

Assessment Schedule – 2024**Vagahau Niue: Demonstrate understanding of spoken Vagahau Niue related to everyday contexts (92354)****Assessment Criteria**

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

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	8–13	14–19	20–24

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

Question One	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the most important things people should do in preparation for the cyclone.	<ul style="list-style-type: none"> Secure your home. Get water. Check batteries. Get food supplies. 	Make sure you have everything you need so that you can stay safe inside.	Be prepared to look after yourself and your home, but also to help others close to you if they need it.
(b) Possible evidence showing understanding of Hale's attitude towards the challenge.	<ul style="list-style-type: none"> Be alert. Don't take risks. Control your fear. 	Hale is asking everyone to keep thinking clearly and make sensible decisions. Help others but not to the point where you put yourself at risk, or those who would have to help you if you get into trouble yourself.	The challenge is going to be extreme as the weather is already disrupting life, so Hale is urging people to be calm and make clear decisions. His role is to keep everyone safe, including those who work with him, police, and crisis workers. The absence of accurate information coming through increases risk.

Question Two	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what Lukasi's dad asked him to do and why.	He asked Lukasi to get the sacks he needs to cover the umu.	Lukasi's dad asks him to quickly get the jute sacks because the umu is ready to be put down.	The umu is ready to put in the ground and Dad needs the sacks to cover it. He asks Lukasi to run and get them from the side of the house.
(b) Possible evidence showing understanding of differences between umu preparation in New Zealand and in Niue.	<p>In Niue:</p> <ul style="list-style-type: none"> firewood is chopped leaves used <i>talo</i> harvested meat prepared (pigs). <p>In New Zealand:</p> <ul style="list-style-type: none"> firewood is bought foil used to wrap food. 	<p>In Niue, preparation is thorough and difficult. Firewood, leaves, and <i>talo</i> are prepared, and pigs are killed and prepared.</p> <p>In Niue umu go straight in the ground, but in New Zealand are either in a concrete pit or half a drum.</p>	The umu in Niue takes lots of work and preparation and is more traditionally built. Firewood, leaves, and <i>talo</i> are prepared, and pigs are killed and prepared.

(c) Possible evidence showing understanding of which type of umu Lukasi's dad prefers.	Lukasi's dad prefers umu in New Zealand because there is less to do compared to one in Niue.	Lukasi's dad prefers umu in New Zealand because there is less to do compared to one in Niue. In New Zealand he doesn't need to gather firewood, leaves, or taro. He also doesn't need to kill and prepare the pigs.	Lukasi's dad prefers umu in New Zealand because there is less to do compared to one in Niue. In New Zealand he doesn't need to gather firewood, leaves, or taro. He also doesn't need to kill and prepare the pigs. He can just go to the gas station to buy firewood. He only needs to source a strong barrel. He might miss the more traditional umu in Niue though, even if it's more convenient in New Zealand.
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Question Three	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what happens on takai day.	A village travels together to meet the families of different villages. Lollies are thrown out for the children.	Travellers used to walk around the island but today they go by bike, car, etc., so it takes far less time than it used to.	The <i>takai</i> is an opportunity to travel to all the villages on the island to meet friends, family, and new people. This builds community understanding.
(b) Possible evidence showing understanding of Fisi's attitude to takai day.	Fisi is excited; she hopes to get lollies.	Fisi is keen to undertake the <i>takai</i> , but doesn't want to walk because it used to take two days and nights to do that, which sounds exhausting.	Fisi is excited about <i>takai</i> day, she says, "Sehohoi". She says that the reason for her excitement is that she will get lollies.
(c) Possible evidence showing understanding of Fisi's understanding of the purpose of takai.	Fisi thinks the <i>takai</i> is about lollies.	Fisi is really interested in getting lollies while she and her grandfather are on the <i>takai</i> . But also getting lollies thrown by others on their <i>takai</i> when they reach her village. She listens to her grandfather's history of the <i>takai</i> and responds with what she thinks will work for them – go on the motorbike.	While Fisi may be taking in her grandfather's explanation of the <i>takai</i> and its history, she seems to be focused on getting lollies while travelling and from visitors to their village as well.