

2024 NCEA Assessment Report

Subject:	Vagahau Niue
Level:	1
Achievement standard(s):	92353, 92354

General commentary

In this, the second year of achievement standard assessments for Vagahau Niue, it was clear that candidates were more familiar with the external assessment format and content than the candidates were in 2023. The provision of the previous year's material may have been helpful for this. Clear and efficient reporting of content, meaning, and intent was evident as candidates demonstrated their ability to make sense of texts and passages, and apply their broader understandings, using the texts as foundations for discussion.

Those candidates who were able to remain close to the content of the texts, while developing and exploring the ideas within it, were most successful.

It was evident that the cohort was made up of learners whose knowledge of vagahau Niue was on a continuum: from secondary school language learners (mostly in New Zealand schools) to those fluent in the language, many of whom live in Niue and are more exposed to and interactive in the language. These assessments are designed for language learners and will continue to be accessible to those whose experience of the subject is in school. The assessment criteria clearly describe that the ability to understand the meanings and purposes of the texts are priorities for achievement.

Report on individual achievement standard(s)

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

Assessment

The assessment required candidates to respond to three written texts. There was one question broken into smaller parts for each text, so that candidates could be encouraged to use as much text evidence and interpretation as needed.

Commentary

The three texts covered a broad range of vocabulary by offering diverse topics. The first text, about Niue Constitution Day, combined historical fact with a personal context, and most candidates reported sufficient meaning in the text to achieve well. An issue for marking arose when far more knowledge about the historical topic was included in some responses and this could not be connected to the reading of the text in the assessment. Candidates are encouraged to explore the text language, context, meaning and purpose, but to stay within the ideas of the words provided in order to demonstrate reading skill at its fullest.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- reported some understanding of text elements, or the gist of the texts
- attempted to explain actions and situations found in the texts, but not always with evidence directly linked.

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

- recorded and backed up their understandings about the texts
- selected parts of the texts to support their ideas
- showed broad vocabulary knowledge.

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

- wrote contextualised responses
- expanded ideas from the texts to show full understanding
- provided accurate detail from texts.

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

- provided incorrect detail
- offered very limited understanding of the texts
- struggled to show understanding of the intent or meaning of the text as a whole.

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

Assessment

The assessment required candidates to respond to three spoken passages. There was one question broken into smaller parts for each passage, so that candidates could be encouraged to use as much resource evidence and interpretation as needed.

Commentary

The three passages covered a broad range of vocabulary by offering varied topics. One passage was presented as a monologue and the other two presented by two speakers interacting. Candidates had four opportunities to listen to the passages, as a whole once and three times in sections. Candidate use of the number of section plays varied across the cohort, but there was correlation seen between those who used most or all opportunities to engage with the passages and Merit and Excellence grades. Likewise, those who made use of the listening notes boxes in the digital assessment achieved better than those who did not because they were able to access clear evidence that they had heard to support their discussions of the passages.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- reported some understanding of the gist of the texts
- could differentiate between the messages delivered by individual characters
- attempted to explain the opinions and advice found in the passages, but not always with evidence directly linked.

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

- recorded evidence in the listening notes boxes, which they then used to and back up their understandings about the speakers and their messages
- selected parts of the passages to support their ideas
- showed broad vocabulary knowledge.

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

- wrote contextualised responses
- expanded ideas from the passages to show full understanding, using clear evidence
- tended to align with or empathise with the important messages being delivered by characters
- provided accurate detail from passages.

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

- provided incorrect detail
 - offered very limited understanding of the passages
 - offered limited evidence that they understood the positioning of individual characters
 - struggled to show understanding of the intent or meaning of the passage as a whole.
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