e fakagahua ha ne fai.

Fituaki e tau tau aenei he tafepoi, lakahui, hopohopo mo e falu magaaho toho e tau hui, ka kua tū tuai e hogofulu ma valu e tau tau mo e hoko ke he tapunu. Auloa ko e matakau, ne fetufatufaaki, tagi, miha, fekī malie, fetoko mo e tau veveli fiafia auloa a mautolu, ko e magafaoa taha.

Kua tonu ni ke fakaaue a mautolu ke he tau mamatua, tau faiaoga, tau kapitiga, tau tupuna mo e magafaoa laulahi ne feaki mai a tautolu ko e tau mohiomohi, hā ē nī, kua fuata mo e nākai fai mena ke matakutaku ki ai. Aofia ai foki e tau faiaoga he ECE, tau lilifu akoako mo e tau Ulu-Faiaoga ne fakaako a mautolu ke tohi tala, lafilafi numela pihia mo e lalaga kato.

Ohake mai a mautolu ke he Aoga Tokoluga mo e manatu kua lotomatata a mautolu mo e iloa e tau mena oti, ka e nākai mailoga, ko e tau fakaakoaga ha mautolu fakamua, kua nakai tatai mo e tau fakaakoaga ai nai. Ti nofo fai mo e manamanatu, ko e loga agaia e tau mena haaku ke taute mo e fakaako ki ai. Moha ia, ko e magaaho ia anei ke fakakite e pulotu haaku. Oi aue he ui he kau.

Pehē taha tala he taha faiaoga, “tao e umu ke moho”. Haia, matutaki haau a moui fakaako ki fafo he aoga nei mo e fakaveaga “Mata ki Luga” he Aoga Tokoluga. Ko e tau mena oti nai ke fakaako a tautolu ki ai ti to pihia ni.

Nākai ko e mavehe a nei. Monuina a tautolu oti mai he Atua.

Model assessor text – for assessor use only

English text

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

First Text – Pasifika sounds change tempo

I want to play an upbeat song, not a slow one in case people will fall asleep. When the ukulele is played it gives the song that pacific flavour. Although we have our kind of music and songs, people nowadays still prefer to listen to island reggae. Can someone tell me how did island reggae arrive at us?

No song in this day and age can compare to our tupuna's songs that were taught in the past. For example, "Ko Mautolu Nei"

There have been many different composers with different sounds, tunes and harmonies. Using different instruments like the nafa, ukulele and guitar. There were no bass guitars, drums, electric guitars and keyboards then. When we change our traditional songs to island reggae there won't be any authentic Niue songs left. They're playing island reggae but there is no such thing as island reggae in the pacific!

So what are your thoughts, shall we move forward with Niue songs or we follow suit with songs from abroad?

Send your views people.

Second Text – Advice needed for sports fundraising

The youth are organising a fundraising dance on Saturday 22nd August and funds will go towards revamping the rugby field and netball courts.

It was agreed for food to be sold at \$10 a plate.

However, we haven't come to an agreement about selling alcohol and times for the dance. Some didn't agree for the bar reason being that people get quite careless when drinking alcohol. While others wanted to open the bar because more people will come, more people means more money.

The proposed time for the dance is 8pm to 12 midnight but others wanted the dance to finish at 1am which is a Sunday morning. We have all been taught that after 12 midnight on a Saturday, it is Sunday.

Any suggestions from parents please who have helped with youth activities?

We seek contributions from your mamatua. Do you have any suggestions to assist our youth with the fundraising activities?

Third Text – Reaching the end

The time has come for us to leave the nest that was home for seven years and spread our wings. This is it, Year 13 of 2014. We're closer to realizing what we have been preparing for.

It's been seven years of running, walking, jumping and sometimes dragging our feet but we've turned 18 and made our mark. As a group we've shared, cried, fought, laughed, bickered and stumbled happily as a family. Some of us have gone away but the remaining few have become a family.

We must thank all our parents, teachers, friends, grandparents and the extended families that have nurtured us young'uns; and our ECE teachers, parents, principals and pastors who taught you to count, read, write and even how to weave.

We came up to high school thinking we're smart and know it all but have no idea! The many teachings before were nothing compared to now and left you wondering, there is so much to do and learn. Well this is the time to show what you have got. Oi aue!!!, they say!!

A teacher once said, "You are now old enough and ugly enough!" to continue our lives outside of Niue High School with Mata ki Luga. This has taught us to become who we are and will be.

This is not goodbye. May God bless us all.

Assessment Schedule

Vagahau Niue: Demonstrate understanding of a variety of written and / or visual Vagahau Niue texts on familiar matters (29699)

Assessment Criteria

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

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>Demonstrates understanding 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>Demonstrates clear understanding 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>Demonstrates thorough understanding of the meanings and 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>

N0/No response; no relevant evidence

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 understanding of how Western music has influenced influences from traditional Niuean music.</i></p>	<ul style="list-style-type: none"> • Traditional music is slow. • Contemporary music is upbeat. • Contemporary music uses electric guitars and keyboards. • Contemporary music has introduced Niue to Island Reggae. 	<ul style="list-style-type: none"> • Traditionally there were different instruments like the nafa, ukulele and guitar. • Contemporary music is more upbeat than traditional music. • Has introduced new instruments to traditional Niuean music such as keyboards and guitars and new styles such as reggae. 	<ul style="list-style-type: none"> • Traditional songs come from our ancestors and can't be compared with modern music. • Brings in a mix of old and new with keeping the ukelele but changing the sound with the introduction of new instruments. • People now prefer listening to Reggae and the author is worried it will take away or make people lose the traditional Niuean music.

<p>b) <i>Possible evidence showing understanding of how to form an opinion based on the text.</i></p>	<ul style="list-style-type: none"> I prefer upbeat songs, not slow songs. It is important to remember our ancestors songs but I like the instruments. There were different composers. There were different instruments used like the nafa. There were no bass guitars used. Don't change the original sound of our songs. 	<ul style="list-style-type: none"> Slow songs are not seen by the author as boring and would put people to sleep. The ukulele, when played adds and gives that unique pacific flavour. No songs can compare to the blogger's tupuna songs that were taught in the past like "Ko Mautolu Nei". The differences came from different composers, different sounds, harmonies and tunes. Traditionally there were different instruments like the nafa, ukulele and guitar being used but the traditional music has introduced other sounds like keyboard, drums, bass and electric guitars. There were NO bass guitars, drums, electric guitars and keyboards used in the traditional music scene. 	<ul style="list-style-type: none"> I think that we can have both music can and should exist. We can still sing our tupuna songs with traditional instruments and styles. It is important not to forget these to remember who we are. But I also like upbeat music and Pacific reggae has unique pacific flavour with the ukelele. No songs can compare to the blogger's tupuna songs that were taught in the past like "Ko Mautolu Nei". The differences came from different composers, different sounds, harmonies and tunes. Traditionally there were different instruments like the nafa, ukulele and guitar being used but the traditional music has introduced other sounds like keyboard, drums, bass and electric guitars. There were NO bass guitars, drums, electric guitars and keyboards used in the traditional music scene. The contemporary changes that incorporated original songs to island reggae, are not authentic. Reggae music influence the emergence of island reggae.
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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 the different issues that the organisers had to think about when planning the fund-raising event</i></p>	<ul style="list-style-type: none"> • Food. • How to raise money. • Time of the event. 	<ul style="list-style-type: none"> • They are raising money for renovating rugby field and netball courts so they want it to be a lucrative event. • The cost of food. • Whether or not to sell alcohol, as alcohol makes money, but they don't want people to get drunk. • The time that the event should finish - should it run into Sunday morning, a holy day. • Which activities should be run. 	
<p>b) <i>Possible evidence showing understanding of how and why there was disagreement regarding the fundraising event.</i></p>	<ul style="list-style-type: none"> • conflicting proposed closing time between 12 midnight and 1 am. • sale of alcohol was not agreed upon 	<ul style="list-style-type: none"> • conflicting proposed closing time between 12 midnight and 1 am. • After midnight is considered Sunday. • There is disagreement as to whether alcohol should be sold or not as alcohol generates more money but is inappropriate. 	<ul style="list-style-type: none"> • conflicting proposed closing time between 12 midnight and 1 am. • After midnight is considered Sunday • Traditional practices that values Sunday • Individuals have conflicting attitudes towards alcohol being served at the fundraising event. The presence of alcohol means: <ul style="list-style-type: none"> - People become careless while drinking alcohol - Attract more people will generate - Generate more money from the sales of alcohol - Inappropriate to have alcohol at a youth fund raising event.

	<ul style="list-style-type: none"> • The youth are organising a fundraising activity on 22th August. The attendees at the meeting are divided with the idea of having alcohol at the fund raise event. Some do not agree to have alcohol at the event and gave reasons such as consuming alcohol tends to lead some people to become careless. Another reason given is because others see it as inappropriate to have alcohol at an event hosted for and by the youth. Others prefer, that alcohol be available for sale as having alcohol can bring more people. The funds raised, will go towards the rugby and the netball courts. It has been agreed upon that plates of food should be sold. However, we have not come to a general agreement on the sale of alcohol. Some of us do not wish for alcohol to be sold. Others prefer, that we have it for sale, as it will bring in more people. Again some want the dance to finish at 12 midnight, as others wish for the dance to finish at 1am. 	<ul style="list-style-type: none"> • The attendees at the meeting are divided with the idea of having alcohol at the fund raise event. Some do not agree to have alcohol at the event and gave reasons such as consuming alcohol tends to lead some people to become careless. Another reason given is because others see it as inappropriate to have alcohol at an event hosted for and by the youth. Others prefer, that alcohol be available for sale having alcohol can bring more people therefore for sales to generate more funding for the event. The thinking behind it is that it will bring in more people which equals more money. Another issue arises from the fono is to do with the closing time. Some want the dance to finish at 12 midnight, as others wish for the dance to finish at 1am. They are very aware of the traditional protocols in Niue, that if the fund raiser goes ahead, the dance need to be over by 12 midnight. After midnight is considered Sunday in opposing the group who suggested for a 1am finish. 	<ul style="list-style-type: none"> • The attendees at the meeting are divided with the idea of having alcohol at the fund raise event. Some do not agree to have alcohol at the event and gave reasons such as consuming alcohol tends to lead some people to become careless. Another reason given is because others see it as inappropriate to have alcohol at an event hosted for and by the youth. The underlying message is that the event may put underage young people to drinking and the adults are condoning it. Others prefer, that alcohol be available for sale having as alcohol can bring more people and sales can generate more money. Another issue arises from the fono is to do with the closing time. Some want the dance to finish at 12 midnight, as others wish for the dance to finish at 1am. They are very aware of the traditional protocols in Niue, that if the fund raiser goes ahead, the dance need to be over by 12 midnight. After midnight is considered Sunday in opposing the group who suggested for a 1am finish.
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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 THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>a) <i>Possible evidence showing understanding of the purpose of the text</i></p>	<ul style="list-style-type: none"> • to celebrate the Yr 13 students finishing their school years. • to acknowledge the work of the parents, extended family, friends for their work in supporting the students. 	<ul style="list-style-type: none"> • to acknowledge the teachers, principals and pastors and their role in educating the students. 	<ul style="list-style-type: none"> • to remember the good and hard times the students have had through school • to wish the students well for the future and let them know they have a place still at Niue High School • Teachers – The many teachings before was nothing compared to now and left you wondering • You are now old enough and ugly enough” • Nurtured us • Taught you to count, read, write, add and subtract and weave. • Tau mamatua & extended families – nurtured us young ones. <p><i>Two example from peers, two from educators and one from tau mamatua answers to achieve with Excellence)</i></p>
<p>b) <i>Possible evidence showing understanding of audiences for article and the relevant information for each group.</i></p>	<p>Three groups</p> <ul style="list-style-type: none"> • peers • teachers and school and church leaders • Family and friends 	<ul style="list-style-type: none"> • peers - It's been seven years of running, walking, jumping and sometimes dragging our feet, but we've supported each other. 	<ul style="list-style-type: none"> • As a group we have shared, cried, fought, laughed, bickered and stumbled happily as a family. This has taught us to become who we are and will be. • You've taught us essential skills for life

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| <ul style="list-style-type: none"> The purpose of this text is to acknowledge the contributions of teachers, peers and community family regarding their walk in the path of education. This farewell speech paid tribute to the three main audience the speaker was addressing which were his peers, his teachers and the wider community family. To his peers he was reminiscing about their journey to date. In it he reminds his peers about their bonds and friendships where they were on that date. He says, “it’s been seven years of running, walking, jumping and sometimes dragging our feet’ To his teachers, he thanked them for the educational skills they learnt and had listed the skills such as counting, reading, writing and weaving. To the wider family he has allude to the idea that it takes a village to raise a child, the child he acknowledged as the young’uns that the wider family nurtured. The farewell speech highlighted those who played an important role in his education | <ul style="list-style-type: none"> The purpose of this text is to acknowledge the contributions of teachers, peers and community family regarding their walk in the path of education. This farewell speech paid tribute to the three main audience the speaker was addressing which were his peers, his teachers and the wider community family. To his peers he was reminiscing about their journey to date. In it he reminds his peers about their bonds and friendships where they were on that date. He says, “it’s been seven years of running, walking, jumping and sometimes dragging our feet’ Following that statement is a reminder to his peers about their bond that has turned them into a family - As a group we have shared, cried, fought, laughed, bickered, trotted and stumbled happily as a family. To his teachers, he thanked them for the educational skills they learnt and had listed the skills such as counting, reading, writing and weaving. To the wider family he has allude to the idea that it | <ul style="list-style-type: none"> The purpose of this text is to acknowledge the contributions of teachers, peers and community family regarding their walk in the path of education. This farewell speech paid tribute to the three main audience the speaker was addressing which were his peers, his teachers and the wider community family. To his peers he was reminiscing about their journey to date. In it he reminds his peers about their bonds and friendships where they were on that date. He says, “it’s been seven years of running, walking, jumping and sometimes dragging our feet’ Following that statement is a reminder to his peers about their bond that has turned them into a family - As a group we have shared, cried, fought, laughed, bickered, trotted and stumbled happily as a family. To his teachers, he thanked them for the educational skills they learnt and had listed the skills such as counting, reading, writing and weaving. He attributed the learning and growing confidence |
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takes a village to raise a child, the child he acknowledged as the young’uns that the wider family nurtured. The farewell speech highlighted those who

to the nurturing his teachers provided over time. To the wider family he has allude to the idea that it takes a village to raise a child, the child he acknowledged as the

		played an important role in his education.	young'uns that the wider family nurtured. The farewell speech highlighted those who played an important role in his education.
	<i>The examples above relate to only part of what is required and are just indicative.</i>	<i>The examples above relate to only part of what is required and are just indicative.</i>	<i>The examples above relate to only part of what is required and are just indicative.</i>

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