

## Assessment Schedule – 2025

### Vagahau Niue: Demonstrate understanding of spoken Vagahau Niue related to everyday contexts (92354)

#### Assessment Criteria

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

Question One	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of how Mone feels about selecting his subjects.</p>	<ul style="list-style-type: none"> <li>• Mone is unsure about what classes to take; he does not really want to take Vagahau Niue and just wants to play sport.</li> <li>• Mone seems to be unsure and confused about his subject selection as he states he is still reading through the list. He also does not really want to take Vagahau Niue, as he does not seem very confident in it and in pronunciation but knows that his parents want him to take the subject.</li> <li>• Mone does not seem to really have a good grip on what subjects to take; he feels he needs to take Vagahau Niue but does not really want to. It seems that he just wants to play sport and perhaps does not understand that there is more to classes than just playing sport. This shows his confusion when he responds to Brini by saying, “Aye, I thought we didn’t do anything. Just play sport.” It seems that Mone feels disappointed when Brini explains that there is more to the subjects than he had thought.</li> </ul>	<p>Identifies how Mone feels about subject selection.</p>	<p>Explains how Mone feels about subject selection, connecting supporting relevant ideas from the text.</p>	<p>Explains thoroughly how Mone feels about subject selection, using relevant and detailed evidence to support conclusions.</p>
<p>(b) Possible evidence showing understanding of how helpful Brini’s advice is.</p>	<p><i>Either helpful or not, so long as the response is justified.</i></p> <ul style="list-style-type: none"> <li>• It is not that helpful because Mone makes it clear that he is not looking forward to taking these subjects that do not involve playing sport.</li> <li>• Brini’s advice helps Mone because it helps him to realise that there are many school subjects to choose from. She also helped encourage him to learn Vagahau Niue so he could be more confident with pronunciation.</li> <li>• Brini’s advice is helpful because while Mone is not clear on what subjects he wants to take, she explains that there is a variety of subjects on offer and how they cover lots of different things. Even though Mone does not seem excited by this, she has helped him to see that he can look at what each subject offers. Brini also encourages Mone with his nerves around taking Vagahau Niue as a subject, letting him know that while pronunciation is hard, with practice and learning he will be okay. This is helpful because Mone’s parents are getting him to take the subject so he could take some confidence from her encouragement.</li> </ul>	<p>Identifies how helpful Brini’s advice is.</p>	<p>Explains how helpful Brini’s advice is, connecting supporting relevant ideas from the text.</p>	<p>Explains thoroughly how helpful Brini’s advice is, 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 the relationship between Sepa and her father, and how the passage informs that understanding.</i>	<ul style="list-style-type: none"> <li>The relationship seems typical of a teenager / parent relationship. Pa seems to be reminding and nagging Sepa to get up and make sure she makes the <i>takihi</i>. They also disagree about ingredients to go into the <i>takihi</i>. When Pa objects to adding peaches to the <i>takihi</i>, Sepa replies by saying it will make it sweeter and improve it, but Pa wants to keep it traditional. This shows that they have moments of disagreeing in their relationship. I can see that Pa has a more 'old school' way of thinking and wants to stick to tradition.</li> <li>They don't seem to be agreeing on how to make the <i>takihi</i>, and both think that their way is best. The passage helps you to understand their relationship by showing their attitudes to changing the traditional <i>takihi</i>, with Pa being against alterations and Sepa being for adding peaches.</li> </ul>	Shows understanding of the relationship and how the passage helps to show the nature of the relationship.	Explains clearly the relationship and how the passage helps with understanding the nature of the relationship, connecting supporting relevant ideas from the text.	Explains thoroughly the relationship and how the passage helps with understanding the nature of the relationship, using relevant and detailed evidence to support conclusions.
<i>(b) Possible evidence showing understanding of how the father feels about using peaches in takihi, and why.</i>	<ul style="list-style-type: none"> <li>Pa objects to having peaches in the <i>takihi</i> because he wants to keep the <i>takihi</i> traditional.</li> <li>Pa objects to having peaches in the <i>takihi</i> because he wants it to remain as a traditional Niuean <i>takihi</i>.</li> <li>He does not want the way a Niuean <i>takihi</i> is made to be changed.</li> <li>Pa objects to having peaches in the <i>takihi</i> because it will change the dish and make it more into a sweet bread and it will not be <i>takihi</i> anymore. He seems to want Sepa to stick to the traditional recipe too, so perhaps Sepa can continue baking the traditional dish and be able to pass the recipe on when she is older.</li> <li>He does not want the dish to be changed and made how Europeans make their food by adding in things that do not belong in the original version.</li> <li>If they change the recipe, it will no longer be a true Niuean <i>takihi</i>. Pa could be worried about that happening with other things, not just the <i>takihi</i>, and it could be a loss of traditional cultural dishes and practices.</li> <li>Pa is against having peaches in the <i>takahi</i>. This is shown when he says to Sepa "<i>Fua pisi! Ae ae tiaki la Sepa. Ua hau a koe ke hiki e taute takihi ha Niue,</i>" showing he is upset. He feels this way because adding peaches to the</li> </ul>	Shows understanding of how Pa feels about peaches in the <i>takihi</i> and why he feels this way.	Explains clearly how Pa feels about peaches in the <i>takihi</i> and why he feels this way, connecting supporting relevant ideas from the text.	Explains thoroughly how Papa feels about peaches in the <i>takihi</i> and why he feels this way, using relevant and detailed evidence to support conclusions.

	<p><i>takihi</i> would mean that the dish was not a true Niuean <i>takihi</i> anymore and he wants to keep the <i>takihi</i> from being changed. He wants Sepa to cook it the Niuean way and stick to the traditional recipe, as opposed to what Pa says is the European way, where different things can be added in.</p>			
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Question Three	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of why Sione gives his speech.</p>	<ul style="list-style-type: none"> <li>• Sione is giving his speech to let people know about the <i>meke</i> dance.</li> <li>• Sione is giving his speech to educate people on the history of the dance.</li> <li>• Sione is letting people know how awesome the <i>meke</i> dance is, through its unique borrowed history and the qualities of the dance itself.</li> </ul>	<p>Identifies why Sione is giving his speech.</p>	<p>Explains clearly why Sione is giving his speech, connecting supporting relevant ideas from the text.</p>	
<p>(b) Possible evidence showing understanding of how Sione convinces his audience that the <i>meke</i> dance is important.</p>	<ul style="list-style-type: none"> <li>• Sione’s speech starts off by encouraging the audience to join him in the <i>meke</i> performances as he speaks. While Sione gives the history of the <i>meke</i> dance, he still makes it exciting. The way that he talks about it and uses words like “<i>fiafia, alaala, mitaki</i>” is persuasive because it lets the audience know it will be a great performance.</li> <li>• Sione’s speech is very informative about its origins. He gives a lot of information about the history of the dance. He also explains cultural practices of island life; it is an important aspect of the dance.</li> <li>• It is because the audience needs to be familiar with its origins, what it is, the history of it, and why it is a dance to see.</li> </ul>	<p>States how convincing Sione’s speech is, may lack clear connected evidence.</p>	<p>Explains clearly how convincing Sione’s speech is, connecting supporting relevant ideas from the text.</p>	<p>Explains thoroughly how convincing Sione’s speech is, using relevant and detailed evidence to support conclusions.</p>