

# 2025 NCEA Assessment Report

<b>Subject:</b>	Vagahau Niue
<b>Level:</b>	1
<b>Achievement standard(s):</b>	92353, 92354

## General commentary

The topics and questions for both standards were accessible and seemed to engage candidates. Most responses were from candidates who reside in Niue. Candidates who demonstrated solid knowledge of Vagahau Niue up to Level 6 of the New Zealand curriculum performed the best in this assessment.

The cohort's understanding of the language varied widely, from secondary school learners in New Zealand to fluent speakers living in Niue with regular exposure to 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.

Candidates should ensure they base their responses solely on the text and language provided, as relying on prior or general knowledge on the topic can prevent them from giving clear, direct responses.

## 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

Overall, the assessment functioned well, with a range of extended written texts and contexts. These included:

- an email written from one friend to another reflecting on Hologa Niue
- a letter written to a friend reflecting on Niue's journey to self-governance
- a story about a raft race challenge.

All three questions had a relatively even spread, resulting in candidate performance ranging from Not Achieved to Achievement with Excellence. Candidates seemed to perform best with Text A on the Hologa Niue topic. Texts B and C were more evenly distributed but still resulted in a stable spread of results.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated a general understanding of the language and the text
- provided some relevant ideas that were sometimes accompanied by irrelevant information, which did not show clear understanding of the text
- answered some parts of questions
- listed ideas from the text
- included prior knowledge that was irrelevant to the text.

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

- selected relevant ideas and information from the text to support their explanation
- connected ideas from the text effectively
- demonstrated understanding by interpreting both the text and its language
- elaborated on ideas with clarity
- did not provide sufficient detail and justification to meet the criteria for Excellence.

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

- demonstrated a detailed and thorough understanding of both the language and the text, including author purpose
- used relevant evidence from the text to support their justification
- interpreted text to provide nuanced responses.

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

- listed one idea from the text
- provided irrelevant information
- did not attempt the questions.

## 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 assessment was well balanced with accessible topics and questions that enabled candidates to achieve at all levels, regardless of whether they reside in Aotearoa New Zealand or Niue. These topics included:

- a conversation between two friends regarding subject selection
- a conversation between a father and daughter around the baking of a *takihi*
- a student delivering a speech on the *meke*.

Candidates who attempted all questions had a better chance at achieving. Question One seemed to be where candidates performed the best, followed closely, and evenly, by Questions Two and Three.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated some general understanding of the language and text
- provided relevant but simple information
- provided relevant ideas but often supported them with limited or irrelevant evidence, resulting in an unclear demonstration of understanding
- identified ideas from the text and listed them without a deeper explanation.

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

- demonstrated a clear understanding of the text, language, and context
- selected relevant ideas and information from the text
- connected ideas effectively to produce a clear response
- showed elements of thorough understanding, but was not consistently sustained.

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

- delved deeply into the text and demonstrated a thorough understanding of the language, text, and purpose
- used detailed and relevant evidence from the text to justify responses
- provided accurate arguments
- justified conclusions through detailed interpretations.

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

- provided insufficient responses that did not relate to the text or its language
- gave limited or off topic answers to the questions
- did not address all parts of the questions.