

This assessment report is based on assessments for 2023. It may not reflect achievement standards that have been updated.

2023 NCEA Assessment Report

Subject:	Vagahau Niue (RAS)
Level:	Level 1
Achievement standards:	92353, 92354

General commentary

These are the first externally assessed Achievement Standards to be presented for Vagahau Niue. The reading and listening assessments were undertaken by two groups of learners; those who live and have full experiences of Niue, and those kiwi kids who may or may not have spent time on Niue. Awareness of these varied experiences of the candidates in relation to these contexts for learning / knowing Vagahau Niue was a perspective to consider when evaluating the work presented. The assessments gave some good opportunities for achievement. It was evident that all learners had experience with the language.

Report on individual achievement standard(s)

Achievement standard 92353: Demonstrate understanding of written Vagahau Niue related to everyday contexts

Assessment

The 2023 Vagahau Niue examination of candidates' response to written language consisted of three questions related to everyday contexts, and candidates were required to respond to all three. Candidates were tasked with reading different text types in Vagahau Niue and responding in either Vagahau Niue, English, or te reo Māori. Questions 1–3 required candidates to demonstrate their understanding of texts about school camp, a cricket game and a well-known person. Of these, the text about Tigilau Ness, a well-known musician and activist, was managed best and elicited strong responses.

Commentary

The assessment worked well. The texts and question types were varied and interesting and allowed candidates to answer in straightforward ways or to expand and develop ideas from the texts into strong responses. There was some scaffolding in the questions, but also areas in which the candidate could choose whether to respond minimally or to elaborate. The number of candidates was comparatively small and more than half of them gained Merit or Excellence overall. The majority of candidates live on Niue and were very familiar and confident with the language, evidence by the fact that about 50% of responses were in Vagahau Niue.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- responded to questions directly

- used some text evidence
- could sometimes move too far from the text, using substantial background, rather than relying on reading.

Candidates who were awarded **Achievement with Merit** commonly:

- merged parts of the text together to create fuller answers
- made connections between ideas inside the text with values and understandings from context
- missed one (usually) key point of understanding – had impact.

Candidates who were awarded **Achievement with Excellence** commonly:

- focused on key points/direction of texts
- elaborated by using accurate evidence
- wrote direct, succinct responses
- also used peripheral evidence.

Candidates who were awarded **Not Achieved** commonly:

- misinterpreted the questions or the text
- partly introduced ideas
- used irrelevant evidence.

Achievement standard: 92354 Demonstrate understanding of spoken Vagahau Niue related to everyday contexts

Assessment

The 2023 Vagahau Niue examination of candidates' response to spoken language comprised of three questions related to everyday contexts, and candidates were required to respond to these, all of which were broken down into parts. Candidates were tasked with listening to different text types in Vagahau Niue and responding in either Vagahau Niue, English, te reo Māori. Questions 1–3 required candidates to demonstrate their understanding of texts about a Niue sports day, a trip to the market, and Polyfest.

Commentary

2023 is the first year that this Achievement Standard in NCEA has been written and assessments developed for Vagahau Niue. Three schools participated in the external assessment, with overall success. Candidates sometimes wrote very little in the digital answer boxes but had written strong evidence of careful listening in their notes. In this assessment, candidates generally drew strong conclusions about what they heard and justified these.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- structured their writing as replies to the questions
- used some text evidence
- could sometimes move too far from the text, using substantial background, rather than relying on listening.

Candidates who were awarded **Achievement with Merit** commonly:

- combined and reorganised parts of the text together to create fuller answers
- made connections between ideas inside the text with values and understandings from the context
- did not provide a complete or rounded response.

Candidates who were awarded **Achievement with Excellence** commonly:

- focused on key points/direction of texts
- elaborated by using accurate evidence
- wrote direct, succinct responses
- also used evidence gathered from elsewhere in the text, even though this evidence may not be in direct response; in this way, they saw the text as a whole.

Candidates who were awarded **Not Achieved** commonly:

- ignored the questions
 - could not demonstrate vocabulary accuracy
 - partly introduced ideas.
-