

## NZQA Assessment Support Material

<b>Unit Standard</b>	29706
<b>Title</b>	Give a clear spoken presentation in Vagahau Niue that communicates a critical response to stimulus material
<b>Level</b>	3
<b>Credits</b>	3

### 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 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 give a clear, spoken presentation in culturally appropriate spoken Vagahau Niue, in which they review a cultural activity that they have taken part in, either as an active participant, or someone in the audience.

The cultural activity being reviewed could take place inside or outside the classroom and could include, for example, a cooking class, a guest speaker, craft making, a festival celebration or performance, or a hair-cutting ceremony.

The cultural activity must be related to Niuean or other Pacific cultures.

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 your students.

Spoken presentation tasks work best when the context or setting is real, for example students are asked to give a speech as part of a community celebration, Niue language week celebrations, or church events.

Ensure that the cultural activity chosen offers plenty of scope for students to engage with ideas in ways that are expected at Level 8 of the curriculum.

## Award of grades

Achievement	Merit	Excellence
Learners must demonstrate the ability to give a clear, spoken presentation in Vagahau Niue that communicates a critical response to stimulus material.	Learners must demonstrate the ability to give a <b>convincing</b> spoken presentation in Vagahau Niue that communicates a critical response to stimulus material.	Learners must demonstrate the ability to give an <b>effective</b> spoken presentation in Vagahau Niue that communicates a critical response to stimulus material.
	A convincing spoken presentation in Vagahau Niue is demonstrated by explaining and justifying a viewpoint that is generally credible and selecting and using a range of language and language features with convincing effect that are fit for purpose and audience.	An effective spoken presentation in Vagahau Niue is demonstrated by explaining and justifying a viewpoint with control, capably selecting and using a range of language and language features that are fit for purpose, and successfully holding the attention of the audience.
	Communication is not significantly hindered by inconsistencies.	Communication is not hindered by inconsistencies.

## Conditions of assessment

When preparing students for this standard it is very important that they understand that they are giving a critical response to a stimulus material, so they must refer to the articles they have read, or the event they have attended (refer to the *Guidance Information* notes on page three of the unit standard for more details about possible stimulus materials).

At this level it is also very important for students to present and comment on the perspectives of others, as well as their own opinions.

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 29706 for *Guidance Information* about the suggested length for Level 3 spoken presentations.

Assessors will need to specify the amount of class time that students have to prepare their presentations. They 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 29706 Guidance Information  
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29706>
- Level 8 The New Zealand Curriculum  
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

## Assessment activity

**Unit standard:** 29706

**Standard title:** Give a clear spoken presentation in Vagahau Niue that communicates a critical response to stimulus material.

**Credits:** 3

**Resource title:** **Reviewing a cultural activity**

**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 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:** Provide clear guidance about the suggested length for Level 3 spoken presentation. Refer to Unit Standard 29706 for *Guidance Information*. Provide specific details to suit your context, that include such aspects as final submission due date, in- or out-of-class work.

You will need to add information about the cultural activity the students will take part in. You will also need to let them know how and where their presentations will be recorded and stored.

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.

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.

### Introduction



This assessment activity requires you to give a clear spoken presentation in culturally appropriate spoken Vagahau, in which you review a cultural activity that you have taken part in, either as an active participant, or someone in the audience.

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

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 3 presentations.

It will be assessed on how convincing and effective it is.

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.

### **Task**

Prepare and give a clear spoken presentation in Vagahau Niue in which you review a cultural activity that you have taken part in, either as an active participant or someone in the audience. Your review must be more than a description of what you saw or experienced: “a critical response” will include analysis, interpretation or evaluation.



See Resource A for more information about what to take into consideration when doing your presentation.

## Resource A

### Spoken presentation tips

Whether you are expressing your own viewpoint or supporting or challenging the ideas or opinions of others, explain and justify your thinking.

In your presentation you could, for example:

- describe the cultural activity (i.e. who, when, where, what)
- give your impressions and reactions (i.e. how you felt and what you thought before, during, after the activity)
- say what you learnt from the experience (i.e. about protocols, values, traditions, the way of life)
- say what you have learnt on a personal level from the experience (e.g. has it led to a change of opinion?)
- compare cultural elements in the activity with relevant aspects of other cultures you may know about (either in New Zealand or elsewhere in the Pacific)
- evaluate the benefits of such an experience
- say whether you recommend taking part in a similar cultural activity.

In your presentation aim to:

- structure your points, in a coherent sequence
- use a range of language and language features that are fit for the purpose for the presentation and the audience
- minimise inconsistencies (for example, in vocabulary, expressions, sentence structures, pronunciation, intonation, rhythm patterns, delivery speed, audibility, stress and tones) that could hinder communication
- use gestures and body language as appropriate in Vagahau Niue.



## Assessment Schedule

**Vagahau Niue: Give a clear spoken presentation in Vagahau Niue that communicates a critical response to stimulus material (29706)**

### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Gives a spoken presentation in Vagahau Niue to communicate a critical response to stimulus with some hesitation and inconsistencies (see Note 9 in the unit standard).</i></p>	<p><i>Gives a <b>clear, convincing</b> spoken presentation in Vagahau Niue that communicates a critical response to stimulus material (see Note 9 in the unit standard).</i></p> <p>A convincing spoken presentation is demonstrated by <b>explaining</b> and <b>justifying</b> a viewpoint that is generally <b>credible</b> and <b>selecting</b> and <b>using</b> a range of language and language features that are fit for purpose and audience.</p> <p>Communication is not significantly hindered by inconsistencies.</p>	<p><i>Gives an <b>effective</b> spoken presentation in Vagahau Niue that communicates a critical response (see Note 9 in the unit standard).</i></p> <p>An effective spoken presentation is demonstrated by <b>explaining</b> and <b>integrating</b> information, ideas and opinions with <b>control</b>, and <b>capably selecting</b> and <b>using</b> 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.

<b>Task</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>The student provides a recording of a spoken presentation using cultural appropriate Vagahau Niue to communicate a critical response to stimulus material.</i></p>	<p>The student:</p> <ul style="list-style-type: none"> <li>• explains and justifies a viewpoint in response to stimulus material</li> <li>• selects and uses a range of language and language features</li> <li>• engages the audience.</li> </ul> <p>Communication is achieved overall despite hesitations and inconsistencies.</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>• explains and justifies a viewpoint that is generally credible</li> <li>• selects and uses a range of language and language features fit for purpose</li> <li>• engages the audience.</li> </ul> <p>Communication is not significantly hindered by hesitations and inconsistencies.</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>• explains and justifies a viewpoint with control</li> <li>• capably selects and uses a range of language and language features that are fit for purpose and audience</li> <li>• successfully holds the attention of the audience.</li> </ul> <p>Communication is not hindered by hesitations and inconsistencies.</p>
	<p>For example:</p> <p>Loga e tau agamotu mo e tau aga mahuiga ha Niue ne iloa he fakalataha ke he feua nai ti iloa foki kua tū hagahaga kelea mo e ke galonoa he tau atuhau i mua. Nākai mailoga e au kua hagahagakelea pihia e Vagahau Niue. Pehē e taha takitaki he tau tagata Niue, kua lata ke gahua auloa ke leveki e vagahau ha tautolu.</p>	<p>For example:</p> <p>Ko e magaaho kua uho lahi ke iloa atu foki mo e taute falu a agamotu mo e tau aga mahuiga ne nākai iloa lahi au ki ai. Mahofi lahi e tau fakamatalaaga, tau koli mo e tau lologo ke he haaku a kitiaaga ti lahi e fiafia haaku he koli foki au he magaaho fakamui. Kua fakafeleveia fakamitaki he tau tagata a mautolu ti loga mo e lolo e tau kai ne kai oti ai e tau tagata.</p>	<p>For example:</p> <p>Kua nava lahi au ko e Pālagi Niu Silani he fakalataha ke fanogonogo, koli, kai mo e lologo mo e haaku a kapitiga mo e haana a tau tagata Niue. Kua mahomo atu e fiafia he mgaaho ne mailoga ai e au kua maama e au falu he tau kupu vagahau. Fakamua to fakalataha atu au ke he fiafiaaga nai, nākai mailoga e au e loga he tau kupu Niue kua fetataiaki mo e tau kupu Te Reo Maori ne lagomatai aki au ke fai maamaaga.</p>



I learnt a lot about Niuean culture and values from participating in this event and I learned that Vagahau Niue is in danger of not surviving in the next generations. I did not realise that the Niuean language was so in danger. According to one of the leaders of the Niuean community, everyone needs to work together to protect the language.

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

It was an excellent opportunity to learn more about and experience Niuean culture and values, which I didn't know much about before. I found the speeches, dancing and singing very moving and enjoyed joining in the dance at the end. The people were very welcoming and there was a lot of delicious food for everyone.

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

It was a huge privilege for me as a Palagi New Zealander to go along and listen, dance, eat and sing with my friend and her Niuean community. It was especially exciting when I realised I understood some of the language. Before attending this celebration, I hadn't realised there were so many similar Niuean words to te Reo Māori, that really helped me to understand.

*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.