

NZQA Assessment Support Material

Unit Standard	29702
Title	Give a spoken presentation in Vagahau Niue that communicates information, ideas and opinions
Level	2
Credits	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 that introduces their community to a group of first-time visitors from Niue or New Zealand.

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 the students.

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).

Award of grades

Achievement	Merit	Excellence
Learners must give a spoken presentation in Vagahau Niue that communicates information, ideas and opinions.	Learners must give a convincing spoken presentation A convincing spoken presentation is one that develops and connects information, ideas and opinions that are generally credible, and selects and uses a range of language and language features with convincing effect that are fit for purpose and audience.	Learners must give an effective spoken presentation. An effective spoken presentation is one that develops and integrates information, ideas and opinions with control, and capably selects and uses a range of 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).

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 its duration. However, it must be long enough to generate sufficient evidence for assessment. Refer to Unit Standard 29702 for *Guidance Information* about the suggested length for Level 2 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 29702 Guidance Information
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29702>
- Level 7 The New Zealand Curriculum
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

Assessment activity

Unit standard: 29702

Standard title: Give a spoken presentation in Vagahau Niue that communicates information, ideas and opinions

Credits: 4

Resource title: **Celebrating your community**

Assessor guidance: Use of this assessment resource without modification may mean that students' work is not considered to be 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 spoken presentation in which you introduce a group of visitors to your community. In it, you need to communicate information, and express and justify ideas and opinions in culturally appropriate spoken Vagahau Niue.

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

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 2 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 samples from the assessment schedule in your own work without substantial modification.

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

See Resource B for more guidance on spoken presentations.

Task

Note: Below is an example of a presentation topic with related resources.

Possible spoken presentation topic

You are welcoming a group of visitors to your community.



Resource A

If you were welcoming a group of visitors, a spoken presentation could:

- explain key features of your community that you enjoy (e.g. natural environment, social, cultural and sports facilities)
- express your ideas and opinions about these features
- give a brief history / description of your community
- explain local customs and practices
- show knowledge of cultural aspects of your community in order to make comparisons and show insight, where appropriate.

Resource B

Characteristics of quality communication and presentation

Quality communication:

- effectively communicates opinion(s) and / or information and / or ideas that are relevant to the task(s)
- uses language and cultural knowledge appropriate to 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 will:

- give information that is interesting and appropriate to the audience
- have a clear sequence
- express your information, ideas and opinions clearly
- develop and link your information, ideas and opinions
- give examples, comparisons, and points of view to illustrate what you are saying
- use Vagahau Niue to communicate successfully, avoiding inconsistencies which 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 information, ideas and opinions (29702)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Give a spoken presentation in Vagahau Niue that communicates information, ideas and opinions with some hesitation and inconsistencies (see Note 9 in the unit standard).</i></p>	<p><i>Give a convincing spoken presentation in Vagahau Niue that communicates information, ideas and opinions (see Note 9 in the unit standard).</i></p> <p>A convincing spoken presentation is demonstrated by developing and connecting information, ideas and opinions 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>Give an effective spoken presentation in Vagahau Niue that communicates information, ideas and opinions (see Note 9 in the unit standard).</i></p> <p>An effective spoken presentation 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.</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 communication, the development of ideas, and use of language when assessing. The presentation must be long enough to 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 using cultural appropriate Vagahau Niue that expresses information, ideas and opinions.</i></p>	<p>The student:</p> <ul style="list-style-type: none"> uses language and language features that match the purpose and engage the audience. <p>Communication is achieved overall despite hesitations and inconsistencies.</p> <p>For example:</p> <p>Ko e haaku a manatu, ko e taha mena ke taute ka hifo ki Wellington, ko e fano ke lakahui he mataafaga. Fuluola fiafia mo e milino mitaki e loto. Loga e tau fale kai mo e tau fale koloa ikiiki.</p> <p>In my opinion, walking along the waterfront is one thing you have to do when you come to Wellington. It is beautiful, fun and relaxing. There are lots of nice cafés and little shops.</p>	<p>The student:</p> <ul style="list-style-type: none"> develops information and connects information, ideas and opinions that are generally credible. selects and uses language and language features with convincingly effect. <p>Communication is not significantly hindered by hesitations and inconsistencies.</p> <p>For example:</p> <p>Ko e gahua kua fiafia lahi au ke taute i Wellington, ko e evaeva he mataafaga, mua atu he aho afua. Fiafia lahi au hā ko e milino he matakavi ia hā ko e tau tagata fiafia he uaafo, tau fale koloa ikiiki mo e tau fale kai.</p> <p>My favourite thing to do in Wellington is walking along the waterfront, especially on a beautiful day. I love doing this because there is usually a great atmosphere with people enjoying the harbour, little shops and cafés because the teacher is always kind and helpful.</p>	<p>The student:</p> <ul style="list-style-type: none"> develops and integrates information, ideas and opinions with control. capably selects and uses language and language features effectively. <p>Communication is not hindered by hesitations and inconsistencies.</p> <p>For example:</p> <p>Ko e taha feua kua nākai lata ke fakagalonoa ka hoko hifo ki Welllinton, ko e feua lakahui he mataafaga he taha aho afua. Fiafia lahi au ke he guhua nei hā ko e tau fulufuluola he gutuava ti fai mena ke lata ma e tau tagata oti. Ka hoge,a koe, loga e tau fale kai ke fifili ki ai..</p> <p>One activity not to be missed in Wellington is taking a walk along the waterfront on a sunny day. I love doing this because the harbour is beautiful and there is really something for everyone. If you get hungry there are many little cafés to choose from.</p>

The examples above relate to only part of what is required and are just indicative.

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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.