

## NZQA Assessment Support Material

<b>Unit Standard</b>	29697
<b>Title</b>	Give a spoken presentation in Vagahau Niue that communicates a personal response
<b>Level</b>	1
<b>Credits</b>	4

### 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 a presentation 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 assessment activity requires students to give a spoken presentation in culturally appropriate spoken Vagahau Niue, expressing personal information, ideas and opinions.

A variety of contexts and scenarios are possible for a spoken presentation, and the selection will depend on individual teaching programmes and the interests and needs of your students. Design assessment tasks that are relevant for students in their context.

Spoken presentation tasks work best when the context or setting is real (e.g. students are asked to give a speech as part of a community celebration, Niue language week celebrations, church events).

Students need to be aware that, at this level, they are required to communicate beyond the immediate context, for example, about the past and/or the future. Discuss with students how this might be done. Communication beyond the immediate context can also extend to frequency of actions (sometimes, usually) and time phrases (in the morning, at night, tomorrow, yesterday)

## Award of grades

Achievement	Merit	Excellence
Learners give a spoken presentation in Vagahau Niue that communicates a personal response.	Learners give a convincing spoken presentation.  A convincing presentation is one that communicates a personal response 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	Learners give an effective spoken presentation.  An effective presentation is one that communicates a personal response 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 significantly hindered by inconsistencies.	Communication is not hindered by inconsistencies.

## Conditions of assessment

**Note:** Students will observe traditional cultural practices when giving spoken presentations.

Presentations will be recorded for assessment purposes. They may be technologically facilitated (e.g. podcast, YouTube clip etc).

Provided a student's presentation meets the communicative purposes of the task, the duration may vary. The quality of the presentation considered as a whole, is more important than the time duration. Its duration must generate sufficient evidence for assessment. Refer to Unit Standard 29697 for *Guidance Information* about the suggested length for Level 1 spoken presentations.

Students may work alone, in pairs or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so there is sufficient evidence for assessment of individual performance.

When delivering their presentation, students may have with them: prepared notes, cue cards, props, other supporting material or a copy of the text, but they may not read directly from their notes. To do so will mean they have not met the standard

### **Resource requirements**

Recording equipment will be required.

### **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 29697 Guidance Information  
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=295697>
- Level 6 The New Zealand Curriculum  
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

29697

## Assessment activity

**Unit standard:** 29697

**Standard title:** Give a spoken presentation in Vagahau Niue that communicates a personal response.

**Credits:** 4

**Resource title:** **Presenting real life experiences**

**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 presentation 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:** Confirm how much class time your students will have to prepare their presentations and how long they will need to be speaking when they give their presentation.

Students could be given the choice of working alone, in pairs or in a group. If so, modify the above sentence and make it clear that where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

### Introduction



This assessment activity requires you to give a presentation in culturally appropriate spoken Vagahau Niue, expressing personal information, ideas, and opinions.

Your presentation needs to be recorded for assessment and moderation purposes. It may be technologically facilitated (e.g. podcast, YouTube clip).

Before the assessment, your teacher will discuss the requirements of the standard, including what you need to show in your spoken presentation and the suggested time duration for Level 1 presentations.

All work must be your own. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.

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

You may have prepared notes, cue cards, props, other supporting material, or a copy of the text with you, but you may not read directly from your notes. To do so will mean you have not met the standard.

You have [teacher to specify number] periods in class to prepare your presentation.

## Task

**Note:** Below is an example of a setting for some presentation topics, with related resources.

Your class has won a prize offered by an international cultural exchange programme. This prize is for an exchange trip between New Zealand, Australian and Pacific Island nations. The exchange programme would like to see evidence of your ability to give a presentation, either before your departure or at home on your return.

### ***Possible spoken presentation topics***

- On exchange – before departure.
- On return to school
- Welcoming visiting exchange students



## Resource A

### Suggested development of presentation topics

Adapt these presentation topics to suit your students and context or use them as a guide to create your own.

Before departure students could consider:

- A self-introduction, including personal details, hobbies, interests, and hopes, and wishes for their time on exchange.
- An autobiography of their life so far, (e.g. using a photo album (paper or digital) to talk to the host family about their life, both past and present, and family).
- A description of a typical school day (using yesterday or tomorrow as examples of skill with language tense).
- A presentation of the home community, which might include what they hope exchange students will do when they come to visit.
- An explanation about what they do in their free time or on the weekend (giving an example of what they did last weekend or hope to do next weekend).
- A thank-you to their host family or host school, with special mention of what was the favourite part of the trip.

On returning to school, consider:

- A presentation on the trip, describing where they went, what they did, saw, ate, and so on.
- Experiences and impressions of the host community or family life, with examples from time on exchange.
- A presentation of unique things discovered whilst on the exchange (e.g. customs, meals, celebrations, sports and cultural activities).

For welcoming visiting exchange students, consider:

- A welcome speech, which also gives a presentation on what the exchange students from New Zealand, Australia and/or other Pacific Island nations will do during their stay, for example, an itinerary, visits, group activities, and so on.

## Resource B

### Characteristics of quality communication and presentation

Quality communication is where a student:

- effectively communicates opinion(s) and / or information and / or ideas that are relevant to the tasks;
- uses language and cultural knowledge appropriate for the task and the intended audience;
- uses language appropriate to the text type;
- uses appropriate formats and styles;
- develops and connects the opinions, information, and ideas to produce an integrated whole;
- gives examples and makes comparisons to illustrate points;
- gives convincing reasons and explanations;
- has a clear sequence in the content of the writing;
- uses connecting words.

Remember to use gestures and body language as appropriate in Niuean culture.

A quality presentation is where a student will:

- give information that is interesting and appropriate to the audience;
- have a clear sequence;
- express information, ideas and opinions clearly;
- develop and link information, ideas and opinions;
- give examples, comparisons and points of view to illustrate what is being said;
- use Vagahau Niue to communicate successfully, avoiding inconsistencies that could hinder communication (e.g. inconsistencies in choice and use of vocabulary, expressions, sentence structure, pronunciation, intonation, rhythm patterns, speed, audibility, inflection, tone, stress and pausing).



**Assessment Schedule****Vagahau Niue: Give a spoken presentation in Vagahau Niue that communicates a personal response (29697)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<i>Gives a spoken presentation in Vagahau Niue to communicate a personal response with some hesitation and inconsistencies (see Note 9 in the unit standard).</i>	<p><i>Gives a <b>convincing</b> spoken presentation in Vagahau Niue that communicates a personal response (see Note 9 in the unit standard).</i></p> <p>A convincing spoken presentation is demonstrated by <b>developing</b> and <b>integrating</b> information, ideas and opinions that are generally <b>credible</b> and <b>connected</b>, and <b>using</b> language and language features that are fit for purpose and audience.</p> <p>Communication is not significantly hindered by inconsistencies.</p>	<p><i>Gives an <b>effective</b> spoken presentation in Vagahau Niue that communicates a personal response (see Note 9 in the unit standard).</i></p> <p>An effective spoken presentation is demonstrated by <b>developing</b> and <b>integrating</b> information, ideas and opinions with <b>control</b>, and <b>capably selecting</b> and <b>using</b> language and language features that are fit for purpose and audience.</p> <p>Communication is not significantly hindered by inconsistencies.</p>

**Sample Evidence**

For the purpose of 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 communication, the development of ideas, and use of language when assessing. The presentation's duration must generate sufficient evidence for quality assessment. Quality is more important than the duration of the presentation.



Task	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>The student provides a recording of a spoken presentation in Vagahau Niue that communicates a personal response.</i></p>	<p>The student:</p> <ul style="list-style-type: none"> <li>uses language and language features that match the purpose and engage the audience.</li> <li>communication is achieved overall despite hesitations and inconsistencies.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>develops information, ideas and opinions that are generally credible and connected.</li> <li>uses language and language features with convincingly.</li> <li>communication is not significantly hindered by hesitations and inconsistencies.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>develops and integrates information, ideas and opinions with control.</li> <li>capably selects and uses language and language features.</li> <li>communication is not hindered by hesitations and inconsistencies.</li> </ul>
	<p>For example:</p> <p>Kamata e aoga ha mautolu he matahola hiva, lima e vahega he aho. Fiafialahi au kehevahegafakaakonumela he to lahie totonuhe faiaogamo e lagomataimaikiamautolu.</p> <p>We begin school at 9.00 a.m. each day, and we have five lessons a day. My favourite class is maths because the teacher is very kind and helpful.</p>	<p>For example:</p> <p>Lahi ni e aoga ke kamata he hola hiva,ka koe Aho Lotu, kamata e aoga he matahola hafa e hiva ka e fono e tau faiaoga. Lima e vahega fakaako he aho. Pete e uka e fakaako lafilafi numela ka e fiafia ni au ke he vahega ia. Totonu mo e mitaki e tau lagomatai mai he faiaoga.</p> <p>We usually begin school at 9.00 a.m., but on a Wednesday school begins at 9.35 as the teachers have meetings. There are five classes timetabled. Although it is a bit hard, maths is my favourite subject because the teacher is always kind and helpful.</p>	<p>For example:</p> <p>Kua mahani e aoga ke kamata he hola hiva he mogo pogipogi,ka koe ho Lotu, kamata he matahola hafa e hiva, ha ko e fa fono e tau faiaoga to kamata e aoga. Fiafia lahi au ke mohe loa he pogipogi Lotu. Lima e vahega he aho aoga haaku, mo e magaaho ke lata mo e kai pogipogi, pihia foki mo e kai laa. Fiafia lahi au ke he vahega lafilafi numela. Pete ni e uka, ka e fiafia au ha koe faiaoga totonu mo e lahi foki haana a tau lagomatai mai kia au.</p> <p>A typical school day begins at 9.00 a.m. However, on Wednesdays we start at 9.35 a.m. as the teachers have meetings. I really enjoy being able to sleep in on a Wednesday morning. Our school day has five</p>

	<p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p>classes with a break for morning tea and lunch. My favourite subject is maths, although I find it a bit hard, the teacher is really kind and helpful and this motivates me to keep trying my best.</p> <p><i>The examples above relate to only part of what is required and are just indicative.</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Unit Standard.