

## Assessment Schedule – 2024

### Vagahau Niue: Demonstrate understanding of written Vagahau Niue related to everyday contexts (92353)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves: <ul style="list-style-type: none"> <li>identifying meaning of the relevant information, ideas, and opinions in the texts</li> <li>communicating an overall sense or intent of the text.</li> </ul>	<i>Demonstrating sound understanding</i> involves: <ul style="list-style-type: none"> <li>selecting evidence of ideas, information, and opinions to establish meaning in the texts</li> <li>connecting specific elements in texts to support meaning or intent in the texts.</li> </ul>	<i>Demonstrating thorough understanding</i> involves: <ul style="list-style-type: none"> <li>interpreting language to make meaning that is precise and fully constructed</li> <li>showing awareness of the writers' choices of language and content that establish context and purpose.</li> </ul>

N1	N2	A3	A4	M5	M6	E7	E8
Shows minimal understanding of language or meaning.	Shows a little understanding of language or meaning.	Shows understanding of elements of text language and communicates some meaning or intent.	Shows understanding of elements of text language to communicate general meaning or intent.	Shows understanding by selecting and connecting relevant ideas and language to support responses.	Shows understanding by selecting and connecting relevant ideas and language to confirm responses.	Shows detailed and accurate understanding. Responds by interpreting language and content and justifying conclusions about texts.	Shows detailed and accurate understanding. Responds fully by interpreting language and content choices and justifying conclusions about texts.

**N0** = No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–7	8–12	13–18	19–24

#### Notes

- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response and the grade. Errors of less impact should be disregarded.
- Quoting or direct translation *alone* are not sufficient evidence that the candidate understands the meaning of the text soundly or thoroughly.
- The overall grade for a question must be judged after considering how the text as a whole has been understood, and to what depth. Detail is important when it is relevant to the question asked.
- What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

**Sample Evidence**

<b>Question One</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<i>(a) Possible evidence showing understanding of why both flags were raised.</i>	To celebrate the relationship between the two countries and the Constitution of Niue, which is an agreement between Niue and New Zealand.	The flags are raised together to show the link between the two countries, Niue and New Zealand. Cooperation and dependence are mentioned as important outcomes of the relationship.	The flags of Niue and New Zealand are raised together to represent the close relationship between the two countries. Niue celebrates Constitution Day because the 1974 agreement gave the people of Niue full access to New Zealand.
<i>(b) Possible evidence showing understanding of the main message about the constitution shared by the elders.</i>	The elders are saying, “Continue to lift Niue”, which means to make it a great country.	The elders are asking people to celebrate the great advantages that have come to the people of Niue because of the constitutional relationship the country has with New Zealand.	The people of Niue have full access to New Zealand, and this gives advantages to people who can improve their families’ situations (maybe financial and educational benefits).
<i>(c) Possible evidence showing understanding of why Mele didn’t eat breakfast.</i>	Mele misses breakfast because the food being made is for the celebration. She eats later at the shared meal.	Mele wakes to the smell of food but cannot eat it for breakfast because her parents are making it for the Constitution ceremony. She eventually gets to eat it though.	Mele’s parents are busy cooking when she wakes up, but they are preparing food for the Constitution Day celebrations and Mele cannot eat it. She does eat at the shared meal, eventually, and her dad laughs because she chooses the food that came from her family – the food that woke her up.

Question Two	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of why ribbons were used in Iki's hair.	Ribbons were used in Iki's hair to make it easier to cut sections of it.	Ribbons were used in Iki's hair as part of a traditional ceremony where Iki and many families and friends were going to be present.	A traditional Niuean ceremony is going to take place where Iki's hair was going to be cut after prayers by the minister. This is important for him and his family. Hence, Iki's mother tied his hair with ribbons in preparation for the ceremony to make it easy to cut it.
(b) Possible evidence showing understanding of the role of the minister in the hair cutting ceremony, explaining the significance.	The minister's message for Iki is to put God in front of everything he did and that he should be respectful and humble. He should also look after his family and village.	The minister's role is important for Iki because he should be respectful and humble towards everyone who has gathered to bless him in this ceremony. It is important for him because he is sad about losing his hair, but this message will remind him that he should look at this as an opportunity to be thankful to everyone who has come to bless him and be a part of his family's celebrations. Iki understands that this is his transition into adulthood.	The minister's message is important for Iki because it reminds him about his responsibility to look after his family and village since there are so many people who are helping with jobs to make the ceremony a success. The invited guests have given monetary gifts, which are going to be useful for his future. Since they are all contributing to him having a bright future, he should ensure he takes care of them.
(c) Possible evidence showing understanding of the importance of the fagatohi for both Iki and the guests.	Fagatohi is important for the guests and for Iki because the ceremony is an important community ritual where both sides can exchange gifts.	Fagatohi is important for the guests as they have come together for a happy occasion and Iki's family has organised for a lot of food gifts and food parcels, which makes them very happy. They can dance, chat, laugh, and be happy.	Fagatohi is important for the guests and Iki because it is an opportunity to meet and be merry. It is also an opportunity to come together to share gifts like food and money. They have also received food gifts, which has made them very happy.  Iki received a lot of blessings and gifts, such as money necklaces, which will be useful for his future. He also had many of his cousins come and help him get ready, which must have made him feel special and loved.

Question Three	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what caused Hana to be late.	Hana is late because she slept in, since she had stayed up late scrolling through her phone.	Hana is late because she slept in, because she was scrolling through TikTok and laughing.	
(b) Possible evidence showing understanding of why Hana was texting her friends.	Hana was texting her friends because they were on the same rugby team as her.	Hana was texting her friends because she had finally boarded the bus and was on her way to the college for her rugby match, but would still only reach the field by 8:35 a.m.	Hana was texting her friends because she was finally on the bus but was still going to be late. Her rugby coach had asked the players to be there by 8 a.m. sharp, but she had missed the 7 a.m. bus.
(c) Possible evidence showing understanding of why Hana would have or would not have got game time.	Yes, she got game time because she was at the rugby fields by 8:40 a.m. and the match started at 9:15 a.m.	Yes, she got game time because she reached the rugby fields before the match's start time, and the coach also yelled out to her, asking her to sprint.	Yes, she got game time because she had already informed her friends that she was on the way while she was on the bus. She managed to reach the rugby fields by 8:40 a.m., and the match started at 9:15 a.m. The coach also prompted her to sprint when she arrived.
(d) Possible evidence showing understanding of how Hana's mood changes throughout the story.	Hana was anxious and then excited to get to the game.	Hana's mood changed from anxious to frustrated, and then, once she reached the rugby fields, she seemed excited.	Hana's mood started as anxious, since she woke up late having stayed up late. She was reminded of her mother's reprimands for being on TikTok until late at night, which made her feel frustrated. She also felt frustrated since she had missed the bus at 7 a.m. and now she remembered that the coach wanted all the players to be there by 8 a.m. sharp for a good warm up. Once she was able to get onto the bus, she was ecstatic as the bus started moving towards the college and she calculated that she was going to make it to the rugby fields before the match. She was excited as she ran towards her match.