

NZQA assessment support material

Unit Standard	29707
Title	Write a variety of text types in clear Vagahau Niue to explore and justify varied ideas and perspectives.
Level	3
Credits	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 imagine they are visiting Niue or New Zealand. In this context, they produce a minimum of two pieces of writing, either a formal letter, a personal blog entry or a magazine article.

Adapt or replace any of the suggested scenarios that are not appropriate or sufficiently real for the students. Various contexts and scenarios are possible, and the selection will depend on individual teaching programmes and the interests and needs of the students. Design assessment tasks that are relevant for students in their context.

This assessment activity could be used in conjunction with assessment for Unit Standard 29708 (*Interact clearly using spoken Vagahau Niue to explore and justify varied ideas and perspectives in different situations*). In other words, students could be assessed for their interactive speaking and their writing using the same learning context. If this is done, ensure that the students are not achieving double credit for simply reusing the same ideas and language.

Award of grades

Achievement	Merit	Excellence
Learners must demonstrate the ability to write a variety of text types in clear Vagahau Niue to explore and justify varied ideas and perspectives.	Learners must demonstrate the ability to write a variety of text types in clear, convincing Vagahau Niue to explore and justify varied ideas and perspectives.	Learners must demonstrate the ability to write a variety of text types in clear, effective Vagahau Niue to explore and justify varied ideas and perspectives.
	Convincing Vagahau Niue is demonstrated by developing ideas and perspectives that are generally credible and connected and selecting and using a range of language and language features that are fit for purpose and audience.	Effective Vagahau Niue is demonstrated by developing and integrating ideas and perspectives 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

Provided 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 29707 *Guidance Information* about the suggested length for Level 3 pieces of writing.

The assessor's overall judgement will be made on the basis of the total evidence contained in the pieces of writing. The evidence should be sufficient to demonstrate that the student is working at the level 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 8 of *The New Zealand Curriculum*.

Holistic 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.

Either the assessor or the students will need to store each piece of writing in a safe and accessible location. Establish responsibility for storing work at the beginning of the school year. See note in the 'Assessors instructions for Students' section, page 4.

At all times, quality is more important than quantity.

Resource requirements

Assessors could support students with accessing and using a range of resources to help them draft and revise their writing (e.g. search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, textbooks and grammar notes).

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 29707 Guidance Information
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29707>
- Unit Standard 29708 Guidance Information
<https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=29708>
- Level 8 The New Zealand Curriculum
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-languages/Achievement-objectives>

Assessment activity

Unit standard: 29707

Standard title: Write a variety of text types in clear Vagahau Niue to explore and justify varied ideas and perspectives

Credits: 5

Resource title: **Pacific perspectives**

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 3 pieces of writing. Refer to Unit Standard 29707 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.

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 produce a **minimum** of two written texts in Vagahau Niue.

During the year, you should write a variety of texts in Vagahau Niue to explore and justify your ideas and perspectives. Write in a format and style that is linguistically and culturally appropriate. Ensure that the content is clear, informed, well organised, as well as fit for the purpose and audience.

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 within the selection is 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 texts collectively demonstrate the quality of writing of which you are capable. Work must be stored safely, as directed by your assessor.

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 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, as 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 you use Vagahau Niue to explore and justify a variety of ideas and perspectives in your pieces of writing.

Task

Note: Below are examples of possible scenarios with related resources.

School exchange scenarios

- Imagine you are visiting Niue or New Zealand on an exchange, for either a year or a term. After discussion with your classmates about the pros and cons of this, you decide you would like to become an exchange student for a year or a term.
- You are on exchange in either Niue or New Zealand. Your class has had a debate on the proposition that “Technology has a positive impact on education”. After the debate, you feel strongly about this issue and write an entry for your personal blog.
- You spend a year or a term in Niue or New Zealand to explore what it’s like to live in another Pacific nation. At the end of the stay, you have been invited to write an article for the school magazine that explores and challenges some cultural stereotypes.



Resource A

Possible writing tasks for scenarios

Formal application letter

Write a formal letter in Vagahau Niue to the principal of Niue High School, or the principal of a college in New Zealand. In this letter seek support for your exchange. In the letter, consider discussing:

- your personal background, history of learning Vagahau Niue, and motivation for visiting Niue or New Zealand
- the linguistic, cultural and social advantages of spending a year (or a term) as an exchange student
- the challenges that you can expect to encounter and what strategies could be used to overcome them
- your expectations, hopes, or plans for the year of being an exchange student in either Niue or New Zealand
- how you see yourself and others benefiting from your experience.

Personal blog entry

In your blog entry, you could include some of the following:

- reflections on some of the perspectives voiced by participants in the debate
- descriptions of technological tools (e.g. computer, laptop, cell phone, digital camera, i-pod) used in teaching and learning, and how they are used
- consideration of the effectiveness of technology used for teaching and learning (Does it make lessons more interesting? Does it help students learn better?)
- some advantages and disadvantages of using technology in teaching and learning
- comparisons between the impact of technology on education in Niue and in New Zealand.

School magazine article

In the article, discuss some of the following:

- common perceptions or stereotypes in Niue or New Zealand
 - whether their first impression confirmed or challenged these stereotypes
 - how their understanding and perceptions have changed throughout the year / term
- advice to future exchange students on how to deal with issues relating to cultural stereotypes.

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 8 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.



Assessment Schedule

Vagahau Niue: Write a variety of text types in clear Vagahau Niue to explore and justify varied ideas and perspectives (29707)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating the ability to write a variety of text types in Vagahau Niue to explore and justify varied ideas and perspectives.</i></p>	<p><i>Demonstrating the ability to write a variety of text types in convincing in Vagahau Niue to explore and justify varied ideas and perspectives.</i></p> <p>Convincing language is demonstrated by developing ideas and perspectives that are generally credible and connected and selecting and using 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>Demonstrating the ability to write a variety of text types in effective in Vagahau Niue to explore and justify varied ideas and perspectives.</i></p> <p>Effective language is demonstrated by developing and integrating ideas and perspectives with control, and capably selecting and using a range of language and language features 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 variety of text types in culturally appropriate Vagahau Niue to explore and justify varied ideas and perspectives.</p> <p>The student provides at least two examples of written text for final assessment.</p> <p>The student uses language up to and including Level 8 of The New Zealand Curriculum.</p>	<p>The texts:</p> <ul style="list-style-type: none"> • are fit for purpose and audience • are written in a linguistically and culturally appropriate format and style • content is organised. <p>The student:</p> <ul style="list-style-type: none"> • uses language conventions and features appropriate to the text type used. 	<p>The texts:</p> <ul style="list-style-type: none"> • are fit for purpose and audience • are varied and culturally appropriate, exploring and justifying a variety of ideas and perspectives. • content is organised. <p>The student:</p> <ul style="list-style-type: none"> • develops ideas and perspectives that are generally credible and connected • selects and uses a range of language and language features. <p>Communication is not significantly hindered by inconsistencies.</p>	<p>The texts:</p> <ul style="list-style-type: none"> • are fit for purpose and audience • are varied and culturally appropriate, exploring and justifying a variety of ideas and perspectives • content is well organised. <p>The student:</p> <ul style="list-style-type: none"> • develops and integrates ideas and perspectives with control; • capably selects and uses language and language features. <p>Communication is not significantly hindered by inconsistencies.</p>
	<p>For example:</p> <p><i>This language sample comes from the task requiring the student to write a school magazine article which discusses how the students have changed over time whilst visiting Niue.</i></p> <p>Loga e tau mena haaku ne iloa he magaaho ne fano ai au he aoga tokoluga mo Alofi. To hake au ki Niue, manatu au kua lahi e tau mena iloa haaku ke he agamotu Niue hā koe tau Niue e magafaoa haaku ti oatu foki a mautolu ke he tapu Niue ti fā fakalataha mo e tau tagata Niue i Okalana. Tali mai he fai magaaho ne nofo ai au i Niue kua iloa e au haaku a tau tupuna hā kua finatu au ke he falu he ha</p>	<p>For example:</p> <p><i>This language sample comes from the task requiring the student to write a school magazine article which discusses how the students have changed over time whilst visiting Niue.</i></p> <p>Loga atu e tau mena haaku kua iloa ke he kakano he tagata Niue ha ko e taha tau ne finatu au ke he Aoga Tokoluga Niue mo e nofo mo e magafaoa i Alofi. Monuina e tau fakaakoaga haaku kua iloa ke he tau ne nofo ai au i Niue. Kua nofo au i Alofi ti fano he aoga tokoluga. Ko au ko e tama Niue fanau ti tupuhake i Okalana ti manatu ni au kua mitaki e maama haaku ke he tau aga fakamotu. Tokologa e tau magafaoa mo tau kapitiga ne fa</p>	<p>For example:</p> <p><i>This language sample comes from the task requiring the student to write a school magazine article which discusses how the students have changed over time whilst visiting Niue.</i></p> <p>Ko au ko e tama Niue fanau ti tupu hake i Okalana ti manatu ni au kua mitaki e maama haaku ke he tau agafakamotu. Tokologa e tau magafaoa mo e tau kapitiga ne fa lagomatai ke fakaako ke he tau tala tuai mo e tau gahua agafakamotu. Monuina e tau fakaakoaga haaku kua iloa ke he tau ne nofo ai au i Niue. Kua nofo au i Alofi ti fano he aoga tokoluga. Kua mua atu e hokulo he haaku a tau fakaakoaga ke he tau aga fakamotu. Pehe e talahauaga he matua fifine tupuna haaku, ka hoko</p>

	<p>lautolu a tau nonofoaga ke he loga he tau atuhau.</p> <p>I have learned so much from my time spent in Niue High School and Alofi. Before I came I thought I understood a lot about Niuean culture because my family is Niuean and we go to Niuean church and spend time with other Niueans in our community in Auckland. Since, I have spent time actually living in Niue I have come to understand my ancestors more as I have visited places where they lived for many generations.</p> <p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p>lagomatai ke fakaako ke he tau tala tuai mo e tau gahua aga fakamotu. Hanai kua fai magaaho a au he nofo ki Niue, kua mua atu e lotomatala mo e maama ke he haaku a tau tupuna mo e iloa e tau maaga kua nonofo ki ai.</p> <p>I have learned a lot more about what it means to be Niuean since spending one year attending Niue High School and staying with family Alofi. As a New Zealand-born Niuean growing up in Auckland with a lot of other Niuean family and friends, I thought I understood a lot about Niuean culture. At Niuean church and in our community in Auckland we learn about history and traditions. However, now I have spent time actually living in Niue I have come to have a much deeper appreciation of my ancestors as I have visited our family villages where they lived for many generations.</p> <p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p>mai a ko e ke he motu, to iloa laia e koe e kakano mo e maama e tau aga fakamotu ha Niue.</p> <p>I have gained much deeper sense of what it means to Niuean and why it is important to my identity since spending one year attending Niue High School and staying with family Alofi. As a New Zealand-born Niuean growing up in Auckland with a lot of other Niuean family and friends, I thought I understood a lot about Niuean culture. I've learned about Niuean history, traditions and language at church and in our community. According to my Grandma, being able to visit Niue is essential to deeply understanding Niuean culture. Now that I have spent time actually living in Niue I can see what my Grandmother was talking about. I can more deeply appreciate the family wisdom and values that that been passed down from my ancestors.</p> <p><i>The examples above relate to only part of what is required and are just indicative.</i></p>
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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.