

Assessment Schedule – 2025

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <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. 	<p><i>Demonstrating sound understanding</i> involves:</p> <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. 	<p><i>Demonstrating thorough understanding</i> involves:</p> <ul style="list-style-type: none"> interpreting language to make meaning that is precise and fully constructed showing awareness of the writers' 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	8–12	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

Question One	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Possible evidence showing understanding of why Kupa is writing to Mata.</i></p>	<ul style="list-style-type: none"> • To inform Mata of what happened at Hologa Niue. • To convince Mata to attend next year. • So Mata can see the different villages perform their dances. • So Mata can be immersed and reminded of his culture. • Kupa wants Mata to go so he has the opportunity to see, experience, and appreciate his culture and language, and finally get to see lots of different families at a gathering other than a funeral. • So Mata has a reminder of home and to get out of the hustle and bustle of New Zealand day-to-day life. He can catch up with friends and people he has not seen for a very long time; not only is it celebrating his culture but it is also an opportunity for closeness and to reconnect. 	<p>States why Kupa is writing the email.</p>	<p>Explains clearly why Kupa is writing to Mata, connecting supporting relevant ideas from the text.</p>	<p>Explains thoroughly why Kupa is writing to Mata, using relevant and detailed evidence to support conclusions.</p>
<p>(b) <i>Possible evidence showing understanding of why Kupa believes this event is important.</i></p>	<ul style="list-style-type: none"> • To continue on in the festival. • To keep attending to the festival so that it continues to thrive each year and people from Niue attend and are connected. • Kupa says it is our job to continue to pave the way to showcase Niuean culture. • Kupa reminds Mata that attending Hologa Niue is a way for the culture to continue to thrive and that it is up to them to keep celebrating their language and culture, as their ancestors did. • It reminds people of being at home, and is a way to reconnect with your people and culture, and a reminder that it is their job to continue to make sure they celebrate Niue. 	<p>States why Kupa believes that the event is important.</p>	<p>Explains clearly why Kupa believes that the event is important, connecting supporting relevant ideas from the text.</p>	<p>Explains thoroughly why Kupa believes that the event is important, using relevant and detailed evidence to support conclusions.</p>

Question Two	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Lopesi wrote the letter.</i>	<ul style="list-style-type: none"> To let Topui know about Niue’s journey to self-governance. To tell Topui about the history of Niue’s rule and their motivation and influence in becoming a self-governing nation. To inform Topui of the history of Niue’s self-governance and its importance for its people. 	States purpose of the letter.	Explains clearly the purpose of the letter, connecting supporting relevant ideas from the text.	
<i>(b) Possible evidence showing understanding of how Lopesi feels about the decisions and actions made by the people of Niue, and why this is important for the people of Niue.</i>	<ul style="list-style-type: none"> Lopesi feels proud of the work of the Niuean leaders and how they consulted all of the villages so that everybody had a say. Lopesi is thankful for those leaders who championed the cause for Niuean self-governance because without their hard work, Niue may still be directly governed by New Zealand. He is thankful that New Zealand can still guide and assist them but they make their rules independently. Lopesi feels grateful for Niue’s anniversary of self-governance and the work of those 50 years ago to get Niue where it is today. He feels determined the people of Niue enjoy the free association with New Zealand. He also has a sense of determination to inform younger generations of Niue’s future, and hopeful that they will continue the work. The text shows this when he says: “keep talking to our young about Niue’s journey to self-governance. It’s an important history. They need to know.” This makes it clear that Lopesi wants others to be able to feel this sense of pride. 	Identifies Lopesi’s feelings about Niue’s self-governance.	Explains clearly Lopesi’s feelings about Niue’s self-governance, connecting supporting relevant ideas from the text.	Explains thoroughly Lopesi’s feelings about Niue’s self-governance, using relevant and detailed evidence to support conclusions.

Question Three	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of how Seneua and Tupunoa feel about the raft race challenge.</p>	<p>Seneua:</p> <ul style="list-style-type: none"> Seneua feels determined about the raft race challenge because he does not want to be teased and mocked by those from other villages. Seneua feels determined to please the audience. <p>Tupunoa:</p> <ul style="list-style-type: none"> Tupunoa feels confident and is taunting Seneua. Tupunoa is feeling very competitive: “I’ll wait for you on the wharf!”, meaning he is going to get to the finishing line at the wharf first. 	<p>Identifies characters’ feelings.</p>	<p>Explains clearly characters’ feelings about the raft race challenge, connecting supporting relevant ideas from the text.</p>	
<p>(b) Possible evidence showing understanding of whether or not Seneua and Tupunoa have a good friendship.</p>	<ul style="list-style-type: none"> Yes, they do have a good friendship – while Tupunoa teases Seneua at the start, after the race they are laughing and joking around with each other. It shows that there are no hard feelings between them. While they are competitive with one another, that does not mean that they are not friends. Towards the end of the text, they hung out at the wharf and joked around with one another. This shows that they just have some healthy competition to their friendship. They have a competitive friendship. Seneua seems to get irritated about Tupunoa saying that they will not win, and he does not want to be mocked and teased or lose to Tupunoa. He has to be reminded that he is there to do more than just beat his friend. Despite being irritated by Tupunoa, their friendship seems to be a good one as after the race, they are friendly to one another. This shows that they are able to put the competition results aside and get along well. This is important to a friendship because it shows that the results did not impact their relationship. 	<p>Describes the relationship between Seneua and Tupunoa.</p>	<p>Explains clearly the relationship between Seneua and Tupunoa, connecting supporting relevant ideas from the text.</p>	<p>Explains thoroughly the positive friendship between Seneua and Tupunoa, using relevant and detailed evidence to support conclusions.</p>