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92354



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Draw a cross through the box (☒) 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 2025

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

Credits: Five

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

Each of the questions in this assessment requires you to listen to a passage in Vagahau Niue. You will hear each passage four times:

- The first time, you will hear it as a whole.
- The second, third, and fourth times, you will hear it in sections, with a pause after each.
- As you listen, you may make notes in the space provided.
- Before the passage begins, you will have 30 seconds to read the question.
- Once the passage has finished, you will have time to review your answers.

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 (//////). 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 12**

# Page 1

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

## INSTRUCTIONS

You may listen to the entire passage once, and each section up to three times. You can choose when to start each play but may not pause inside a passage or section. Complete your audio listening before continuing to the next page.

## FIRST PASSAGE: *Kamataaga aoga he tau fou* (Start of the new school year)

Listen to Mone and Brini's conversation. Refer to the passage in your answer to Question One.

### AUDIO PLAYER: First Passage

Read the question before you begin listening to the passage.

**Each section can be played ONCE only, and cannot be paused or stopped.**

#### FIRST READING

Full passage  
2m 28s Played

#### SECOND READING

Section 1  
Played

Section 2  
Played

Section 3  
Played

#### THIRD READING

Section 1  
49s Played

Section 2

Section 3

#### FOURTH READING

Section 1  
49s

Section 2  
55s

Section 3  
42s

### LISTENING NOTES

Brini/Mone  
Mone wants to take subject french  
mother says to take subject vagahau Niue  
Brini wants to take science  
Mone finds vagahau niue difficult  
Brini finds it easy  
mone wants to take sport subjects

## QUESTION ONE

- (a) *Fefē e loto ha Mone he magaaho ne fifili ai e tau vahega ke lata mo e tau? Fakaaoga e tau kupu he tala ke fakamaama haau a tali.*

How does Mone feel about selecting his subjects? Use evidence from the passage to support your answer.

B I U

he feels it may be difficult, because he wants to take the subject french but his mother says to take vagahau Niue, but he mostly wants to take a sports related subject

- (b) *Mahuiga fefē e tau kupu fakamafana ha Brini kia Mone? Fakaaoga e tau kupu he tala ke fakamaama haau a tali.*

How helpful is Brini's advice for Mone? Use evidence from the passage to support your answer.

B I U

Brinis advice to Mone was to take french but he is unable as it is his mother who said no, but Brinis advice to Mone telling him he could take different sports related subjects he could now figure out which one to take which was helpful.

## Page 2

### SECOND PASSAGE: *Ko e haaku a fakafetuiaga mo e matua taane (My relationship with Dad)*

Listen to Sepa and her dad's conversation. Refer to the passage in your answer to Question Two.

#### AUDIO PLAYER: Second Passage

Read the question before you begin listening to the passage.

**Each section can be played ONCE only, and cannot be paused or stopped.**

##### FIRST READING

Full passage  
2m 32s Played

##### SECOND READING

Section 1  
1m 2s Played

Section 2  
44s

Section 3  
44s

##### THIRD READING

Section 1  
1m 2s

Section 2  
44s

Section 3  
44s

##### FOURTH READING

Section 1  
1m 2s

Section 2  
44s

Section 3  
44s

#### LISTENING NOTES

Sepa  
dad says to make takihi for the nena masis kavi  
tired  
hurry to make  
always forgets things to make food  
talo, gako niu, foila, loku  
change recipe to fua pisi  
dont change  
matua lisa  
dont follow palagi way, not same niue way  
taga tao kai

#### QUESTION TWO

- (a) *Fakakite e haau a maama ke he fakafetuiaga ha Sepa mo e haana matua taane. Iloa fefē e koe kua pihia a Sepa?*

Describe the relationship between Sepa and her father. How does the passage help your understanding about the relationship?

B I U

They have a good relationship, joking around with each other and teasing each other because of their mistakes.

- (b) *Fefē e manatu he matua taane ke fakaaoga e pisi ke tao aki e takihi? Ko e hā ne manatu pihia ai e matua taane? Fakaaoga e tau kupu he tala ke fakamaama haau a tali.*

How does the father feel about having peaches in the *takihi*? Why does he feel this way? Use examples from the passage to explain your answer.

B I U

He does not like the idea of peaches being in the *takihi* as it is not the traditional way to prepare it, he says it is the way that palagis do it and that sepa should make it the Niuean way as that is how it is supposed to be made, or if Sepa wanted to use peaches she may as well have to make pitako instead.

# Page 3

## THIRD PASSAGE: *Ko e tala ke he taha koli Niue* (My speech on a specific Niue dance)

Listen to Sione's speech regarding a traditional Niue dance. Refer to the passage in your answer to Question Three.

### Glossed vocabulary

- fakahaga      gradual
- holoholo      handkerchief
- fakapapahi    to arrange into sections

<p><b>AUDIO PLAYER: Third Passage</b></p> <p>Read the question before you begin listening to the passage.</p> <p><b>Each section can be played ONCE only, and cannot be paused or stopped.</b></p> <p>FIRST READING</p> <p>Full passage 2m 60s Played</p> <p>SECOND READING</p> <p>Section 1    Section 2    Section 3 50s Played    1m 11s Played    58s Played</p> <p>THIRD READING</p> <p>Section 1    Section 2    Section 3 50s    1m 11s    58s Played</p> <p>FOURTH READING</p> <p>Section 1    Section 2    Section 3 50s    1m 11s    58s</p>	<p><b>LISTENING NOTES</b></p> <p>Sione meke Origin of dance-Fiji 1920 when started the meke in Aliutu went around the whole island dance with fans and tao ta kilikiki steps of taute tau gahua motu</p>
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### QUESTION THREE

(a) *Ko e hā ne fakamatala ai Sione ke he koli meke?*

Why is Sione giving his speech?

B I U

To talk about the dance that people dance in Niue called 'Meke' and its origin and how it got around the island

(b) *Fakakite fefē e Sione e mahuiga he koli meke, ke he tau tagata kua fanogonogo?*

How does Sione convince his audience that the *meke* is an important dance?

B I U

It says that the dance in the meke can show the different jobs done in Niue like fishing, or playing cricket

## Achievement

**Subject:** Vagahau Niue

**Standard:** 92354

**Total score:** 12

Q	Grade score	Marker commentary
One	A4	The response shows an overall understanding of Mone's feelings when choosing subjects. The candidate shows awareness of Brini's advice and comments on how helpful it was. However, to reach Merit, the candidate needed to show clearer and more relevant connections between points in the passage to support their response.
Two	A4	The response identifies that Sepa and her Papa have a good relationship, and the candidate shows some understanding of this. However, the answer does not sufficiently support this with evidence, as required. In part (b), the candidate shows understanding of the father's feelings about keeping the <i>takihi</i> traditional.
Three	A4	The response shows a straightforward understanding of the purpose of Sione's speech about the <i>meke</i> . In part (b), the candidate shows relevant examples that support their understanding and demonstrates how Sione convinced his audience.