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

Purpose	People credited with this unit standard are able to interact using spoken Vagahau Niue clearly to explore and justify varied ideas and perspectives in different situations.

Classification	Languages > Vagahau Niue

Available grade	Achieved, Merit, and Excellence

Criteria for Merit	Interact convincingly using spoken Vagahau Niue clearly to explore and justify 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 the audience. Communication is generally spontaneous and not significantly hindered by inconsistencies.

Criteria for Excellence	Interact effectively using spoken Vagahau Niue clearly 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 the audience. Communication is spontaneous and not hindered by inconsistencies.

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 learner 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 to 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.

6   Two or more learners may be assessed simultaneously, but each learner 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 from four to five 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 learner;
   ii   assessment be conducted in conjunction with assessment against other Vagahau Niue unit standards at this level.

9   Definitions
   Audience refers to two or more persons. This could be either a face-to-face or an online audience.
   Clearly refers to language that gives no doubt as to intended meaning.
   Credible refers to ideas and perspectives that are believable and convincing.
   Convincing refers to information, ideas and opinions that are believable and conclusive.
   Effective refers to writing that has influence/impact in the development of ideas and opinions. Writing shows control of language and is fit for purpose and audience.

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.**

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

Outcomes and performance criteria

Outcome 1

Interact using spoken Vagahau Niue clearly 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. The context is sustained with a degree of fluency and spontaneity, using 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.

Planned review date	31 December 2029

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	31 December 2026
Review	3	3 November 2023	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 if you wish to suggest changes to the content of this unit standard.