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SUPERVISOR'S USE ONLY

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92353



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Draw a cross through the box (X) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 Vagahau Niue 2024

92353 Demonstrate understanding of written Vagahau Niue related to everyday contexts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of written Vagahau Niue related to everyday contexts.	Demonstrate sound understanding of written Vagahau Niue related to everyday contexts.	Demonstrate thorough understanding of written Vagahau Niue related to everyday contexts.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL the questions in this booklet.

Pull out Resource Booklet 92353R from the centre of this booklet.

Answer in your choice of English, te reo Māori, and/or Vagahau Niue. If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

Do not write in the margins (XXXX). This area will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Achievement

TOTAL 10

Page 1

Answer in your choice of English, te reo Māori, and / or vagahau Niue.

Make sure you have the paper Resource Booklet 92353R.

QUESTION ONE: *Aho Pulefakamotu ha Niue!* (It's Niue Constitution day!)

Read Text A on page 2 of the resource booklet. Use the text to answer Question One.

(a) *Ko e ha ne futi tokoua ai e tau matini?*

Why were both flags raised?

B *I* U     

They were both raised to show the unity between nz and niue

(b) *Ko e heigoa e matakupu uho he tau mamatua ke lata mo e Pulefakamotu?*

What is the main message about the constitution shared by the elders?

B *I* U     

To celebrate the unity between nz and niue

(c) *Ko e ha ne ai kai ai a Mele he mogo pogipogi?*

Why did Mele not eat breakfast in the morning?

B *I* U     

She didnt eat breakfast in the morning because her parents said she couldnt. The food was for the constitution day

Page 2

QUESTION TWO: *Hifi ulu* (Hair cutting ceremony)

Read Text B on page 3 of the resource booklet. Use the text to answer Question Two.

(a) *Ko e ha ne pipi aki e lipine e ulu ha Iki?*

Why are ribbons used in Iki's hair?

B *I* U     

To keep his hair neat and tidy

(b) *Ko e heigoa e gahua he matua fakafekau ke lata mo e hifi ulu ha Iki? Fakakite haau a maamaaga.*

What role does the minister play in the hair cutting ceremony? Explain the significance of his role.

B *I* U     

In many pacific island cultures the minister is of high value and respcet, he starts by opening up the ceremony and he blesses iki and is the first to cut his hair.

(c) *Ko e ha ne mahuiga lahi e fagatohi kia Iki mo e tau uiina ha Iki?*

Why is the *fagatohi* important for both Iki and the guests?

B *I* U     

The fagatohi is important for both iki and the guests because they get to show their respects

Page 3

QUESTION THREE: *Heke he pasi* (Missing the bus)

Read Text C on page 4 of the resource booklet. Use the text to answer Question Three.

(a) *Ko e heigoa kua tupu ti mule ai a Hana?*

What caused Hana to be late?

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Because she stayed up watching tiktok reels on her phone, which caused her to miss her bus

(b) *Ko e ha ne lomi tohi ai a Hana ke he tau kapitiga?*

Why did Hana text her friends?

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To let them know that she was going to be late

(c) *Liga pelē nakai a Hana? Fakakite e kakano.*

Do you think Hana got any game time? Explain why.

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No because her coach emphasised that they had to be there at 8 am sharp but the got there at 845 and the game starts at 915

(d) *Hiki fefē e mahani ha Hana he aho na?*

How does Hana’s mood change throughout the story?

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At the start of the story she is stressing and anxious, she already woke up late and missed her bus so she was rushing. But when she gets to school she is happy and relieved.

Achievement

Subject: Vagahau Niue

Standard: 92353

Total score: 10

Q	Grade score	Marker commentary
One	A3	The response provided basic information, with a focus on the concept of unity. The last part of the question was answered more fully and gave sufficient understanding. The candidate demonstrated an understanding of the context of the ceremony and the relationship between New Zealand and Niue.
Two	A3	The response provided direct evidence from the text to respond to aspects of the question parts. The "significance" and "importance" elements of understanding were noted but not fully developed.
Three	A4	The candidate provided a fuller response here and showed some justification for their decisions about the text.