

## NZQA assessment support material

<b>Unit Standard</b>	29700
<b>Title</b>	Write a variety of text types in Vagahau Niue to convey information, ideas and opinions in genuine contexts
<b>Level</b>	2
<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 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 write a variety of texts 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 assessment is that a visiting group of students (i.e. from Niue, New Zealand or Australia), who are learning Vagahau Niue, is coming to experience the life, language and culture of another community in the Pacific. Local students are to host the visiting students.

Students are to introduce the visitors to the school and community prior to their arrival, and to keep in touch after they leave.

After consultation with their assessor, students will write a number of texts in Vagahau Niue, including at least one from each list in Resource A. Text types could include, but are not limited to, emails, lists, annotated maps, charts, paragraphs, opinion pieces, forms, poems, quizzes, brochures, booklets, computer presentations, definitions, essays, and web or blog pages.

Using this same theme, this assessment activity might also contribute some evidence for the spoken presentation standard, for example, about the school (i.e. buildings / subjects / people), things to do in the community, welcome speech or a documentary style presentation of the Niue / New Zealand education systems.

## Award of grades

Achievement	Merit	Excellence
Learners must demonstrate the ability to write a variety of text types in Vagahau Niue to convey information, ideas and opinions in genuine contexts.	Learners must demonstrate the ability to write a variety of text types in convincing Vagahau Niue to convey information, ideas and opinions in genuine contexts.	Learners must demonstrate the ability to write a variety of text types in effective Vagahau Niue to convey information, ideas and opinions in genuine contexts.
	Convincing Vagahau Niue is demonstrated by developing and connecting information, ideas and opinions that are generally credible, selecting and using a range of 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 a range of language and language features that are fit for purpose and audience.
	Communication is not significantly hindered by inconsistencies.	Communication is not significantly hindered by inconsistencies.

## Conditions of assessment

Students write a variety of texts, both free (spontaneous) and controlled (prepared), as part of regular teaching and learning. They need sufficient opportunity to write a range of texts for a range of purposes, from which they can make a selection for final submission.

Although stages of writing include brainstorming, outlining, drafting, revising and proof reading, only the final text is required as evidence. Students must keep earlier drafts in case authenticity of their work needs to be established.

Texts may be presented in electronic form or hand written.

A system needs to be devised for collating this evidence. This could be negotiated with students, for example, manila folders, document wallets, clear files, or digital storage. See note in the 'Assessors instructions for students' section, page 4.

After negotiation with their assessor, students select a minimum of two texts from their collection of written texts and submit these for assessment. This selection must demonstrate language use across a range of contexts and for a range of purposes.

Provided that 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 29700 for *Guidance Information* about the suggested length for Level 2 pieces of writing.

Assessors will consider all pieces submitted before making a holistic judgement. Each piece will not be assessed separately but considered inasmuch as it contributes to the whole portfolio. Overall judgement will be made from the total evidence collected, showing that the student is working at a level 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 7 of *The New Zealand Curriculum*.

Feedback and guidance is also part of normal classroom practice and gives a clear indication to students of the level at which they are working.

At all times quality is more important than quantity.

## Resource requirements

A range of resources to support drafting and reworking could include search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, textbooks, grammar notes or people (i.e. friends, family, or native speakers).

## 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 29700 Guidance Information  
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29700>
- Level 7 The New Zealand Curriculum  
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

## Assessment activity

**Unit standard:** 29700

**Standard title:** Write a variety of text types in Vagahau Niue to convey information, ideas, and opinions in genuine contexts

**Credits:** 5

**Resource title:** **Welcome to my community**

**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 2 pieces of writing. Refer to Unit Standard 29700 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. In consultation with your assessor, choose at least one text type from each of the lists in Resource A.

Complete this work over time, throughout the year. Your assessor will provide specific details.

The length of the texts may vary. The quality of the texts in the selection will be considered as a whole, and is more important than 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. Work must be stored safely, as directed by your assessor.

Use your language and cultural knowledge to create texts that are appropriate for the scenario and the reader. Texts should communicate information and express and justify ideas and opinions.

The work 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 they are drafting and revising. Only final versions will be assessed.

See Resource B for information on quality writing.

Select and submit the final version of a minimum of two texts for assessment. Texts may be submitted in electronic form or handwritten. Keep all drafts of your work. You may be asked to verify the authenticity of your work by doing further writing in class time.

You will be assessed on how effectively they use Vagahau Niue to convey information, ideas and opinions in your pieces of writing.

**Task**

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

***School visit scenario***

A visiting group of students (i.e. from Niue, New Zealand or Australia) who are learning Vagahau Niue is coming to experience the life, language and culture of another community in the Pacific. Local students are to host the visiting students.

This assessment activity requires a student to communicate with one of those who is visiting, using Vagahau Niue before he / she arrives and keeping in contact after they have left.



## Resource A

### Possible text types

#### List A

1. Write an email to your billet introducing yourself, family, leisure activities and hopes for the future.
2. Create a list 10 things they need to bring with them, and give reasons why.
3. Make an annotated map of your school, giving locations and subject information.
4. Make a chart that illustrates a typical school day and week in your school.
5. Make a chart of all national public and regional holidays (e.g. Waitangi Day, Constitution Day, Melbourne Cup Day) and write a paragraph to explain the significance of each one, for example,.
6. Research and write a paragraph of three “must do” activities in your area.
7. Share your opinions for numbers 4, 5 or 6 on a class blog or online discussion forum.
8. Devise a form to make it easier for the assessors to place students with billets and include the student’s own information.
9. Write sentences in an acrostic poem format using the letters of the name of the student’s school, and explaining its emblem and motto.

#### List B

1. Make a mini online dictionary explaining common expressions and idioms used in Niue, New Zealand or Australia.
2. Write a booklet of hot tips on “What to Do” or “What Not to Do”, for example, how to dress for different occasions, behave in the classroom, and / or at a church service or a rugby match.
3. Create a brochure explaining how to get around, for example, public transport.
4. Make a computer presentation about shopping, purchasing power, and best buys.
5. Create a brochure explaining the support systems available in your school, for example, the nurse, dean, or counsellor.
6. Write a letter to your billet explaining some aspects of ‘local culture’ and explain some of the things they can expect to see/do or try (e.g. swimming at Matapa, aalovaka at Avatele Beach, eating a umu, not going to school on amauga etc).

#### List C

After the exchange group has left:

1. Write an essay about: “The benefits of language learning and student exchanges”.
2. Write an essay about: “I would rather go to school in Australia/New Zealand/Niue”.
3. Contribute information to website for the student’s school in Vagahau Niue (e.g. key personnel, daily / weekly organisation, timetable, sports, cultural, musical activities) so that next year’s exchange students can be informed prior to their visit.
4. Retell a traditional story.
5. Describe and comment on a current event that is making the news in Australia, Niue or New Zealand.

## 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 7 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.



Supply ship at sunset Photo: F Phillips

## Assessment Schedule

**Vagahau Niue: Write a variety of text types in Vagahau Niue to convey information, ideas and opinions in genuine contexts (29700)**

### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating the ability to write a variety of text types in Vagahau Niue to convey information, ideas and opinions in genuine contexts.</i>	<p><i>Demonstrating the ability to write a variety of text types in <b>convincing</b> in Vagahau Niue to convey information, ideas and opinions in genuine contexts.</i></p> <p>Convincing language is demonstrated by <b>developing</b> and connecting <b>information, ideas and opinions</b> that are generally credible and selecting and using a range of language and language features with convincing effect 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 to convey information, ideas and opinions in genuine contexts.</i></p> <p>Effective language is demonstrated by <b>developing and integrating information, ideas and opinions</b> with control, and capably selecting and using a range of language and language features with convincing effect 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 to convey information, ideas and opinions in genuine contexts.</p> <p>The student provides at least <b>two examples</b> of written text for final assessment.</p> <p>The student uses language up to and including Level 7 of The New Zealand Curriculum</p>	<p>The texts: relate to real-life situations and are fit for purpose and audience.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>uses language conventions and features appropriate to the text type used.</li> </ul> <p>Communication is achieved overall, despite inconsistencies.</p>	<p>The texts: are fit for purpose and audience, and express ideas and opinions that relate to present, past and/or future experiences.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>develops and connects information, ideas and opinions that are generally credible</li> <li>selects and uses language and language features with convincing effect.</li> </ul> <p>Communication is not significantly hindered by inconsistencies.</p>	<p>The texts: are fit for purpose and audience, and express ideas and opinions that relate to present, past and/or future experiences.</p> <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 that are fit for purpose and audience</li> </ul> <p>Communication is not significantly hindered by inconsistencies.</p>



	<p>For example:</p> <p>Tō lahi e makalili a Wellington ka fakatai mo Alofi, ti mailoga ke tamai taha mena tui mafana. Fai koloa tui mafana a maotolu ke fakaaoga fakakū e koe kaeke ke nā kai fai a koe.</p> <p>It is very cold in Wellington compared to Alofi so make sure you bring some warm clothing. We do have some warm clothes you can borrow if you don't have any.</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>Tuga nī kua iloa e koe, makalili lahi a Wellington ai tuga a Alofi ti ti tamai e tau mena tui mafana tuga e tāpulu mafana lima loloa, tau fihui loloa mo e pā uha ka fai a koe. Loga e tau koloa pihia hinei ka manako a koe ka e ua fano ke fakatau mo e moumou tupe.</p> <p>As you know very well, Wellington is much colder than Alofi so you should bring some warm clothing such as jumpers, long trousers and a rain jacket if you have them. We have plenty of warm clothing here if you need some so don't go spending money unnecessarily.</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>Ko e mahina lulai ko e mahina mua atu e makalili ha Niu Silani. Kua fā hoko e makalili ke he 4 degrees celcius he falu magaaho ti tamai e tau koloa tui mafana tuga e tāpulu mafana mamafa mo e tau fihui loloa. Loga e tau koloa pihia hinei ka manako a koe ka e ua fano ke fakatau pauaki he ai fai aoga e tau koloa nei ki Niue.</p> <p>Since you are coming to Wellington in July, one of the coldest months in New Zealand, if you have some warm clothing, such as woollen jumpers or long trousers, definitely bring them as it can be as cold as 4 degrees. If you don't have any warm clothes don't go out and buy them especially because you don't need them in Niue! We have plenty of warm clothing you can use.</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.