

## NZQA Assessment Support Material

<b>Unit Standard</b>	29695
<b>Title</b>	Interact using spoken Vagahau Niue to communicate personal information, ideas and opinions in different situations
<b>Level</b>	1
<b>Credits</b>	5

### Guidelines for assessors



Assessors need to be 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 either need to change figures, measurements or data sources, or set a different context or topic.

While this resource exemplifies an interact assessment, 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 present selected recordings of a range of their spoken interactions in a variety of situations.

Interactions may involve talking with familiar people on familiar topics that relate to the candidate'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), and may include formal cultural responses and different ways of interacting with elders.

Guide students about the types of interactions they might have. Ensure they select situations that allow them to show their control of language rules and culture. Enable them to make their conversations meaningful and natural.

Include a range of interactions that involve **free, meaning-focused language production**, as well as more controlled and form-focused production.

**It is not appropriate for students to learn, rehearse and then present scripted role plays.**

Students do well when they:

- understand what is required of them in the standard;
- regularly practise having conversations with different people, whether in the class and in their community;
- understand the non-verbal features of a conversation appropriate to the cultural context;
- explicitly and regularly practice using conversational features such as negotiating meaning, using fillers (refer to the unit standard guidance note 4);
- prepare for the task by brainstorming relevant ideas in writing and speaking.

## Award of grades

Achievement	Merit	Excellence
Learners must demonstrate the ability to interact using spoken Vagahau Niue to communicate personal information, ideas and opinions in different situations.	Learners must demonstrate the ability to interact convincingly using spoken Vagahau Niue.  Learners to communicate personal information, ideas and opinions in different situations by using language, language features and strategies to support interactions that are generally credible and fit for the context.	Learners must demonstrate the ability to interact effectively using spoken Vagahau Niue.  Learners to communicate personal information, ideas and opinions in different situations by using language, language features and strategies to successfully maintain interactions that are consistently fit for the context.
	Communication is not significantly hindered by inconsistencies.	Communication is not hindered by inconsistencies.

## Conditions of assessment

Students will need to begin recording interactions from the beginning of the assessment process, which may be as early as Term 1, and manage the storage of their recordings.

Assessors should give feedback to students throughout the year to help them submit recordings that represent their best work. They might ask a student to change their selection if they think it does not reflect the student's full ability.

Methods for recording interactions could include video (to provide evidence of non-verbal interaction, such as listening and body language), recording a conversation in the classroom with a cellphone, or digitally recording a conversation in a computer lab. Either the assessor or the student will need to store each recording in a safe and accessible location.

Many schools use a folder on Google Drive or the shared drive for the storage of the interaction portfolio videos. Students can record their conversations on their cellphones, school laptops or Chrome books, and then upload the video to Google drive. There is a downloadable app for video recording.

Students will select for assessment a minimum of two recorded interactions from different situations. Their total individual spoken contribution over their selected interactions must be of sufficient duration to generate evidence for quality assessment. However, the quality of the selections, considered as a whole, is more important than the length. Refer to Unit Standard 29695 for *Guidance Information* about suggested time for Level 1 interactions.

Students are rewarded for contributing to and maintaining the interaction.

Assess the students holistically across the range of evidence provided. Students need to demonstrate they can use the language consciously and reasonably consistently, rather than accidentally and occasionally.

## Resource requirements

If students write a blog, they will need access to a computer.

## 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 29695 Guidance Information  
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29695>
- Level 6 The New Zealand Curriculum  
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

29695

## Assessment activity

**Unit standard:** 29695

**Standard title:** Interact using spoken Vagahau Niue to communicate personal information, ideas and opinions in different situations

**Credits:** 5

**Resource title:** **My life, family and friends**

**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 scenarios that reflect the interests and circumstances of their students. This assessment activity provides models of possible approaches.

## Model assessment

### Assessor instructions for students

**Note:** Provide clear guidance about how each individual needs to provide sufficient evidence of their contributions to Level 1 interactions. Refer to Unit Standard 29695 for *Guidance Information*.

### Introduction



This assessment activity requires you (the student) to interact in Vagahau Niue in a range of different situations. You will interact with familiar people in your school or community about different aspects of your life.

You will complete this work over time, throughout the year. During the year, you will make audio or video recordings of yourself using Vagahau Niue in a range of spoken interactions.

As you work, record each interaction and store it in a suitable manner. Your teacher will provide specific details.

At the end of the assessment period, select a minimum of two of your recorded interactions for assessment.

Your contribution over the selected interactions must be long enough to generate sufficient evidence for quality assessment. Quality is more important than quantity.

You may not use the language from the language samples unless it has been significantly reworked.

Cue cards may not be used. You may use authentic context material suitable to the task, for example, a shopping list or map, but you may not read from it.

You will be assessed on how well you are able to use spoken Vagahau Niue to communicate personal information, ideas and opinions in different situations.

## Task

**Note:** Adapt these suggested scenarios to suit your students and context;

### *Interaction scenarios*

- A conversation between you and a friend about your holidays (What did you/ didn't you do? How did you find the holidays? How was the weather?)
- A conversation with a grandparent about your family history and connections.
- A discussion with you friends about an upcoming celebration or a celebration that has just been celebrated (what is/was the celebration? Activities at the celebration, food and people attending)
- A conversation with a friend about your daily / weekly routines (What time you get up?; food / meal choices; activities; sports; exercise; school classes; bedtimes).

Make sure you choose different situations for each interaction and check each choice with your teacher before you begin work on it.

Base each interaction on the topic you are studying at the time.



The main road, Hikutavake Photo: F Phillips

## Resource A

### Quality interactions

While interacting, students should aim to:

- speak clearly, so that meaning is understood
- demonstrate a degree of fluency and spontaneity (that is, maintain and sustain interactions without previous rehearsal)
- use appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification
- make appropriate use of cultural conventions such as courtesies and gestures.

As far as possible, avoid inconsistencies that might hinder communication (for example, inconsistencies in language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).



## Assessment Schedule

### Vagahau Niue: Interact using spoken Vagahau Niue to communicate personal information, ideas and opinions in different situations (29695)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Interactions use spoken Vagahau Niue to communicate personal information, ideas and opinions in different situations (see Note 9 in the unit standard).</i></p> <p><i>Learners share information and justify ideas and opinions in different situations.</i></p>	<p><i>Interact <b>convincingly</b> using spoken Vagahau Niue to communicate personal information, ideas and opinions in different situations (see Note 9 in the unit standard).</i></p> <p>Convincing spoken interaction is demonstrated by <b>using language, language features and strategies</b> to support interactions that are generally credible and fit for the context.</p> <p>Communication is not significantly hindered by inconsistencies.</p>	<p><i>Interact <b>effectively</b> using spoken Vagahau Niue to communicate personal information, ideas and opinions in different situations (see Note 9 in the unit standard).</i></p> <p>Effective language is demonstrated by <b>using language, language features and strategies</b> to successfully maintain interactions that are consistently fit for context.</p> <p>Communication is not hindered by inconsistencies.</p>

#### Sample Evidence

For the purpose for producing clear and comprehensive assessment support materials, the language demonstrated in these examples is grammatically correct. Student work at Achievement, Merit or Excellence levels will include inaccuracies in grammar and pronunciation. Perfect control of language is not expected; consider the overall quality of the writing, and the convincing or effective use of language features and strategies.

Task	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>The student provides a collection of recordings of at least two different spoken interactions.</i></p>	<ul style="list-style-type: none"> <li>Interactions are maintained for a given purpose and context.</li> <li>The student achieves communication overall, although inconsistencies may hinder understanding in some places.</li> </ul>	<ul style="list-style-type: none"> <li>The student uses language, language features and strategies to support interactions that are generally credible and fit for the context.</li> <li>The student achieves communication, and inconsistencies do not significantly hinder understanding.</li> </ul>	<ul style="list-style-type: none"> <li>The student uses language, language features and strategies to successfully maintain interactions that are consistently fit for the context.</li> <li>The student achieves communication and inconsistencies do not hinder understanding.</li> </ul>





			<p>B: That is not so bad, I like staying at home sometimes, it can be quite relaxing. What did you end up doing in Auckland?</p> <p>A: Um not that much, I mainly hung out at home, but I guess I did get to go to the beach for a swim most days, and that was pretty cool.</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>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Unit Standard.