

## NZQA Assessment Support Material

<b>Unit Standard</b>	29705
<b>Title</b>	Demonstrate understanding of a variety of extended spoken Vagahau Niue texts
<b>Level</b>	3
<b>Credits</b>	5

### Guidelines for assessors



Assessors need to be very 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 how to assess understanding of spoken Vagahau Niue text, 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 activity requires students to demonstrate their understanding of a variety of up to three spoken extended Vagahau Niue texts that have not been previously studied.

Early in the year, model reading strategies and appropriate ways of making meaning of the information, ideas and opinions in a wide range of spoken contexts.

## Award of grades

Achievement	Merit	Excellence
Learners must demonstrate understanding of a variety of extended spoken Vagahau Niue texts.	Learners must demonstrate clear understanding of a variety of extended spoken Vagahau Niue texts.  Clear understanding is demonstrated by selecting the key information, and varied perspectives from the texts and clearly communicating their meaning.	Learners must demonstrate thorough understanding of a variety of extended spoken Vagahau Niue texts.  Thorough understanding is demonstrated by expanding on the key information, and varied perspectives from the texts with supporting detail; and showing understanding of the implied meanings or conclusions within the texts.

## Conditions of assessment

The students will listen to three passages. Each passage will be read three times. Students will first hear the spoken text as a whole. The second and third times, they will hear the text read in sections, with a pause after each section.

They will be able to:

- make notes as they listen
- preview questions before listening to each text
- review their notes and answers.

The total duration of the recordings will be up to 45 minutes.

Spoken text(s) must be suitable for level 6 of the curriculum, classroom use, and the age of the students, and which include the language and cultural knowledge needed to demonstrate understanding of different text types, in a range of situations.

Spoken texts will relate to information, ideas and opinions on areas of most immediate relevance.

Students should not have previously studied the selected texts.

Assess students holistically across the range of evidence provided.

### **Resource requirements**

A variety of extended Vagahau Niue texts as described on page 2 Unit standard 29705.

### **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 29705 Guidance Information  
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29705>
- Level 8 The New Zealand Curriculum  
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

## Assessment activity

**Unit standard:** 29705

**Standard title:** Demonstrate understanding of a variety of extended spoken Vagahau Niue texts

**Credits:** 5

**Resource title:** Pacific change

**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 texts that reflect the interests and circumstances of their students. The text examples and questions in this assessment activity provide models of possible approaches.

## Model assessment

### Assessor instructions for students

#### *Introduction*



This assessment activity requires you to listen to up to three spoken extended Vagahau Niue texts that you have not previously studied and make meaning of the key information and varied perspectives from the texts.

You will present written responses to each text in either English, te reo Māori and/or Vagahau Niue

You will be assessed on the perceptiveness of your responses to the texts.

This activity will take place in class time.

#### **Task**

Your assessor will provide a variety of spoken texts in Vagahau Niue that may develop a line of argument relating to concrete and abstract matters of social interest.

Your responses to each text will be guided by a set of questions that will focus your thinking and help you to structure your ideas.

Your assessor will allocate time for you to complete this task.

Read all parts of the questions before you start writing your responses. **Remember to support your answers with evidence from what you have heard.** Answer in your choice of English, te reo Māori, and / or Vagahau Niue.

### First Text – What’s my priority?

Three young people are talking about their personal priorities as they get on with life in Niue, New Zealand and Australia. Listen to their conversation to answer Question One.

### Glossary

(Note: Ideally in a listening assessment task you would only have a maximum of one or two glossed items. At this time understanding of what words and language structures students may be expected to have learnt by Level 3 is part of an ongoing process to develop a language learning progression for Vagahau Niue.)

*Magafaoa* – the idea of family as in nuclear and extended

*Mapualagi* – horizon

*Tokaloto* – to remember, the idea of something precious that one will forever carry in their hearts

*Fakalilifuaga* – respect for

*Tau tupuna* – ancestors

*Matutakiaga* – hold connections to

*Manako* – desire for or a want, a need

*Moui fiafia* – joyful life, free of challenges,

*Feua lakapī* – sport of rugby

*Fakatauō* – plural of go, to go in a group.

*Felagomataiaki* – helping/serving one another

*Fifiliaga kua tonu* – making the right choice or decision

*Anoiha* – future

### LISTENING NOTES

**QUESTION ONE**

a) Fakakatoatoa ko e heigoa e tau mena mahuiga ma e tau fuata takitaha.

Summarise what is important for each young person.

Fisimana – Alofi

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Hetoa – Auckland

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Nikolo – Sydney

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b) Fakakite ko e heigoa e tau aga mahuiga kua aga mo e mahani a koe ki ai ti fakamaama mai ko e ha? Fakaaoga e tau fakamooliaga mai he haau a fanogonogo he tau taofi leo ke lagomataiaki haau a tali.

Identify which of their values you most relate to and explain why. Use relevant information you have heard from the audio-recording to justify your answer.

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Read all parts of the questions before you start writing your responses. **Remember to support your answers with evidence from what you have heard.** Answer in your choice of English, te reo Māori, and / or Vagahau Niue.

### Second Text – Polyfest news

Listen to this recording of a radio interview between Evenigi, a parent tutor, and Panisi, a teacher. They are talking about the annual Auckland secondary school Polyfest.. Use this interview to answer Question Two.

### Glossary

(Note: Ideally in a listening assessment task you would only have a maximum of one or two glossed items. At this time understanding of what words and language structures students may be expected to have learnt by Level 3 is part of an ongoing process to develop a language learning progression for Vagahau Niue.)

Mahuiga – popular/ favourite

Fakatātāaga – display, showcase

Tau fakailoaaga – news bulletins, information bulletins

Fiafiaaga – enjoyment/ celebration

Takitakiaga – leadership

Fenoga – journey

Taufeauhi – yelling/ challenging/ encouraging

Fakamafana – support with kind words

Fakaohoho – encourage/ encouraged

### LISTENING NOTES





Read all parts of the questions before you start writing your responses. **Remember to support your answers with evidence from what you have heard.** Answer in your choice of English, te reo Māori, and / or Vagahau Niue.

### Third Text – Weather in the Pacific

Malakamu, a native speaker of Vagahau Niue, based in New Zealand, is talking to two learners of the language, Kalauni, who lives in Niue and Meleua, a third generation New Zealander living in Auckland. They are discussing the weather in the Pacific and what activities suit the conditions. Listen to this text to answer Question Three.

### Glossary

(Note: Ideally in a listening assessment task you would only have a maximum of one or two glossed items. At this time understanding of what words and language structures students may be expected to have learnt by Level 3 is part of an ongoing process to develop a language learning progression for Vagahau Niue.)

Puipui – protect, support, guard against

Tō – to fall/ falling

Fuafua matagi – weather forecast

Hikihiki matagi – changing weather

matagi hikihiki – climate change

Matakutaku – to fear/ fearful

Matematekelea – having difficulties/  
challenging

Fakaatukehe – despair

Lātau mo e fakaatukehe – fighting and despair

### LISTENING NOTES



## Model assessor text – for assessor use only

### Niuean text

#### First Text – What’s my priority?

**Fisimana (Alofi)** Ko e haaku a moui tupu hake i Alofi, manamanatu au ko e lagomatai fēfē e au haaku magafaoa ka oti mai au he aoga. Ono atu ke he moana pukelahi mo e mapualagi ka e tokaloto e au e tau mamatua mo e tau tupuna ke he haaku a loto. Ko e fakalilifuaga haaku ke he tau matua mo e tau tupuna he maaga hā ko e ha lautolu a tau fakaakoaga. Ko lautolu ia ke moua mai ai e au e katoatoaaga mo e matutakiaga, ko e tagata Niue.

**Hetoa (Auckland)** Ko e haaku a manako he moui hake au i Okalana ke moua e moui fiafia. Kua fiafia lahi au ke he feua lakapī, mua atu ka pelē mo e tau kapitiga Palagi, Mauli, Samoa mo Tonga, ne fā fakatauō mo au he aoga. Felagomataiaki a mautolu he tau magaaho oti ti pihia nī ke taute e tau fakaakoaga NCEA. Kua fakamalolō ke tumau e tau fakaakoaga ke monuina e tau kamatamata. Ko e mena ne mua ki a au ko e tau kapitiga pihia foci ke gahua fakamalolō ke taute e tau fifiliaga kua tonu ke monuina e moui haaku anoiha. Ko au ko e tama Niu Silani.

**Nikolo (Sydney)** Ko e magaaho ne kamata e moui gahua haaku, manako lahi au ke matutaki mo lautolu ne ukumonuina i Osetalia. Fiafia au ke he moui mo lautolu ne fakatauō mai he moana pukelahi, ti pihia mo e tau monuina ne moua mai ai. Ka e tokaloto agaia e vagahau mo e tau aga fakamotu. Kua eke nī e kaina he haaku a taokete i Ramsgate mo kaina. Manako nī ke manatu tumau haaku a tupumaiaga, haaku mataohi mo e haaku moui he nofo mai ke he motu kehe nai.

## Second Text – Polyfest news

**Presenter** Fakaalofa hofihofi atu.

Ko e fakailoaaga nei, hagamao ke he tau fiafia mahuigaf akamotu he ha talu tau fānau aoga tokoluga. Talahaua mo e fulufuluola e fiafiaaga nei ke he lalolagi lahi. Loga mo loga e tau tagata kua tolo atu ke kitekite e tau fiafia mahuiga nei. Kamata e tau fiafia fetoko fakamotu nei he tau 1976. Kua fiafia mo e hula lahi e tau fānau Mauli mo e tau fānau he atu Pasifika ke he ha lautolu a tau fakatātāaga ke he tau koli, tau lologo, mo e tau fakamatata vagahau fakamotu. Ko e tau fakatātāaga nei, ko e tau gahua fulufuluola kua amanaki e tau fānau aoga tokoluga ke eke mo takitakiaga ke he ha lautolu a tau fenoga. Ko e tautep ihia ka e ua toka e Vagahau Niue ke galo.

Hā hā i ai he fale leo taogo he afiafi nei, tokoua e toa Niue ne malolō ke he tau gahua ma e polyfest. Ko laua nei ko e matua ko Evenigi Ikiua mo e fuata ko Panisi Rex. Ko laua ko e tau takitaki ne malolō he fakaako e tau matakau aoga ha Okalana kua amanaki ke hohoko atu ke he polyfest. Ane mai nā kai fai lagomatai pehē nei a tautolu, liga kua leva tuai e galonoa e fekau nei.

Fakaalofa lahi atu ki a mua ma tau takitaki. Ua e hūhū haaku ke lata mo mua. Haaku maama fai tauteaga koli kua nā kai maeke e tau fānau fifine ke taute. Fakamaama mai lā ko e heigoa e kehekehe he tau koli he tau fānau fifine mo e tau fānau taane? Ti folafola mai foki lā, ko e heigoa e tau manatu ha mua hagamao ke he tau fiafia fakamotu ma e tau fānau aoga tokoluga?

**Evenigi** Fakamua - Ko e tau fiafia fakamotu ko e mena ne mua atu he fulufuluola. Fakatonutonu, ti fakamau mo e fakaako e tau fuata he atuhau mo fakavēaga he tau aga fakamotu ha Niue. Liogi nī ke tumau e tau fiafia fakamotu. Ko e tau fakaakoaga mitaki a nei ke lata ma e tau fānau uata. Fakaohoho a lautolu ke matalahi hā ko e alito haia he ha tautolu a motu. Ke uaaki - Koe tala ke he koli he fānau taane ne higoa ko e takalo, tali mai ha vahā tuai, nā kai gofua e tau fifine ke koli e takalo. Tapiki mau ke he tau aga tuai ia.

**Panisi** Fakaalofa lahi atu ma Lolo. Ko e tau fiafia fakamotu ko e puhala ke fakaako aki ha tautolu a tau fānau ke iloa e lautolu ke lologo mo e vagahau Niue. Kumikumi tumau e tau lagomatai neke aloalo mai e vagahau Niue. Lali la ke taofi mo e fakakautū e tau gahua ke lagaki hake e vagahau he ha talu motu. Amanaki ke moua e tau lagomatai ne fā e kumi ki ai ke tumau ke matutaki ke he tau fakaakoaga faka-Niue. Ko e haaku a maamaaga ke he takalo, gofua e tau fifine ke tutū i tua ke taufeuhi mo e fakamafana mo e fakaohoho e tau toa. Ko e takalo ko e koli taute nī he tau taane ke fakafeleveia aki e tau iki.

**Presenter** Ko e heigoa foki e tau lagomatai mai he falu tagata ke lata ma e tau matakau he polyfest?

**Evenigi** Ikiua: Mumuitua atu ke he tau fānau ha mutolu mo e lagomatai ke he tau aoga. Omai ke kau auloa ke lagomatai ke agaki hake e motu ha tautolu.

**Presenter** Fakaau lahi ma tau pulotu. Haia ma tau tagata fanogonogo, tolomaki atu ke lagomatai e tau gahua ke fakaako e tau fānau ha tautolu kevagahau e leo Niue mo e fakamahani ke he tau aga fakamotu ha taua. Fakamalolō ke fakatumau e tau gahua mitaki ia.

### Third Text – Weather in the Pacific

- Meleua** Kua tō e kiona i Rotorua. Tamai he matagi momoko e kiona ke he falu a matakavi i Niu Silani. Mamafa fakahaga e kiona ha ne tafea hake mai i Ueligitoni ke hoko atu ki Rotorua.
- Kalauni** Ko e tau matagi ne tamai e tau gagao kua hoko ki Rotorua. Ko e tau matagi lata nī ke tui e tāpulu mafana mo puipui aki e tino mai he makalili.
- Malakamu** Nā kai pihia haaku a maamaaga. Fakamaō ma Mele, na pihia ni.
- Kalauni** Tatai haaku a manatu mo Meleua. Pihia foki nī he logona e au. Ka nā kai mafana e tagata, to mukamuka ke gagao. Ko e tau matagi hikihiki to tamai e tau gagao loga.
- Meleua** Lata, ka fai matagi pihia ti tui e tāpulu mafana ti uta e peleō heke kiona mo fakaholōi.
- Kalauni** Monuina hā ia he tau matakavi ia. Ai fai kiona a Niue. Ka e fakaalofa foki nī a mautolu he lahi e vela he laā he magaaho nei.
- Meleua** Ae! Ko e tau matagi mitaki a ia ke takafaga tahi ma Kalauni. Ai tupetupe ke tui loga e tau menatui.
- Malakamu** Mahekeheke hā au i a koe ma Kalauni he poi telefua. Ko e tau matagi mitaki a ia ke fano ke hī ika ki tahi. Mua atu ka maha mitaki e tahi.
- Kalauni** Kolofuta e tahi a ē. Ai mitaki ke hī. Logona mai e leo he tagata fakapūloa fuafua matagi ne pehē mai, ko e matagi malolō kua hook atu ki Fisi. Ka e kitekite atu ke he fuafua matagi he Pasifika ke lata mo e faahi tapu, liga ko e mena haia ne vela ai.
- Malakamu** Kua lahi e uha i Samoa. Kua katoa tai e faahi tapu he tō ai e uha. Ko e heigoa ha lautolu i Samoa ka maeke ke taute hā ko e fuafua matagi nei?
- Meleua** Fakaalofa ha ia a Samoa. Nā kai tuai maeke i a lautolu ke ō ke tō talo he tō lahi e uha. Liogi ke fano atu e matagi ke tō ki tahi ka e ua to ki Fiji.
- Kalauni** Ka ke eke fēfē foki nī ka hā! Ko e tau mena tutupu a nei hā ko e tau hikihiki he matagi.
- Malakamu** Ē totou e au e tala ke he hikihikiaga matagi. Matakutaku ka onono atu ke he tolugofulu e tau tau i mua. To matematekelea e lalolagi. Tupetupe hā ko e lalolagi matematekelea ka toka e tautolu ma e tau atuhau i mua.
- Meleua** To lātau mo e fakaatukehe e piliona tagata ke kumi moui. To matematekelea foki falu tagata he lalolagi hā ko e vevela he laā
- Malakamu** Oohi matakutaku hā ia ma kau. Fano fai ke mohe.
- Kalauni** Mafola, ai mavehe. To feleveia.
- Meleua** To feleveia, mua kia.

## English text

English versions of the texts are supplied to support those teachers who are not native speakers of Vagahau Niue.

### First Text – What’s my priority

**Fisimana (Alofi)** For me, growing up in Alofi, I think about how I can support my family when I am done with my education. I would look across the expansive ocean and beyond the horizon while keeping my parents and the elders close to my heart. I hold them in high esteem and have respect for the village teachings. My community makes me “me” and the totality of me. Their teachings will keep me connected and affirm my cultural identity.

**Hettoa (Auckland)** For me, growing up in South Auckland, I am wanting to enjoy being a “Kiwi kid” with all my Kiwi mates – palagi and Maori – from school I play rugby with – Samoans and Tongans. We support each other on and off the field – enjoy free time together – and we make sure we’re keeping on track with all our NCEA assessments. For me, my priority is to keep tight with my mates and make sure I am doing my best to keep my options open for the future and enjoy being a Niue-Zealander.

**Nikolo (Sydney)** For me, starting my first job out of school in Sydney, I am wanting to connect with others like me who are seeking opportunities in Australia – like I am needing *fetuiaga* or *fakatefetuiaga* – I am loving Australia, especially now am earning a good living, but I want to keep up my language and culture – with others who have migrated from across the moana pukelahi – my brother’s family in Ramsgate is giving me a home-away-from-home as I settle in to Aussie life. I want to keep remembering where I come from – I never want to lose my connections with the past – my mataohi - and my life in Niue now I am living in a foreign land.

## Second Text – Polyfest news

**Presenter** In our studio this evening are two people who have worked tirelessly in Polyfest performances. They are Mrs Evenigi Ikiua and Mr Panisi Rex. They are both leaders in the respective schools they tutor for polyfest in Auckland. If there was no such support, this event would not happen.

I have two questions for you both. One pertains to the understanding that there are certain performing items that girls cannot participate in. Could you please explain the differences between boy and girl performing items? Also, what are your thoughts about the cultural performances by our high school students?

**Evenigi** Firstly, our cultural performances are important and beautiful to watch. During teaching/practices, we are seeking clarifications, make collaborations, taking on advice, coming to an understanding and, teaching our young people – this has been rewarding. We continue to pray for continuous dedication and support so that they can be proud of their identity and be good role models for others. Secondly, to answer the question on performing items for boys or girls only, the takalo has traditionally been performed by boys only. We encourage the maintenance of this tradition. Embrace it.

**Panisi** Fakalofalahiatu me Mele. These cultural performances are a way of teaching them the Niue language through song and dance. We will continue to seek assistance/support so that our language is uplifted and kept alive. My understanding of the takalo, is that girls play a supporting role of encouraging and supporting the warriors. A takalo is a gender-based item performed by males only to welcome and intimidating foreigners who approached our shores.

**Presenter** What can others do to support polyfest groups?

**Evenigi** Support your child's school. Let's work together to support and lift our Niue culture.

**Presenter** A sincere gratitude to our pulotu. Calling out to our listeners to assist where possible in maintaining our language and culture. Be encouraged in keeping up with the good work.

### Third Text – Weather in the Pacific

- Meleua** It's snowing in Rotorua. Cold winds have brought snow to some parts of New Zealand. There's been increasing snowfall from Wellington to Rotorua.
- Kalauni** Those cold winds come with the flu to Rotorua. One need to wear warm clothes to protect self from the cold.
- Malakamu** That's not how I see it. Be strong Meleua, it's how it is.
- Kalauni** I agree with Meleua. That's what I heard too. A person is susceptible to sickness if they don't keep warm. The changing weather will bring diseases.
- Meleua** You should wear warm clothes, take a snow board and ride it on the snow.
- Kalauni** Those places are blessed with snow. There's no snow in Niue. It's very unfortunate with the heat. It's been really hot at the moment.
- Meleua** A oh that's great weather to go sea food gathering Kalauni. Carefree and not a worry about layering with clothing..
- Malakamu** I'm jealous Kalauni seeing that you don't need to wear a lot of clothes. The seas are calm and you're over there! That's great fishing weather.
- Kalauni** The tide is coming in with big swells. Not great fishing conditions right now. The weather forecast from Fiji is strong winds. That's probably why Niue is experiencing high temperatures right now.
- Malakamu** It's been a week of rainfall in Samoa. What can they do in this kind of weather?
- Meleua** It's a pity that in Samoa, people won't be able to tend to their crops and plant taro talo due to the wet weather. Pray that the strong winds blow out to sea and away from Fiji.
- Kalauni** What else is there to do. The changing weather patterns are due to climate change.
- Malakamu** True, I read somewhere about climate change. It's terrifying prediction of what the world will be in 30 years' time. There will be drastic and challenging changes to human societies. I fear that we are going to leave our future generations in the world fraught with difficulties.
- Meleua** There will be billions of people fighting desperately for survival. Parts of the world's population will be subjected to the intense heat of the sun.
- Malakamu** Oh dear, that is scary. I'm off to bed.
- Kalauni** Blessings, no goodbyes, see you soon.
- Meleua** See yah.



## Assessment Schedule

### Vagahau Niue: Demonstrate understanding of a variety of extended spoken Vagahau Niue texts (29705)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating <b>understanding</b></i> involves making meaning of the information and varied perspectives from the texts.	<i>Demonstrating <b>clear understanding</b></i> involves selecting the key information and varied perspectives from the texts and clearly communicating their meaning.	<i>Demonstrating <b>thorough understanding</b></i> involves expanding on the key information and varied perspectives from the texts with supporting detail and showing understanding of the implied meanings or conclusions within the texts.

#### Evidence

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrates <b>limited</b> or <b>no understanding</b> of the texts.</p> <p>Some information is correct. The candidate has not shown understanding of the <b>general meaning</b> (gist) of the texts. The response is <b>logically inconsistent</b>, indicating misunderstanding.</p>	<p>Demonstrates understanding and makes meaning of the information and varied perspectives from the texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is <b>consistent</b>.</p>	<p>Demonstrates <i>clear understanding</i> by selecting key <b>information, ideas, and varied</b> perspectives from the texts and clearly communicating most of the meaning.</p> <p>Information correctly includes relevant detail from the texts.</p>	<p><i>Demonstrates thorough understanding</i> of the <b>meanings or conclusions</b> within the texts.</p> <p>Key information and varied perspectives with supporting detail, are selected and expanded on. The response shows <b>understanding of nuance and meanings not obviously stated</b> in the texts, and fully justifies conclusions.</p>

**N0/** No response; no relevant evidence

## Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items. Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text clearly or thoroughly. The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>a) <i>Possible evidence showing understanding of what students' priorities are.</i></p>	<p>Fisimana – Alofi</p> <ul style="list-style-type: none"> <li>• Family, culture and community.</li> <li>• She thinks of how to help her family when she leaves school.</li> </ul> <p>Hettoa – Auckland</p> <ul style="list-style-type: none"> <li>• Playing rugby and having friends.</li> <li>• Enjoying life and fitting in.</li> </ul>	<p>Fisimana – Alofi</p> <ul style="list-style-type: none"> <li>• Family connections</li> <li>• Respectful family and community connections are important to Fisimana.</li> <li>• Respect for elders in her village.</li> <li>• Fisimana have respect for the elders in her village.</li> </ul> <p>Hettoa – Auckland</p> <ul style="list-style-type: none"> <li>• It is important for Hettoa to fit into his environment and enjoy life through sports.</li> <li>• Hettoa support for his friends is important to him.</li> <li>• His Palagi, Maui, Tongan and Samoan friends are important to Hettoa</li> </ul>	<p>Fisimana – Alofi</p> <ul style="list-style-type: none"> <li>• Her family connection and community are most important in her life, even if she has to move abroad.</li> <li>• Upholding the cultural values, respect and wisdom she had learnt from the village elders.</li> </ul> <p>Hettoa – Auckland</p> <ul style="list-style-type: none"> <li>• Fitting in with his friends of different nationalities through sports and school work is most important.</li> <li>• Help and support from his friends with school work is also important as well as keeping his options open for future aspirations</li> </ul>

	<p>Nikolo – Sydney</p> <ul style="list-style-type: none"> <li>Connecting with others who share language and culture</li> </ul>	<p>Nikolo – Sydney</p> <ul style="list-style-type: none"> <li>It is important for Nikolo to hold strong to his Pacific identity to make connections with Niueans in Australia.</li> </ul>	<p>Nikolo – Sydney</p> <ul style="list-style-type: none"> <li>His job and making a life in Australia is important to Nikolo, at the same time keeping his connections to his mataohi (language and culture).</li> <li>He is also placing the importance on making connections with others Niueans who are in the same situation as him.</li> </ul>
<p>b) Possible evidence showing understanding of the values that students most relate to.</p>	<ul style="list-style-type: none"> <li>I can most relate to Nikolo from Sydney. Earning a good salary is important so I can support my family in the future. It is also important for me to connect with other Niuean people in Australia.</li> </ul>	<ul style="list-style-type: none"> <li>I can most relate to Nikolo from Sydney. For me a good money is important. It is also important to me that I connect with Niuean people in Australia so I can remain connected to my family, community and how I retain influences of my culture on me.</li> </ul>	<ul style="list-style-type: none"> <li>I can most relate to Nikolo from Sydney. For me having a good job and earning a good salary is important so I can support my family in the future. However, it is also essential to me that I have fellowship with other Niuean people in Australia so I can remain connected to my family, community and how I retain influences of my culture on me.</li> </ul>

*Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.*

*Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.*

<b>Question TWO</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p>a) <i>Possible evidence showing understanding of how Polyfest supports the use of Vagahau Niue and culture</i></p>	<ul style="list-style-type: none"> <li>• Polyfest gets people dancing and singing in their own languages and cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Polyfest brings communities together to celebrate language and culture.</li> <li>• You learn more about your own language and culture through participating in the dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Polyfest brings language and culture into schools and community.</li> <li>• Polyfest shows beauty in language and culture through song and dance</li> <li>• Polyfest teaches traditions through language and culture, e.g. tikanga around Takalo</li> <li>• Polyfest promotes language and culture, and encourages parents and families to work with students and schools towards performances</li> <li>• Polyfest encourages kids to be strong in their identities by being proud of the language and culture they are dancing and singing in.</li> </ul>

<p>b) Possible evidence showing understanding of key aspects that are significant to listeners</p>	<p>(Using relevant information they have heard from the interview to justify their answer; Achieved, Merit and Excellence responses to be considered by assessors in their specific context with their particular students. Student answers will vary - key aspects students write about may include:</p>	<ul style="list-style-type: none"> <li>• understanding gendered roles in traditional Niuean language and culture</li> <li>• honouring the people who organise the event in the Niuean community</li> <li>• the importance of song and dance to maintain culture</li> <li>• why Poly fest is important for Vagahau Niue</li> </ul>	
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*Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.*

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>a) <i>Possible evidence showing understanding of the speakers' concerns</i></p>	<ul style="list-style-type: none"> <li>• Very cold weather in New Zealand</li>   <li>• Very hot weather in Niue.</li> <li>• very wet weather in Samoa.</li>   <li>• Climate change is scary will make future hard.</li> </ul>	<ul style="list-style-type: none"> <li>• Weather has been much colder in North Island, e.g. increased snowfall from Rotorua to Wellington.</li> <li>• Colder weather brings flu.</li> <li>• Hot weather in Niue increases big swells so not good for fishing.</li> <li>• Increased temperatures bring more wet weather which prevents planting crops, e.g. taro, in places such as Samoa.</li> <li>• Weather patterns changing because of climate change mean future is uncertain, there will be problems ahead, leaving uncertainty for future generations.</li> </ul>	<ul style="list-style-type: none"> <li>• Weather has been much colder in North Island, e.g. increased snowfall from Rotorua to Wellington.</li> <li>• Colder weather brings flu.</li> <li>• Hot weather in Niue increases big swells so not good for fishing.</li> <li>• Increased temperatures bring more wet weather which prevents planting crops e.g. taro, in places such as Samoa.</li> <li>• Weather patterns changing because of climate change mean future is uncertain, there will be problems ahead, leaving uncertainty for future generations.</li> </ul>
		<ul style="list-style-type: none"> <li>• Though the weather has been strange if you enjoy the moment you can make the most of it e.g. dress up and keep warm, and enjoy the snow and what it brings (e.g. snowboarding) or enjoy being warm in Niue and go out and gather seafood.</li> </ul>	<ul style="list-style-type: none"> <li>• Though the weather has been strange if you enjoy the moment you can make the most of it e.g. dress up and keep warm, and enjoy the snow and what it brings (e.g. snowboarding) or enjoy being warm in Niue and go out and gather seafood.</li> </ul>

	<i>The examples above relate to only part of what is required and are just indicative.</i>	<i>The examples above relate to only part of what is required and are just indicative.</i>	<i>The examples above relate to only part of what is required and are just indicative.</i>
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*Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.*