

<b>Title</b>	<b>Interact clearly using spoken Vagahau Niue to explore and justify varied ideas and perspectives in different situations</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>6</b>

<b>Purpose</b>	People credited with this unit standard are able to interact clearly using spoken Vagahau Niue to explore and justify varied ideas and perspectives.
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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>	Interact convincingly and clearly using spoken Vagahau Niue to explore and justify varied ideas and perspectives in different situations. Interacting convincingly and clearly is demonstrated by developing and connecting ideas and perspectives that are generally credible and selecting and using a range of language, language features and strategies to maintain interactions that are fit for purpose and audience. Communication is generally spontaneous and not significantly hindered by inconsistencies.
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<b>Criteria for Excellence</b>	Interact effectively and clearly using spoken Vagahau Niue to explore and justify varied ideas and perspectives in different situations. Interacting effectively and clearly is demonstrated by developing and integrating ideas and perspectives with control and skilfully selecting and using a range of language, language features and strategies to successfully maintain interactions that are consistently fit for purpose and audience. Communication is spontaneous and 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, Language Knowledge, and Cultural Knowledge strands Curriculum Level 8 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>.
- 4 *Interactions* are characterised by:
- genuine purpose
  - negotiating meaning
  - initiating and maintaining
  - participating and contributing
  - contextually appropriate language
  - use of cultural conventions
  - use of interactive strategies such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.
- Not all characteristics need be evident in one interaction.
- 5 For the purposes of moderation, the assessment must be face-to-face and recorded audio-visually. There must be an audio and visual recording of both participants. Recorded work must not be edited. Guidelines for preparing digital visual submissions for moderation can be found at: <https://www.nzqa.govt.nz/ncea/subjects/preparing-digital-visual-submissions-for-moderation/>.
- 6 Two candidates may be assessed simultaneously, but each candidate must fulfil the requirements of the unit standard independently.
- 7 The quality of the selection of interactions, considered as a whole, is more important than the length. However, interactions must be long enough to generate sufficient evidence for quality assessment. Suggested time for Level 3 interactions is about five to six minutes in total.
- 8 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.
- 9 Definitions
- Clearly* refers to language that gives no doubt as to intended meaning.
- Credible* refers to ideas and perspectives that are believable and convincing.
- Explore and justify varied ideas and perspectives* involves evaluating and giving explanations or evidence to support or challenge the ideas and perspectives of others.
- 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.

Features of texts (which vary depending on the form or type of text) include the different parts of a text and the cohesive devices, such as sequencing, that link the parts.

*Spontaneity* refers to the ability to maintain and sustain interactions that are natural and unrehearsed.

## Outcomes and performance criteria

### Outcome 1

Interact clearly using spoken Vagahau Niue to explore and justify varied ideas and perspectives in different situations.

Range     minimum of two spoken interactions, each in a different context and for a different purpose; each assessed on a separate occasion.

### Performance criteria

1.1       Interactions are initiated and maintained for a given purpose and context and are sustained with a degree of fluency and spontaneity, using culturally appropriate Vagahau Niue.

Range       interactions may include – transactions, conversations.

1.2       Interactions account for and sustain a personal viewpoint, and support or challenge the varied ideas and perspectives of others.

Range       situations may be informal, formal, social, cultural, routine.

1.3       Language and language features match the purpose and situation.

1.4       Interactive strategies are appropriate to support interactions.

Range       interactive strategies may include but are not limited to – pausing, negotiating meaning, prompting, seeking clarification.

1.5 Communication is achieved overall, despite hesitations and inconsistencies.

Range inconsistencies may include but are not limited to – pronunciation, intonation, gesture, body language, rhythm patterns, delivery speed or audibility, stress patterns, tones or language features.

<b>Replacement information</b>	This unit standard replaced unit standard 19824.
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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

<b>Consent and Moderation Requirements (CMR) reference</b>	0226
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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.