

## NZQA assessment support material

<b>Unit Standard</b>	29698
<b>Title</b>	Write a variety of text types in Vagahau Niue on areas of most immediate relevance
<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 will 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 writing 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 develop a writing portfolio in which they gather evidence of their ability to write in Vagahau Niue. Students will keep all of their writing throughout the year, and then select a **minimum** of two pieces of writing that they decide are the best and most effective.

The context of this portfolio is a visit to another school community where students are learning Vagahau Niue. The written work that students complete during the year can be in preparation for the visit, allowing them to establish contact with their host family (who are speakers of Vagahau Niue) and the school.

A variety of contexts and scenarios for writing are possible, and the selection will depend on individual teaching programmes and the interests and needs of your students.

It is important that the assessor requires students to write a range of different text types that are for genuine purposes, and that allow students to show their command of written Vagahau Niue in different contexts (see text types listed under Outcome & Performances in the unit standard).

The writing tasks could be in both free (spontaneous) and controlled (prepared) situations. See Resource A for writing task suggestions.

## Award of grades

Achievement	Merit	Excellence
Learners must demonstrate the ability to write a variety of text types in Vagahau Niue on areas of most immediate relevance.	Learners must demonstrate the ability to write a variety of text types in convincing Vagahau Niue on areas of most immediate relevance.	Learners must demonstrate the ability to write a variety of text types in effective Vagahau Niue on areas of most immediate relevance.
	Convincing Vagahau Niue is demonstrated 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.	Effective Vagahau Niue is demonstrated 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

Students will need to begin writing and storing texts from the beginning of the assessment process, which may be as early as Term 1.

Either the assessor or the students will need to store each piece of writing in a safe and accessible location. Establish responsibility for storing work at the beginning of the school year. See note in the 'Assessors instructions for students' section, page 4.

Students should not include extracts from external sources without acknowledging the source(s). Assessors should not include any extracts from such sources in their final assessment judgement.

Provided a student's writing meets the communicative purposes of the tasks, the length may vary. The quality of the texts in the selection, considered as a whole, is more important than length.

Writing must be long enough to generate sufficient evidence for assessment. Refer to Unit Standard 29698 for *Guidance Information* about the suggested length for Level 1 pieces of writing.

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

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 6 of *The New Zealand Curriculum*.

Feedback and guidance are also part of normal classroom practice and gives a clear indication to students of the level at which they are working. Make sure students are given **holistic** feedback throughout the year to help them to submit written texts that represent their best work. Assessors might ask a student to change their selection if they think it does not reflect the student's full ability.

### 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 29698 Guidance Information  
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29698>
- Level 6 The New Zealand Curriculum  
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

## Assessment activity

**Unit standard:** 29698

**Standard title:** Write a variety of text types in Vagahau Niue on areas of most immediate relevance

**Credits:** 5

**Resource title:** **Sharing your life story**

**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 writing 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 the suggested length for Level 1 pieces of writing. Refer to Unit Standard 29698 for *Guidance Information*. Provide specific details to suit the context, including such aspects as final submission due date, and in- or out-of-class work.

Provide specific instructions to students about how to store their work. For example, in a manila folder, or clear file in the classroom, on the school server, or on a class page set up on a digital site such as a blog, wiki or Moodle page.

### Introduction



This assessment activity requires you, the student, to write a variety of texts of different types in Vagahau Niue. All written work will be based on the topics and language being studied at the time. In consultation with your assessor, choose at least one text type from each of the lists in Resource A.

Work is to be completed over time, throughout the year. Your assessor will provide specific details.

The length of the texts may vary. The quality of the texts within the selection will be considered as a whole and is more important than the length. There must be enough writing present to generate sufficient evidence for assessment. Make sure that the texts collectively demonstrate the quality of writing of which you are capable. You must store work safely, as directed by their assessor.

The work that is submitted must be your own. Extracts from external sources should not be included without acknowledging the source(s). Any extracts from external sources will not be considered in the final judgement. Language from the language samples may not be used unless it is significantly reworked.

You may draft and revise your writing. You may use resources such as search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, text books, and grammar notes to help when drafting and revising. Only final versions will be assessed.

See Resource B for information on quality writing.

At the end of the assessment period, select a minimum of two of your written texts for your final portfolio. Select the pieces of writing you think are the best and most effective. Include a variety of texts. Submitted texts may be in either electronic form or handwritten. Keep all drafts of your work, as you may be asked to verify the authenticity of your work by doing further writing in class time.

You will be assessed on how well you use written language to communicate personal information, ideas and opinions in a range of different text types.

### Task

**Note:** Below is an example of a scenario with related resources.

#### ***School exchange scenario***

A class of students learning Vagahau Niue visit another school community (i.e. in New Zealand, Niue or Australia). The students in that community are learning the same language. The visiting students will be staying with a host family. Their assessor has arranged for their students to have various written exchanges with the host family and school, to help them consolidate their Vagahau Niue skills.



## Resource A

### Writing task ideas

The writing tasks about the visit could include, for example:

- a letter to your host family telling them about your life and asking about life in their community;
- the text of a speech about your home community in case you are asked to talk in front of a school assembly;
- a description of your typical day and personal interests, and how you like to use your spare time;
- another text type that is agreed on with your assessor

**Note:** Assessors should adapt these examples to suit your students and context or use them as a guide to create their own.

## Resource B

### Quality writing

- effectively communicates information and expresses and justifies ideas and opinions that are relevant in the context
- 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
- clearly sequences information and ideas
- uses connecting words
- uses language expected at Level 6 of *The New Zealand Curriculum* (your assessor will provide examples of language at this level).

Quality writing may also show knowledge of cultural aspects of Niue in order to make comparisons where appropriate.

Communication will not be hindered by inconsistencies in, for example, format, spelling, lexical choice, level of formality, language conventions, language features.



Uga (Niuean coconut crab) sculpture Photo: F Phillips

## Assessment Schedule

### Vagahau Niue: Write a variety of text types in Vagahau Niue on areas of most immediate relevance (29698)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating the ability to write a variety of text types in Vagahau Niue on areas of most immediate relevance.</i>	<p><i>Demonstrating the ability to write a variety of text types in <b>convincing</b> in Vagahau Niue on areas of most immediate relevance.</i></p> <p>Convincing language is demonstrated by <b>developing information, ideas and opinions</b> that are generally credible and connected, using language and language features that are fit for purpose and audience.</p> <p>Communication is not significantly hindered by inconsistencies.</p>	<p><i>Demonstrating the ability to write a variety of text types in <b>effective</b> in Vagahau Niue on areas of most immediate relevance.</i></p> <p>Effective language is demonstrated by <b>developing and integrating information, ideas and opinions</b> with control, and capably selecting and using 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 for producing clear and comprehensive assessment support materials the language demonstrated in these examples is grammatically correct. Student work at Achieved, Merit or Excellence levels will include inaccuracies in grammar and spelling. 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>The student writes a <b>variety of text types</b> in culturally appropriate Vagahau Niue on areas of most immediate relevance.</p> <p>The student provides a collection of <b>at least two examples of written texts</b> that provides sufficient evidence of achievement.</p> <p>Students use language up to and including Level 6 of The New Zealand Curriculum.</p>	<p>The texts:</p> <ul style="list-style-type: none"> <li>are fit for purpose and audience and express personal information, ideas and opinions that relate to present, past and/or future experiences.</li> </ul> <p>Language conventions and features appropriate to the text type are used.</p>	<p>The texts:</p> <ul style="list-style-type: none"> <li>are fit for purpose and audience, and express personal information, ideas and opinions that relate to present, past and/or future experiences.</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> </ul>	<p>The texts:</p> <ul style="list-style-type: none"> <li>are fit for purpose and audience and express personal information, ideas and opinions that relate to present, past and/or future experiences.</li> </ul> <p>The student:</p> <ul style="list-style-type: none"> <li>develops and integrates information, ideas and opinions with control</li> </ul>

		• uses language and language features with convincing effect.	• capably selects and uses language and language features.
	<p>For example:</p> <p>This language sample is a part of the letter to the family task.</p> <p>Ko e fakatai vagahau nai koe taha vala he tohi ke he gahua he magafaoa.</p> <p>Nonofo e magafaoa ha mautolu i Kilbirnie i Wellington. Fano au he aoga ko ... Fiafia lahi au ke nofo i Kilbirnie he tata ke he tahi ti ko e tau okioki vahā tapu ne fā mahani au ke fano ke kōukou he tau vaha mafana.</p> <p>Our family lives in Kilbirnie in Wellington and I go to ... school. I like living in Kilbirnie because it is close to the sea and at the weekend I often go swimming in the summer.</p> <p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p>For example:</p> <p><i>This language sample is a part of the letter to the family task.</i></p> <p>Nonofo e magafaoa ha mautolu i Kilbirnie ko e taha maaga i loto he matapatu taone lahi ko Wellington ti fano au he aoga ... ko e taha he tau aoga i Kilbirnie. Ko e maaga mitaki lahi a Kilbirnie ke nofo ai hā kua tata lahi ke he mataafaga mitaki ke kōukou ai ti kaeke ke vela ti fā mahani a mautolu ke oatu ke kōukou he tau vahā tapu okioki mo e tau magaaho ka hili e aoga.</p> <p>I live in the capital city Wellington and I go to ... school which is one of the local schools in Kilbirnie. Kilbirnie is a great suburb to live in because we are pretty close to a good swimming beach and when it is hot we often go swimming at the weekend and after school.</p> <p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p>For example:</p> <p><i>This language sample is a part of the letter to the family task.</i></p> <p>Ai manatu e au po kua hifo mai nakai a koe keevaeva ki a mautolu i Kilbirnie. Ko Kilbirnie koe maaga tote fuluola i Wellington. ko e taone lahi ha Niusila.. Fiafia lahi au ke nofo i Kilbirnie. Tata e aoga haaku ... ti mukamuka he 10 nī e miniti ke lakahui ki ai. Ai mamao foki nī ki taone e tata ke he mataafaga. Kaeke ke vela lahi e tau vahā mafana hinai i Wellington ti fā mahani a mautolu ke ō ke kōukou he tau vahā tapu okioki po ke ka hili e aoga.</p> <p>I can't remember if you have visited us here before but our family lives in Kilbirnie. It's a nice little suburb in Wellington, the capital city.</p> <p>I love living in Kilbirnie, my school ... is very handy, just a 10 minute walk away from home. It is also not far from town and the beach is close. When we have hot summers here in Wellington, we often go swimming at the weekend or after school. It is never as hot as Niue though!</p> <p><i>The examples above relate to only part of what is required and are just indicative.</i></p>

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