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SUPERVISOR'S USE ONLY

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92354



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.**

Merit

TOTAL 15

# 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 foou* (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

Section 2

Section 3

#### FOURTH READING

Section 1  
49s

Section 2  
55s

Section 3  
42s

### LISTENING NOTES

What to pay attention to / track down evidence (importantly so i can answer the questions)

- How mone feels about slecting his subjects  
- manako he matua fifine ha Mone ke uta he vahega Vagahau Niue, Ke maama he patu he tala?vagahau kae manako ha Mone ke uta he Vahega ne fakaako France ti Kata ha Brini ti tliu ai manako a koe ke fano ki kitia he eifle tower ti liu ha Mone moe kata foki oi nakai manako au ke o mo kai tau crossant ai fia lotoa Mone ke taute he vagahu niue," hopoate au fia loto he patu ke pele sipote"  
-tau vahega fifili  
vagahu falani manakao akoe ke fakai he tau effile tower kae vale he matua haaku

- How helpful Brini's advice for Mone is?  
ekekafo saiene mukamuka mitaki ke e uka kae manako loga he tau tohi  
brini said its easy to learn for mone he Vagahau Niue and that he can Take sports as a sunject even just by reading books, it helps Mone better understand whats best for him to take as a subject and what he can still learn even if he doesnt take it as a subject

vahega saiana muka

## 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   ↶ ↷ 🌐

Manako ha Mone ke uta he vahega Vagahau Falani (france) he taha he fifiliaga he vahega haanane manako e patu. Kae ita he matua fifine haana ti liu kia Mone ke uta he vahega Vagahau Niue. Ai fiafia ha Mone ke uta he vagahau Niue, ai kua vahega ne fiafa e patu ke uta. koe taha he tau vahega ne fiafia lahi e patu ke fifili foki koe vahega sipotekae ai fai vahega, ti pikopiko he patu kia Brini. ka oti he logona he fakamafana ha Brini, mitaki he patu ti ai kono foki.

- (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   ↶ ↷ 🌐

Mitaki lahi he fakamafana ha Brini kia Mone, ai kono lahi he patu, moe fiafia e tau vaheaga foki ha Brini moe Mone kia haana he tau Vahega.

## 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



#### SECOND READING



#### THIRD READING



#### FOURTH READING



#### LISTENING NOTES

what to look out for

-relationship between sepa and her father  
.kai afaifi i nena masi mafiti ke hau ke taute he takihi  
falekoloa, katoa oti he tau mena. fua piti!? surprised  
shocked. koe tau palagi ia ne taute kai ne ai tuga he  
phual he tau faoa niue. e maoli ke fia lotu a  
tao he takihi  
tagataokai

-how does the father feel about having peaches in his  
takihi

### 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

koe sepa koe tama ai tote ai lahi, (teen-years) "ti aala ha Sepa kua fafagu he matua taane haana e patu. "aala ma Sepa!" liu he matua Taane, "Hau la ke taute he takihi ke lata moe kai afaifi ha mautolu, i kaina ha Nena Masi."  
mai he haaku iloaaga kehe tala.

kind, loving, slow-to-be-but-are-obeying and strange. Sepa has a beautiful bond with her dad and even she asks weird questions they always manage to handle it with a little bit of a laugh and tired (sarcastic) look.

- (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

Very shocked, koe liu he matua taane ha sepa ke ai fakaaoga he tau peaches iloto he takihi, kua tau faoa palagi ni ne taute he tau mena ai. koe sepa moe matua haana kua tau tagata niue ti lali ni ke ai fakaaoga he tau peaches.

# 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

**AUDIO PLAYER: Third 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 60s Played

SECOND READING

Section 1    Section 2    Section 3

THIRD READING

Section 1    Section 2    Section 3  
50s

FOURTH READING

Section 1    Section 2    Section 3  
50s    1m 11s    58s

**LISTENING NOTES**

### QUESTION THREE

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

Why is Sione giving his speech?

**B I U**

hagaa ke he meke ko e taha meke koe fulufuluola, koe koli niue mai he fiti fai tagata niue ne nofo he fiti, kamata he meke i maaga ko alofi toga,.  
The importance of the meke and that it is a beautiful way to represent our culture in its grace while also explaining its meaning.

(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**

Prove to the audience the beauty and meaning of the meke, where it is from and why it relates to our Vgahau niue in its culture. We have a beautiful tradition and culture that we continue to follow and walk through, and we should always be grateful to have it.

Fulufuluola pihia e koli meka ha lautolu ti manatu ke fakaako ke iloa.

## Merit

**Subject:** Vagahau Niue

**Standard:** 92354

**Total score:** 15

Q	Grade score	Marker commentary
One	M5	The response shows how Mone feels about his subject choices. The candidate makes relevant connections by identifying Mone's preferred subjects and how these differ from what his parents want. In part (b), the candidate demonstrates clear understanding of how helpful Brini's support was.
Two	M5	The candidate shows clear understanding of Sepa's relationship with her father and supports this with examples of their interactions. In part (b), the candidate explains why the father does not like peaches in the <i>takihi</i> , linking this to his desire to keep the dish traditional.
Three	M5	The response shows understanding of the background to the <i>meke</i> and the purpose of Sione's speech. The candidate describes how Sione convinces his audience that the <i>meke</i> is important. To achieve M6, the candidate needed to show a broader range of examples, demonstrating a wider set of connections to support their explanation.