

<b>Title</b>	<b>Write a variety of text types in Vagahau Niue on areas of most immediate relevance</b>		
<b>Level</b>	<b>1</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	People credited with this unit standard are able to write a variety of text types in Vagahau Niue on areas of most immediate relevance.
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<b>Classification</b>	Languages > Vagahau Niue
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<b>Available grade</b>	Achieved, Merit, and Excellence
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<b>Criteria for Merit</b>	Write a variety of text types in convincing Vagahau Niue on areas of most immediate relevance. Convincing Vagahau Niue is demonstrated by developing information, ideas and opinions that are generally credible and connected, and using language and language features with convincing effect that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.
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<b>Criteria for Excellence</b>	Write a variety of text types in effective Vagahau Niue on areas of most immediate relevance. Effective Vagahau Niue is demonstrated by developing and integrating information, ideas and opinions with control, and capably selecting and using language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.
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## Guidance Information

- 1 This unit standard can be awarded with an Achieved, Merit, or Excellence grade. For the Achieved grade to be awarded, the outcome must be achieved as specified in the outcome statement. For Merit or Excellence grades to be awarded, the candidate must meet the Merit or Excellence criteria specified above.
- 2 *Vagahau Niue* refers to the authentic language of Niue as communicated in the Pacific island nation and in New Zealand.
- 3 This unit standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the *Tau Hatakiaga ma e Vagahau Niue: The Niue Language Guidelines* (<http://pasifika.tki.org.nz/Pasifika-languages/Vagahau-Niue>) and the material in the *Teaching and Learning Guide for Languages*, Ministry of Education at <http://seniorsecondary.tki.org.nz>.

Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to write a variety of texts on areas of most immediate relevance.

- 4 Candidates must show they are able to communicate beyond the immediate context, i.e., past and/or future events. The past and/or future does not, however, have to be used in all pieces of writing.
- 5 It is recommended that candidates produce a portfolio of writing over a period of time that includes a variety of text types in Vagahau Niue, selecting at least two pieces of crafted writing from their portfolio for assessment. The quality of the texts in the selection, considered as a whole, is more important than length. However, writing must be long enough to generate sufficient evidence for assessment. Suggested approximate word count for Level 1 is 200 words for each text. Texting abbreviations are not permitted.
- 6 It is recommended that:
  - i the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
  - ii assessment be conducted in conjunction with assessment against other Vagahau Niue unit standards at this level.

## 7 Definitions

*Areas of most immediate relevance* refers to the student's personal life and present, past and/or future experiences – tau tala he haaku a moui, for example: magafaoa (family), and tau fakafetuiaga he magafaoa (family relationships), feua sipote (sports), tau tufuga (arts and crafts), fakatau mena kai (buying food) and shopping, kaina (home) and describing talahauaga ke he tau matakavi (local places), tau fakafiafiaaga (celebrations).

*Credible* refers to information, ideas and opinions that are believable and convincing  
*Language conventions* relate to generally accepted usage or practice; when, for example, it is appropriate or inappropriate to use certain words, and using appropriate levels of formality or informality when writing a chatty email to a friend or composing a letter of application for a job. The conventions of written Vagahau Niue include such aspects as punctuation, spelling, capitalization, speech marks, and styles of presentation for the printed page (e.g. the layout of a letter or a curriculum vitae), and for digital media (the format of a webpage or Blog). Conventions can and do change, both over time and from one audience to another.

*Language features* include the way words work in sentences. For example:

- verb tense markers such as;
  - kua – indicates that the event had happened, e.g. Kua omai tuai he vao.
  - Ke – signals something that is yet to happen, e.g. Ō ke taute e fekau ha mua.
  - A ē – signposts something that is in progress, e.g. Ko maua a ē ne oatu.
- specific verb patterns to express future intention or singular and plural verb forms
- nouns that are generally uncountable nouns in English (and therefore singular) but are countable in Vagahau Niue and used with the plural marker *tau*
- pronouns that indicate singular and plural, and inclusion and exclusion of the speaker
- words that are formed through different processes including transliteration from English words
- vowel length, either long, short or two adjacent identical vowels

- the rules of grammar that govern how words are put together to form sentences and phrases, for example, prepositional phrases indicating place, and phrases to indicate direction and location.

The features of written texts include the length and layout of the text, the different parts of the text and the cohesive devices, such as the sequencing of paragraphs, that link the parts. Different written text types have different characteristic features. Other text features that writers may need to be able to use include visual language features such as tables, charts, maps, illustrations and photographs.

*Variety* refers to texts selected from a range of different text types which have been created for different audiences and purposes.

*Write* refers to organising text in a linguistically and culturally appropriate format and style, which may involve drafting and reworking over a period of time.

- 8 Commonly used real-life resources used to support drafting and reworking must be referenced; candidates may adapt and rework the language, but they must not copy large sections and present them as their own.

## Outcomes and performance criteria

### Outcome 1

Write a variety of text types in Vagahau Niue on areas of most immediate relevance.

Range text types may include – community events and activities newsletters, media articles or reports, blogs, emails, letters, diary entries, advertisements, family stories, songs, speeches, lauga (a prepared written presentation for a religious setting);  
minimum of two text types which have been created for different purposes.

### Performance criteria

- 1.1 A variety of texts are written that communicate personal information, ideas and opinions on areas of most immediate relevance, in culturally appropriate Vagahau Niue, and are fit for purpose and audience.
- 1.2 Language conventions and features appropriate to the text type are used.
- 1.3 Communication is achieved overall, despite inconsistencies.

Range inconsistencies may include but are not limited to – format, spelling, lexical choice, level of formality, language conventions or language features.

<b>Replacement information</b>	This unit standard replaced unit standard 19814 and unit standard 19815.
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<b>Planned review date</b>	31 December 2023
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**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	17 November 2016	31 December 2020
Review	2	27 September 2018	N/A

**Consent and Moderation Requirements (CMR) reference**

0226

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Comments on this unit standard**

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.