

## NZQA Assessment Support Material

<b>Unit Standard</b>	29703
<b>Title</b>	Interact using spoken Vagahau Niue to share information and justify ideas and opinions in different situations
<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 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 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 assessment activity requires the students to interact in different situations in which they share information and justify ideas and opinions in Vagahau Niue.

Interactions may be between students (e.g. one-to-one, or in a small group), with you (i.e. the assessor), or with a native speaker.

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 or interviews.**

Students do well when they:

- understand what is required of them in the standard
- regularly practice having conversations with different people, whether in the class or 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 share information and justify ideas and opinions in different situations.	Learners must demonstrate the ability to interact convincingly using spoken Vagahau Niue.  Learners share information and justify ideas and opinions in different situations by selecting and using a range of language, language features and strategies to maintain interactions that are fit for purpose and audience.	Learners must demonstrate the ability to interact effectively using spoken Vagahau Niue.  Learners share information and justify ideas and opinions in different situations by skilfully selecting and using language, language features and strategies to successfully maintain interactions that are consistently 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 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. An assessor might ask a student to change their selection if the teacher thinks 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 classroom conversation with a cellphone, MP3 player, or digitally recording a conversation in a computer lab. Each recording should be stored 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 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 interactions, considered as a whole, is more important than the length. Refer to Unit Standard 29703 for *Guidance Information* about suggested time for Level 1 interactions.

Students are rewarded for contributing to and maintaining the interaction. Their range of language in the interactions is shown mainly through their ability to use appropriate conversational strategies to maintain and sustain the interaction, rather than through their ability to use grammatical structures.

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

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 29703 Guidance Information  
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29703>
- Level 7 The New Zealand Curriculum  
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

29703

## Assessment activity

**Unit standard:** 29703

**Standard title:** Interact using spoken Vagahau Niue to share information and justify ideas and opinions in different situations

**Credits:** 5

**Resource title:** **Curious about you and your life**

**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:** Adapt these suggested scenarios to suit your students and context; provide clear guidance about how each individual needs to provide sufficient evidence of their contributions to Level 2 interactions. Refer to Unit Standard 29703 for *Guidance Information*

### Introduction



This assessment activity requires you to present a portfolio of a minimum of two spoken interactions conducted in Vagahau Niue. Interactions will be in pairs or groups, but your work will be assessed individually.

Your interactions must be recorded. Methods include videoing, digitally recording in a computer lab, or using a digital voice recorder, cell phone, or MP3 player.

The recording of this interaction must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

Your assessment and final grade will come from a holistic evaluation of the quality of your selected interactions. Your personal contribution to the interactions should be long enough to generate sufficient evidence for quality assessment. Quality is more important than quantity.

In good quality interactions you will:

- select language to effectively communicate and clarify meaning between yourself and the people you are talking to, taking into account the purpose and audience.
- express and justify opinions with examples and references.
- begin appropriately, participate actively, keep the interaction going, clarify meaning when necessary, and encourage the involvement of the person interacting with you.
- use your language and cultural knowledge to communicate and interact appropriately with your audience.

Conversational strategies, where appropriate, are very important for the overall quality of your interactions. Strategies include using fillers, asking questions, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, repeating, apologising, pausing, prompting, seeking clarification.

All work must be your own. You may not use the language from the language samples in the assessment schedule unless it has been significantly reworked.

Interactions will take place throughout the year, during or at the conclusion of a relevant programme of work.

Submit the recordings of your interactions for assessment.

### **Task**

**Note:** The following five contexts are examples only. Add one or more of your own, reflecting areas that you focus on in your teaching and learning programme, or special experiences that your class have had in the course of the year.

#### **Scenario**

##### ***Dreams are free***

Discuss with a friend what you would do if you won Lotto.

##### ***Travel***

You are thinking of going to and living for a time in another country in the Pacific. Your teacher will play the role of a person from that country. You want to check out some of the things you have heard (or read about): are they accurate? And there are plenty of other things you are curious about.

##### ***Recipes for a “good life”***

Share information and justify ideas and opinions about recipes for a “good life.” What are the essential ingredients for a “good life?”

##### ***My place is best!***

Choose your favourite place in the world to live (this could be real or imaginary). Pick a partner who has chosen somewhere different. Have an informal debate, in which you explain, defend and justify your choice.

Alternatively, you could debate the merits of living in one country as opposed to another, or the merits of living in town or city versus living in the country.

##### ***School events and community gatherings***

Share information and justify ideas and opinions about a school event or community gathering you and your conversation friend have attended (e.g. cultural performances and competitions, sports finals, annual sports exchange, the school drama production).



**The tug boat** Photo: F Phillips

## Resource A

### Suggested development of scenarios

For the *dreams are free* scenario, students could talk about:

- what they would / would not buy;
- where they would live and why;
- whether they would give some of their winnings to others;
- how their win might affect relationships with family and friends;
- how their win might change them as a person;
- how their win might influence their future.

For the *travel* scenario, students could discuss:

- schooling (e.g. comparisons between the different school systems);
- getting to different places via public transport;
- food and meals;
- opportunities for employment;
- how people use their leisure time;
- things to do and see;
- important cultural differences to be aware of.

For the *recipes for a good life* scenario, students could discuss:

- food preferences (e.g. likes and dislikes, favourite family recipes, cooking methods);
- community participation and social responsibilities;
- healthy habits and routines that promote well-being;
- meaningful occupation or paid employment;
- recreation and leisure activities.

For the *my place is best* scenario, students could debate:

- the physical attractions of their rival places;
- their leisure and / or cultural amenities;
- lifestyle factors;
- opportunities;
- how their choice of place reflects their personality or values.

For the *school events and community gatherings* scenario students could:

- compare notes on their personal experience (i.e. highlights versus low points);
- describe the venue and where and when the event took place;
- suggest ways to promote similar events in the future.

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

## Resource B

### Quality interactions

While interacting students should aim to:

- speak clearly, so that meaning is understood
- demonstrate a degree of fluency and spontaneity (i.e. 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, students should avoid inconsistencies that might hinder communication (e.g. 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 share information and justify ideas and opinions in different situations (29703)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Interact using spoken Vagahau Niue to share information and justify 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 share information and justify ideas and opinions in different situations (see Note 9 in the unit standard).</i></p> <p>Interacting convincingly is demonstrated by <b>selecting and using a range of language, language features and strategies</b> to maintain interactions that are fit for purpose and audience.</p> <p>Communication is not significantly hindered by inconsistencies.</p>	<p><i>Interact using <b>effective</b> spoken Vagahau Niue to communicate information and justify ideas and opinions in different situations (see Note 9 in the unit standard).</i></p> <p>Effective language is demonstrated by <b>skillfully selecting and using a range of language, language features and strategies</b> that are consistently fit for purpose and audience, and successfully maintaining interaction.</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 interactions, 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 spoken interactions, which share information and justify ideas and opinions in different situations using culturally appropriate Vagahau Niue.</i></p>	<ul style="list-style-type: none"> <li>Interactive strategies are used to support interactions, such as pausing, negotiating meaning, prompting, seeking clarification.</li> </ul>	<ul style="list-style-type: none"> <li>The student selects and uses a range of language, language features and strategies to maintain interactions that are fit for purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>The student skillfully selects and uses a range of language, language features and strategies to successfully maintain interactions that are consistently fit for purpose and audience.</li> </ul>



	<ul style="list-style-type: none"> <li>Information is shared and ideas and opinions justified with some supporting evidence to express personal views and challenge or agree with the views of others.</li> <li>Interactions are maintained for a given purpose and context.</li> </ul>	<ul style="list-style-type: none"> <li>Information is shared, and ideas and opinions justified with supporting evidence or explanations to express personal views and challenge or agree with the views of others relevant to the situation</li> <li>Interactions are not significantly hindered by hesitations and inconsistencies.</li> </ul>	<ul style="list-style-type: none"> <li>Information is shared, and ideas and opinions justified with supporting evidence or explanations. Personal views are expressed and challenge or agree with the views of others relevant to the situation.</li> <li>Interactions are not hindered by hesitations and inconsistencies.</li> </ul>
	<p>Example</p> <p>A: Fiafia nakai a koe ke tunu kai?  B: Falu magaaho, ka e fiafia lahi au ke tunu kai mo Nana.  A: Ai lahi au ke tunu kai, nofo nī au ke onono mo e kitekite.  B: Tunu e au e tau kai ne fā tunu e Nana.ti kua eke e au mo tau kai mahuiga haaku.  A: Homo a ia.</p>	<p>Example</p> <p>A: Ti pehē ka koe a ia kua mitaki a koe he tunu kai?  B: Hmmm...pihia haaku a manatu. Fā mahani au ke tunu kai mo Nana he tau faahi tapu. Ko e hā ne ko e tagata tunu kai mitaki ai a koe? Mitaki ka haau a tau tunu kai?  A: Nā kai pihia he manatu e au. Nā kai fā mahani au ke tunu kai. Mahani nī ke onono mo e kitekite.  B: Moua e au e tau lotomatala tunu kai mai he Nana haaku.  A: Homo hā ia.Monuina hā ia haau.</p>	<p>Example</p> <p>A: Ti pehe ka ko e patu iloilo a koe he kaitunu ha kua lahi e makaukau haau he peito?  B: Hmmm...Ai fia talahau au kae iloa e au ka kai tunu tumau mo Nana to moua e iloilo. Pihia ka koe, ko e patu kaitunu.  A: Ai talia mitaki au ke he tala ia. Mitaki haaku a tau kai tunu kae ai fai magaaho ke lata mo e gahua tunu kai. Ko e gahua lata ke fakahautoka e gahua kai tunu.  B: Fakaako au ke kaitunu he onono ke he tau kai tunu ha naana. Fakaako e ia au ke he tau gahua kai tunu mai he vaha tuai.  A: Ae...Oka haia. Fuluola ha ia e tau fakaakoaga ia.</p>

A: Do you like cooking?  
 B: Sometimes, but I really loved it when I would cook with Nana.  
 A: I don't cook that much. I just watch and observe.  
 B: I cook Nana's dishes, which are now my favourite food.  
 A: That's cool.

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

A: So, would you say you are good at cooking?  
 B: Hmm...I think so. I usually cook with Nana during the week. Why, are you a good cook?  
 A: I don't think so. I don't often get to practise cooking. I just watch and observe.  
 B: I have developed my cooking skills by watching and learning from my Nana.  
 A: That is cool. You are lucky.

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

A: So, would you say that you are a good cook because you practice all the time?  
 B: Hmmm, I can't really say. But I do know that by cooking beside my Nana, I have learnt a great deal from her. Do you consider yourself to be a good cook?  
 A: I do not believe so. I have the ability but don't have the time nor the patience to cook every day.  
 B: I have learnt to cook by watching and learning from Nana, teaching me the ways of old.  
 A: That is wicked. What a great way to learn.

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

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