

NZQA Assessment Support Material

Unit Standard	29708
Title	Interact clearly using spoken Vagahau Niue to explore and justify varied ideas and perspectives in different situations
Level	3
Credits	6

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 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 explore and justify varied ideas and perspectives about different aspects of teenage life using spoken Vagahau Niue in different situations.

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

Guide students about the types of interactions they might have. Ensure they select situations that reflect their interests and 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 practise having conversations with different people, whether in the class and in within 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

Award of grades

Achievement	Merit	Excellence
Learners must demonstrate the ability to interact clearly using spoken Vagahau Niue to explore and justify varied ideas and perspectives in different situations.	Learners demonstrate the ability to interact convincingly and clearly using spoken Vagahau Niue to explore and justify varied ideas and perspectives in different situations.	Learners must demonstrate the ability to interact effectively and clearly using spoken Vagahau Niue to explore and justify varied ideas and perspectives in different situations.
	Learners do this by developing and connecting ideas and perspectives that are generally credible and selecting and using a range of language, language features and strategies to maintain interactions that are fit for purpose and audience.	Learners do this by developing and integrating ideas and perspectives with control, and skilfully selecting and using a range of language, language features and strategies to maintain interactions that are consistently fit for purpose and audience.
	Communication is generally spontaneous and not significantly hindered by inconsistencies.	Communication is spontaneous and 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. The assessor might ask a student to change a selection if they think it does not reflect the student's full ability.

The context for each interaction must be different (and may involve different participants) so that students have opportunities to use a variety of language and language features in Vagahau Niue.

Methods for recording interactions could include video (i.e. 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 can 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 to achieve the standard. However, the quality of the interactions, considered as a whole, is more important than the length. Refer to Unit Standard 29708 for *Guidance Information* about suggested time for Level 3 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.

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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 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: 29708

Standard title: Interact clearly using Vagahau Niue to explore and justify varied ideas and perspective in different situations

Credits: 6

Resource title: **Celebrating difference and diversity**

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: Provide clear guidance about how each student needs to provide sufficient evidence of their contributions to Level 3 interactions. Refer to Unit Standard 29708 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 your interactions, you should:

- express, explore, and justify (with explanations or evidence) your own ideas and perspectives;
- explore and support/challenge (with explanations or evidence) the ideas and perspectives of others;
- use language and language features that are fit for purpose and audience.

You will be assessed on how effectively you use spoken Vagahau Niue to explore and justify varied ideas and perspectives.

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.

Task

Note: Below are examples of possible scenarios with related resources. For each scenario, assign (or consult with students about) suitable pairs, groups, and media (for example, face-to-face or using technology).

The following scenarios provide contexts for three interactions. The bullet points for each scenario are only suggestions about what you might discuss.

Scenario examples

Sharing perspectives

Explore the differences and similarities between teenage life in Niue, New Zealand or other Pacific countries. Discuss the pros and cons of being a teenager in New Zealand or growing up in Niue.

Healthy lifestyles – Food for thought

Share and explore different experiences on keeping fit and healthy.

Remembering different places at different times

Your teacher, family or members of your community either grew up or have spent time in different countries in the Pacific, or elsewhere in the world, at different times of their lives. It has been a few years since they have lived there and, like anywhere, life has changed. Have a discussion with them to explore their experience of growing up or living elsewhere in the world and how they view the changes that have taken place.



Resource A

Suggested development of scenarios

For the *sharing perspectives* scenario you could consider the following:

- possible advantages and disadvantages of growing up in either Niue or New Zealand;
- what do students wish Niue had that is easily accessible in New Zealand (e.g. access to a variety of entertainment and international sports events);
- compare and contrast life in Niue and New Zealand;
- future employment prospects.

This could be done as part of a group discussion in class, with the teacher and another student, with a native speaker and another student, or through a social networking tool such as Skype.

For the *healthy lifestyles* scenario, consider the following:

- What choices are students making to eat well and exercise?
- What food do students most enjoy and where does it come from? Is it grown at home or is it PPP (i.e. **packaged, processed, plastic**) food bought at the supermarket?
- What influences a student's food choices, and how do they prepare, cook and present tasty meals at home and for community gatherings?
- How have food choices and cuisines changed over time in Niue and/or New Zealand?
- What are the benefits of a "traditional Niuean" lifestyle?
- Explore how advances in food technology are creating better health and lifestyle habits for Pacific peoples or contributing to high rates of nutrition-related diseases (e.g. diabetes, cardiovascular disease and obesity).

For the *remembering different places at different times* scenario, consider the following in the discussion:

- daily life in the different places at different times;
- different approaches to education and schooling;
- socialising and interests (e.g. sports and other leisure activities);
- the arts (e.g. literature, music, architecture);
- food and drink.

Students could do this as part of a group discussion in class, one on one with the teacher, or one on one with an older person in the local community.

- If students choose to do the discussion with the teacher, the student will need to be prepared to lead the discussion in order to show that they can maintain and sustain the conversation using language features and strategies.

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

Resource B

Quality interactions

In your interactions, aim to:

- speak clearly, so that your meaning is understood
- demonstrate a degree of fluency and spontaneity (i.e. maintain and sustain interactions without previous rehearsal)
- use appropriate interactive strategies (i.e. 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 (i.e. courtesies and gestures).

As far as possible, 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 explore and justify varied ideas and perspectives in different situations (29708)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Interacts using spoken Vagahau Niue to explore and justify varied ideas and perspectives. (see Note 9 in the unit standard).</i></p> <p><i>Learners explore and justify ideas and perspectives.</i></p>	<p><i>Interacts using convincing and clearly spoken Vagahau Niue to explore and justify varied ideas and perspectives in different situations (see Note 9 in the unit standard).</i></p> <p>Interacting convincingly is clearly demonstrated by developing and connecting ideas and perspectives that are generally credible and selecting and using a range of language, language features and strategies to maintain interactions that are fit for purpose and audience.</p> <p>Communication is not significantly hindered by inconsistencies.</p>	<p><i>Interacts using effective spoken Vagahau Niue to explore and justify varied ideas and perspectives in different situations (see Note 9 in the unit standard).</i></p> <p>Interacting effectively and clearly is demonstrated by developing and integrating ideas and perspectives with control and skilfully selecting and using a range of language, language features and strategies to successfully maintain interactions that are consistently 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 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 has produced a portfolio containing a selection of recordings of at least two spoken interactions.</i></p>	<ul style="list-style-type: none"> Interactions are initiated and maintained for a given purpose and context and are sustained with a degree of fluency and spontaneity. Interactive strategies are used to support interactions, e.g. pausing and 	<ul style="list-style-type: none"> Interactions account for and sustain a personal viewpoint, and support or challenge the varied ideas and perspectives of others. Interactive strategies are used to support interactions, e.g. pausing 	<ul style="list-style-type: none"> Interactions account for and sustain a personal viewpoint, and support or challenge the varied ideas and perspectives of others. Interactive strategies are used to support interactions, e.g. pausing and negotiating

<p>negotiating meaning.</p> <p>The student:</p> <ul style="list-style-type: none"> develops ideas that are generally credible. communication is achieved overall, despite hesitations and inconsistencies. 	<p>and negotiating meaning.</p> <p>The student:</p> <ul style="list-style-type: none"> develops and connects ideas and perspectives that are generally credible. communication is generally spontaneous and not significantly hindered by inconsistencies. 	<p>meaning.</p> <p>The student:</p> <ul style="list-style-type: none"> develops and integrates ideas and perspectives with control. communication is spontaneous and not hindered by inconsistencies.
<p>Example:</p> <p>A: Ti ke he haau a manamanatuaga ke he tau kai Niue, kua hiki,nakai hā ko e tau taute kai he falu a motu kua lafi mai ki ai?</p> <p>B: Pehē haaku a taofiaga kua fai hikihiaga e tau kai Niue ha ko e tau puhala mai he falu a motu.,Kua fai hikiaga e tau kai fakamotu he tau magaaho nai.</p> <p>A: Hako a koe. Ko e magaaho ka hiki po ke lalafi falu a koloa fakamanogi kai foou ki ai kua uta kehe ai e manogi he kai Niue.</p> <p>A: So, do you think that Niuean food, has been changed by other countries over time?</p> <p>B: I believe Niuean food has been changed by ideas from other countries. Traditional dishes have</p>	<p>Example:</p> <p>A: Kua hiki nakai e tau kai Niue he omai a tautolu he puhala ke he haau a manatu?</p> <p>B: Loga e tau hikiaga he manatu e au. Loga e tau lagatau taute kai tamai kua fakalagā aki e tau hikiaga. Fēfē haau a manatu?</p> <p>A: Manatu haaku, kua fai hikiaga.fakahaga e tau kai fakaamotu. Kua fakaaoga he falu e falu a koloa tunu kai foki ke moua aki taha manogi kehe ka e hiki he falu ke he puhala kua mukamuka.</p> <p>A: Do you think Niuean food has changed over time?</p> <p>B: I think there's a lot of change. Many food preparation ideas introduced from other cultures have influenced change. What do you think?</p>	<p>Example:</p> <p>A: Fēfē haau a manatu ko e hiki fēfē he tau tauteaga kai he falu a kautū e tau tunu kai fakamotu?</p> <p>B: Loga lahi e tau hikihihiaga. Fefē haau a tau manatu?</p> <p>A: Uta nī ke he matafekau. Falu a magaaho mitaki, falu a magaaho ai mitaki. Tuga a nai, fiafia lahi au ke he tauteaga ha tautolu he pitako futi Niue. Humelie ka e maō. Afī aki e laufuti ti tao he umu i fafo. Ko e tau fua futi mata holo nī ne fakaaoga ti gana aki e falaoa mata. Molū e falaoa futi i Niu Silani ti tao he umu hila.</p> <p>A: Do you think cuisine from other countries has changed traditional dishes?</p> <p>B: There have been a great deal of changes. What are your thoughts on this?</p>

	<p>now changed.</p> <p>A: You are so right. It is when they change or add in new flavours, it has the tendency to change the taste of the dish.</p> <p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p>A: I think that it has. Some Niuean traditional dishes have changed over time. Some introduced other ingredients for a different flavour and some change is for convenience.</p> <p><i>The examples above relate to only part of what is required and are just indicative.</i></p>	<p>A: Well it really depends. Sometimes it is, sometimes it isn't. For example, I really like the way we make our banana bread in Niue. The banana bread is sweet, but a hard loaf. The bread is wrapped in banana leaves and baked in an earth oven. The only ingredients used are grated green bananas, and a dusting of flour. In New Zealand, the banana bread is softer, and you bake it in an electric oven.</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.