

NZQA Assessment Support Material

Unit Standard	29694
Title	Demonstrate understanding of a variety of written and/or visual Vagahau Niue texts on areas of most immediate relevance.
Level	1
Credits	5

Guidelines for assessors



Assessors need to be very familiar with the outcome being assessed by the unit standard. The evidence requirements and the guidance information contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

Note: These guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.

While this resource exemplifies how to assess understanding of written and / or visual Vagahau Niue texts, other assessment activities and approaches could be taken to make the context relevant to students in their environment and ensure that submitted evidence is authentic.

See Generic Resources and Guidelines at

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>

Context / setting

This activity requires students to demonstrate their understanding of at least three short written and/or visual Vagahau Niue texts that have not been previously studied.

Provide frequent opportunities for independent reading of Vagahau Niue texts within the classroom programme and encourage reading outside of school hours.

Early in the year, model reading strategies and appropriate ways of making meaning of the information, ideas and opinions in a wide range of written and/or visual texts.

Award of grades

Achievement	Merit	Excellence
Learners must demonstrate an understanding of written and / or visual Vagahau Niue on areas of most immediate relevance.	Learners must demonstrate a clear understanding of written and / or visual Vagahau Niue on areas of most immediate relevance. Clear understanding is demonstrated by selecting the key information, ideas and / or opinions from the texts and clearly communicating their meaning.	Learners must demonstrate a thorough understanding of written and / or visual Vagahau Niue on areas of most immediate relevance. Thorough understanding is demonstrated by expanding on the key information, ideas and opinions from the texts with supporting detail and justifying conclusions.

Conditions of assessment

Text(s) must be suitable for level 6 of the curriculum, classroom use, and the age of the students, and which include the language and cultural knowledge needed to demonstrate understanding of different text types of immediate relevance in a range of situations.

Students should not have previously studied the selected texts.

Assess the students holistically across the range of evidence provided.

Resource requirements

A variety of short written and /or visual texts as described on page 2 of Unit standard 29694.

Additional information

This resource material should be read in conjunction with:

- *Tau Hātakiaga ma e Vagahau Niue: The Niue Language Guidelines*
<http://pasifika.tki.org.nz/Pasifika-languages/Vagahau-Niue>
- the Senior Secondary Teaching and Learning Guides for Languages
<http://seniorsecondary.tki.org.nz/>
- Unit Standard 29694 Guidance Information
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29694>
- Level 6 The New Zealand Curriculum
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

Assessment activity

Unit standard: 29694

Standard title: Demonstrate understanding of a variety of written and / or visual Vagahau Niue texts on areas of most immediate relevance

Credits: 5

Resource title: **Food, family, friends and finances**

Assessor guidance: Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to set a different context or topic and develop fresh and relevant texts that reflect the interests and circumstances of their students. This assessment activity provides models of possible approaches.

Model assessment

Assessor instructions for students

Introduction



This assessment activity requires you to read at least three short written and/or visual Vagahau Niue texts that you have not previously studied, and make meaning of the information, ideas and/or opinions in the texts.

You will present written responses to each text in either English, te reo Māori and/or Vagahau Niue.

You will be assessed on the perceptiveness of your responses to the texts.

This activity will take place in class time.

Task

Your teacher will provide a variety of texts in Vagahau Niue that relate to your personal life and present, past and/or future experiences.

Your responses to each text will be guided by a set of questions that will focus your thinking and help you to structure your ideas.

Your teacher will allocate time for you to complete this task.

FIRST TEXT: Managing personal finances

Read the text in Vagahau Niue about “Young people and their pocket money” and then read all parts of the question before you start writing your responses. Remember to support your answers with evidence from the text. Answer in your choice of English, te reo Māori, and/or Vagahau Niue

Tagaloa

Ko au ko Tagaloa, hogofulu ma lima e tau haaku. Fā fai tupe e tau mamatua haaku ka mai ki a au lagataha he mahina. Fā moua tupe foki au mai he tau mamatua tupuna ka hoko e Kilisimasi po ke aho fanau haaku. Falu a magaaho fā moua foki e tupe ka lagomatai ke leveki e tau tama ikiiki mo e fakamēa fale. Lali fakamakamaka au ke fakaputu e tupe ke lagomatai aki e fenoga haaku ke he motu ko Niu Silani he mahina ha Apelila. Lali fakalahi au ke ua fakaaoga e tupe haaku kua moua.

Iki

Ko e higoa haaku ko Iki ti fiafia lahi au ke pelē he komopiuta. Ko e haaku tau manako kua fakatautonu he tau mamatua ti kua nākai lata i a au ke moua ha fafati tupe mai i a laua. Fā fakatau mai e laua ko e tau mamatua haaku e tau matutakiaga foou ke lata ma e haaku a kompiuta. Ko e tau mena ia nī ne fiafia lahi haku loto ki ai.

Misiane

Ko au ko Misiane. Ka moua e tupe leveki haaku kua to mua nī au he fakaaoga. Pihia haaku a tau fakaaogaaga tupe he tau faahi tapu ne oti. Lahi nī au ke fakaaoga e tupe ke fakatau kai humelie mo e fagai he tau kapitiga haaku. Kua totogi oti he tau mamatua haaku e tau mena tui, tau pepa aoga, tau mena fakaalofa, kifaga mo e heke pasi ti kua nākai lata au ke leveki e tupe. Fakaaoga nī ke he tau mena kua fiafia ki ai haaku loto.

Hanofu

Moua tupe nī au ka mitaki e tau gahua aoga haaku. Ko e pauaki ni au ke kautū e tau kamatomata aoga he NCEA papahi 1 neke ita e tau mamatua haaku ti tupetupe ai nī au. Ka fai tupe ka fafati mai, kua moua ni e \$30 e talā he mahina. Ai lahi e tama sene ia ka moua. Tokologa e tau kapitiga haaku ne mua atu e kelea he tau mena aoga ka e lahi e sene ne fā moua mai he tau mamatua. Holo ki mua e ita haaku ka logona e tau tala ia.

Sione

Ai moua tupe au hā kua pehe mai e matua haaku ka manako ke fai tupe ti kumi taha gahua. Leva e kumi gahua haaku. Kito moua laia e gahua ke he fale tunu kai ke lata ma e tau aho fakahiku he faahi tapu. Mitaki e totogi haaku he gahua ti pule nī au ke he fakaaogaaga he tupe ka koe uka hā ia he gahua. Valu e tulā ke tū ai ke moua e totogi.

QUESTION ONE

- a) Fakapuke e puha na I lalo. Moua mo e fakaaoga fefe e tau tupe he tau fuata mui?

Complete the table with details of where the teenagers get their money from, and what they do with it.

	Moua mai I fe e tau tupe? Where they get their money from	Fakaaoga fefe e tau tupe ha lautolu? What they do with their money
Tagaloa		
Iki		
Misiane		
Hanofu		
Sione		

- b) Fakakite e tau mahani he tau fuata hagaa ke he tupe.

Describe each teenager's attitude towards money.

Tagaloa:

Iki:

Misiane:

Hanofu:

Sione:

- c) Ko hai ia lautolu na kua mau amaamanaki ke he fakaaogaaga he tupe ma anoiha. Fakakite fakamahino mai he tau fuata takitaha.

Which teenagers do you think are best prepared to manage money as adults, and why? Use evidence from all five young people.

SECOND TEXT: Favourite foods

Read the text in Vagahau Niue about favourite foods and then read all parts of the question before you start writing your responses. Remember to support your answers with evidence from the text. Answer in your choice of English, te reo Māori, and/or Vagahau Niue

Glossary

Uga – Coconut crab

Alili – Reef turban snail

Fakaalofa lahi atu. Ko au ko Pele. Hiva haaku tau moui ti nofo au he vahega lima he Aoga. Ua e tupumaiaga haaku.

Ko Niue ne tupu mai e matua taane haaku ka e tupu mai e matua fifine haaku i Brazil ne hau ai e matua fifine. Tokoua e tugaane haaku he Aoga Tokoluga magaaho nai. Ko au ne tama fifine ti ko e fakahiku aki foki he magafaoa.

Nā kai iloa lahi au he aga motu he matua fifine haaku, hāko e mena fanau au mo e tupu hake i Niue. Ti iloa na au ko e tama fifine Niue au. To tala au ke he tau mena kai.

Ko e tala nei hāgāo ke he tau kai. Kua fifili au ke tala ke he tau kai ne fiafia au ke kai, ko e tau kai motu.

Ko e tau kai motu kua lolo lahi ke kai ka faiumu e magafaoa. Mua atu e fiafia haaku ke kai he uga ka tunu mai he matua fifine. Kape e ia e uga haaku ti kai aki e talo. 'Oohi ko e lolo hā ia'

Ka kai e au e alili, manako au ke tātāu aki e gako niu. Falu magaaho kua kai aki e takihi e alili tatau aki e gakoni. Ko e tau kai Niue mooli a ia kua hohofi haaku loto ki ai. Lahi ke kitia e tau kai pehē nei ki luga he laulau kai he tau Niue. Kua lahi nī e magafaoa haaku ke kai talo, uga, alili mo e takihi ti inu aki e fua niu. Kua mua atu nī e tau kai Niue.



<http://www.livingheritage.org.nz/Schools-Stories/Fofoga-he-Atu-Pulapulaola-ha-Niue/My-favourite-foods>

Revised by P. Rex & M. Lakatani

QUESTION TWO

- a) Fakakite e tau kai kehekehe ne fiafia a Pele ki ai, puhala ne tunu aki mo e fakatoka ke kai.

Describe the different foods Pele enjoys eating, how they are cooked and served with other tasty food and dressings.

- b) Fakamatutaki fefe e Pele e tau mena kai mo e haana tupumaiaga. Fakamahino mai e tau fakatai mai he tala.

How does Pele connect food with her cultural identity? Select specific examples from the text.

THIRD TEXT: Hair cutting ceremony

Read the text in Vagahau Niue about haircutting ceremony and then read all parts of the question before you start writing your responses. Remember to support your answers with evidence from the text. Answer in your choice of English, te reo Māori, and/or Vagahau Niue

Glossary

Lau ulu – Strands of hair

Lipine – Ribbon

Matua Fakafekau – Church minister

Kato Tī – Package containing goods such as biscuits, chips, sweets (this originally contains teabags hence the name)

Galue Mata – Raw food

Taha magaagho, ne manatu e au he fano ke he taha hifi ulu i Alofi Tokelau. Fili oti e tau lau ulu he tama taane ti pipi aki e tau lipine lanu kehekehe. Tokologa e tau faoa kehekehe ne hea ke hifi e tau lauulu he tama, kamata he Matua Fekafekau he maaga, tau magafaoa he na faahi ne ua ti fakahiku aki e tau kapitiga.

Hake au hele taha lau ulu. Leleva hā ia e tau lau ulu he tama taane, hā kua leva tuai e fakatupu he magaaho ne mukemuke a ia.

Kua taute he magafaoa e Hifi Ulu ke fakamanatu e moui he tama taane uluaki he magafaoa. Kua taute foki e Hifi Ulu ko e taha puhala ati tupe he magafaoa.

Taha aga fakamotu a nei, kua mua atu e fuluola he hifi ulu, ko e kato tī. Fiafia lahi au ke moua e taga tī. Ka oti e hifi ulu, loga lahi e tau mena kai kua foaki age ke he tau uiina ke uta ki kaina. Uta nī e lahi he tufaaga he galue mata ke he tupe kua foaki ke he tama taane ke lata ma e aho hifi ulu. Tau mena tuga e tau puaka, moa, talo, ika ne tufa age ke he tau uiina. Loga lahi e tau gahua ka taute ke lata ma e aho hifi ulu.

(Revised by P.Rex& M. Lakatani)

<http://www.livingheritage.org.nz/Schools-Stories/Fofoga-he-Atu-Pulapulaola-ha-Niue/Family-time>

QUESTION THREE

- a) Fakakite e tau aga motu he tauteaga he hifi ulu.

Identify the traditions involved at a hair cutting ceremony.

- b) Fiafia nakai a koe ke fano ke he hifi ulu? Tohi haau a tau tali mai he tau fakamaamaaga mai he tala.

Would you like to attend a hair cutting ceremony? Why? Answer this question in detail based on your understanding of the text.

Model assessor text – for assessor use only

English text

English versions of the texts are supplied to support those teachers who are not native speakers of Vagahau Niue.

First Text – Managing personal finances

Tagaloa

I am Tagaloa and I am 15 years old. My parents give me pocket money once a month. I also get some from my grandparents, for example for my birthday or at Christmas. Sometimes I earn a little from babysitting or when I help with the housework. I'm saving for our class trip to New Zealand in the Easter holidays. I try not to spend anything.

Iki

My name is Iki and my hobby is playing on the computer. My father gives me money for everything I want. Otherwise I don't get any pocket money and I don't need any. I always buy the latest technology. That interests me most.

Misiane

I am Misiane and I spend my pocket money immediately, every week. I buy sweets and sometimes I shout my (girl)friend to an ice cream, because she doesn't have much money. My parents pay for everything – clothes, school things, presents, the movies, the bus. I don't need to save.

Hanofu

For me there is only pocket money when I get good marks at school. I must not come home with a (grade) 5 or a 6, otherwise my parents are angry and I find that stressful. When I do get pocket money it is mostly around \$30 per month. That is not enough. My friends get worse marks than me and they get more money. That annoys me!

Sione

I don't get any pocket money because my parents think that if I need money, I must work for it. So I looked for a long time and finally found a job at the weekend at a takeaway. They pay quite well and I can do what I want with the money. But 8 hours a day standing, that's hard.

Second Text – Favourite foods

Fakaalofa lahi atu and hello. My name is Pele and I am 9 years old and I am in year 5.

I come from two different places (Niue – where my father comes from) and Brazil – where my Mother comes from). I have two brothers and they are both in high school at this time. I am the only girl in my family and the last born as well.

I do not know really much about my mother's culture because I was born and raised up in Niue so I consider myself as a real Niuean girl. Today I will be talking about one part of our culture which is "food".

My reason for choosing food is simply because I like eating it myself. My favourites are taro and uga (coconut crab)

These Niuean tradition foods are the ones I like best and the only time I can eat them is when my family make an umu (cooking outside using rocks and leaves). I like eating uga when my mother makes it for me. She puts the flesh on my plate and I eat it with taro – that is when I say, yummy.

When I eat the alili (reef turban snail) I want it with coconut cream and sometimes I eat it with fresh takihi (taro, pawpaw and coconut cream). These foods are real Niuean fresh food that a Niuean girl like me should eat. In most cases you will find these foods on the table in Niuean homes. My family also eat taro, uga, alili and takihi and drink coconut. Niue food is the best.

Third Text – Hair cutting ceremony

I remember going to a hair cutting ceremony at the Alofi North hall. The boy's hair was plaited into different strands and tied with coloured ribbons. Different people are called up to cut the boy's hair, starting with the village minister, then the immediate family, wider family and then close friends.

I also went up and cut a piece of hair. The boy's hair was very long, he had been growing it since he was a little boy.

A Hair cutting ceremony is celebrated for the first born son into the families. It is to signify the son's growth into adulthood.

One good thing about hair cuttings is the 'tagati' that they give out. Inside the tagati are lollies, biscuits, chocolates and all sorts of sweet things. I always look forward to getting the tagati.

At the end of the hair cutting people are given a lot of raw food parcels (galuemata) to take home. This depends on the money that they give the boy for his hair cutting. The more money you give, the larger the galuemata that you will receive. Food like pork, chickens, taro, fish and others are given to the invites. A lot of work goes into doing a hair cutting ceremony.

Assessment Schedule

Vagahau Niue: Demonstrate understanding of a variety of written and / or visual Vagahau Niue texts on areas of most immediate relevance (29694)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves making meaning of key information, ideas, and / or opinions in the texts.	<i>Demonstrating clear understanding</i> involves selecting key information, ideas, and / or opinions from the texts and clearly communicating their meaning.	<i>Demonstrating thorough understanding</i> involves expanding on the key information, ideas, and opinions from the texts with supporting detail and justifying conclusions.

Evidence

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrates limited or no understanding of the texts.</p> <p>Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the texts. The response is logically inconsistent, indicating misunderstanding.</p>	<p><i>Demonstrates understanding</i> and makes meaning of the information, ideas and opinions in the texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is consistent.</p>	<p><i>Demonstrates clear understanding</i> by selecting the key information, ideas, and / or opinions from the texts and clearly communicating most of the meaning.</p> <p>Information correctly includes relevant detail from the texts.</p>	<p><i>Demonstrates thorough understanding</i> of the meanings and conclusions within the texts.</p> <p>Key information, ideas, and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the texts, and fully justifies conclusions.</p>

N0/ No response; no relevant evidence

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items. Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text clearly or thoroughly. The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>a) <i>Possible evidence showing understanding of where they get their money, and what they do with it.</i></p>	<p>Tagaloa</p> <ul style="list-style-type: none"> • Gets pocket money once a month from parents. • Sometimes earns a little from babysitting or helping at home. <p>Iki</p> <ul style="list-style-type: none"> • Weekends with Dad, who gives him money for everything he wants. • Always buys the latest tech stuff. <p>Misiane</p> <ul style="list-style-type: none"> • Spends her pocket money every week. • Parents pay for everything – clothes, school things, gifts, cinema, bus. 	<p>Tagaloa</p> <ul style="list-style-type: none"> • Gets a bit more from grandparents on birthday or at Christmas. • Saving for a class trip to New Zealand in the Easter holidays. <p>Iki</p> <ul style="list-style-type: none"> • That (tech stuff) interests him the most. <p>Misiane</p> <ul style="list-style-type: none"> • Spends it immediately. • Has no need to save. 	<p>Tagaloa</p> <ul style="list-style-type: none"> • Tries not to spend anything. <p>Iki</p> <ul style="list-style-type: none"> • Otherwise gets no pocket money and doesn't need any. <p>Misiane</p> <ul style="list-style-type: none"> • Sometimes shouts her friend an ice cream.

	<p>Hanofu</p> <ul style="list-style-type: none"> • Pocket money is mostly around \$30 per month. <p>Sione</p> <ul style="list-style-type: none"> • Gets no pocket money. • Finally found a weekend job at a takeaway. 	<p>Hanofu</p> <ul style="list-style-type: none"> • Dependent on good grades. • Not enough. • Annoyed. <p>Sione</p> <ul style="list-style-type: none"> • Pays well. • He can do what he likes with the money. 	<p>Hanofu</p> <ul style="list-style-type: none"> • Must not get bad grades (5, 6). <p>Friends get worse marks but more money.</p> <p>Sione</p> <ul style="list-style-type: none"> • Parents think if he needs money he must work.
<p>b) <i>Possible evidence showing understanding of their attitudes towards money.</i></p>	<p>Tagaloa</p> <ul style="list-style-type: none"> • Values the money given to her by parents and grandparents. <p>Iki</p> <ul style="list-style-type: none"> • Relies on father for money. <p>Misiane</p> <ul style="list-style-type: none"> • Wastes her money on sweets etc. 	<p>Tagaloa</p> <ul style="list-style-type: none"> • Is prepared to work and help at home to get a bit more money. <p>Iki</p> <ul style="list-style-type: none"> • Father indulges every wish. <p>Misiane</p> <ul style="list-style-type: none"> • Parents pay for everything; no practice in organising her money 	<p>Tagaloa</p> <ul style="list-style-type: none"> • Is determined to save for a bigger goal and not spend money on trivial things. • Is strict on herself. <p>Iki</p> <ul style="list-style-type: none"> • No notion of saving, not developing responsibility. • Takes money for granted <p>Misiane</p> <ul style="list-style-type: none"> • Is generous to her friend. • But has no idea of the need or value of saving / is not developing responsibility.

	<p>Hanofu</p> <ul style="list-style-type: none"> Is unhappy about having to get good marks to get pocket money. <p>Sione</p> <ul style="list-style-type: none"> He earns his own money. 	<p>Hanofu</p> <ul style="list-style-type: none"> Doesn't get enough. Feels it is unfair. <p>Sione</p> <ul style="list-style-type: none"> Looked for a job for a long time – showed determination. 	<p>Hanofu</p> <ul style="list-style-type: none"> Getting money is associated with stress and parents being angry. Comparison with friends leaves him annoyed. <p>Sione</p> <ul style="list-style-type: none"> Parents make it his responsibility to earn money; it's hard work standing for 8 hours, but he seems satisfied, is financially independent.
<p>c) <i>Possible evidence showing understanding of which student is being best prepared to manage money as an adult, and why.</i></p>	<p>Tagaloa would be the best for managing because she saves her money for goals such as her class trip to New Zealand. She also works many different things to get money when it's a special day Christmas or her birthday. This shows she has an appreciation for its value.</p>	<p>I think that Tagaloa is the best prepared to manage money as an adult. She is very motivated to earn money. She has created three different sources of income which are babysitting, helping with homework and her pocket money from her parents. Petra has also shown she is able to save her money for something that she needs e.g. her class trip to New Zealand When she is an adult she will be good at saving as much money as possible and spending her money on things that she needs.</p>	<p>I think Tagaloa is getting the best financial preparation. She gets pocket money from her parents and some from her grandparents but is also willing to work and earn extra money. She saves her money and has a specific goal in mind. She is very disciplined and committed to her goal and tries not to spend any money, certainly not wasting it like Andrea. She appears to be taking responsibility for raising the money for the trip herself. There will be many situations in later life where this self-discipline and saving for a financial goal will be helpful.</p>

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>a) <i>Possible evidence showing understanding of the different Niuean foods and cooking methods</i></p>	<ul style="list-style-type: none"> • Umu – underground oven • Alili – sea snail • Uga – coconut crab 	<ul style="list-style-type: none"> • Umu – cooked outside using rocks and leaves • Alili – goes well with taro, pawpaw, coconut cream • Uga – eaten with tara 	<ul style="list-style-type: none"> • Uga – scrape flesh onto a plate
<p>b) <i>Possible evidence showing understanding of how Pele connects food with her cultural identity</i></p>	<ul style="list-style-type: none"> • Pele loves eating Niuean foods such as taro, coconut crab. Ideas shows some understanding. 	<ul style="list-style-type: none"> • Pele is half Niuean and half Brazilian. She loves Niuean food prepared in an umu, especially taro and coconut crab. She enjoys her mother’s cooking and eating fresh Niuean food. <p>Ideas that are listed show clear understanding</p>	<ul style="list-style-type: none"> • Pele says she is half Niuean on her Father’s side and half Brazilian on her Mother’s side. Because she has grown up in Niue she feels like a full Niuean. For Pele, food is an important part of Niuean culture. Her favourite foods are taro and coconut crab and she eats them together with her family when they prepare these foods in a traditional umu. She enjoys her mother’s cooking and the family tradition of preparing and eating food together. She is proud of the fresh, Niuean foods that “real” Niuean kids should eat. <p>All ideas are justified with detailed explanation</p>

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>a) <i>Possible evidence showing students can identify traditions involved at a hair cutting ceremony</i></p>	<ul style="list-style-type: none"> • The boy's hair is plaited. • People come and cut the hair. • Parcels of sweet treats are given out. • The family of the boy give raw food parcels at the end of the ceremony. 	<ul style="list-style-type: none"> • The boy's hair is plaited into different strands and tied with coloured ribbons. • Different people come and cut the boy's hair. • Parcels are given out with sweets, biscuits, chocolates. • At the end of the ceremony a raw food parcel is given out to people at the end. • These food parcels often contain foods such as pork, chickens, fish. 	<ul style="list-style-type: none"> • Held in a community building like the Alofi North hall. • People are called/ invited up to cut the boy's hair, beginning with the minister, then close family, wider family, then close friends. • The more money you give to the boy getting his hair cut, the larger the food parcel at the end.
<p>b) <i>Possible answers for question: Would you like to attend a hair cutting ceremony? Why? Answer this question in detail based on your understanding of the text.</i></p>	<ul style="list-style-type: none"> • I would enjoy attending this event because you receive yummy food parcels with sweets and also foods like pork and chicken at the end. It would be fun to see your friend have their hair cut. <p>Idea shows some understanding.</p>	<ul style="list-style-type: none"> • I would enjoy attending a hair cutting ceremony, I would like to see the hair plaited and having a chance to cut some hair. I would really enjoy the sweet treat parcels handed out and the raw food parcels at the end. It would be great experiencing this cultural event which has so much work that goes into its preparation. <p>Idea that are listed show clear understanding.</p>	<ul style="list-style-type: none"> • I would like to attend a hair cutting ceremony as I enjoy community events and I think it is nice to have a formal marking of important life stages such as coming of age. I would enjoy seeing the hair braided with brightly coloured ribbons though I think if I were invited to cut off some hair I would feel nervous and also a bit sad to see all the long hair go. I would really enjoy the food parcels both the sweet treat parcels and the raw food parcel at the end, but I would need help with advice on knowing how much money to give.

			<ul style="list-style-type: none"> I would also appreciate all of the hard work that goes into the ceremony and attending a special cultural event important to Niuean culture. <p>All ideas are justified with detailed explanation</p>
	<i>The examples above relate to only part of what is required and are just indicative.</i>	<i>The examples above relate to only part of what is required and are just indicative.</i>	<i>The examples above relate to only part of what is required and are just indicative.</i>

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.