

Internal Assessment Resource

Languages Level 2

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| This resource supports assessment against:Achievement Standard 91115 version 2Give a spoken presentation in Cook Islands Māori that communicates information, ideas and opinions |
| Resource title: Out on the town |
| 4 credits |
| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
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| Date version published by Ministry of Education | March 2017 Version 3To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number: A-A-03-2017-91115-03-5808 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

**Achievement Standard Languages 91115:** Give a spoken presentation in Cook Islands Māori that communicates information, ideas and opinions

**Resource reference:** Languages 2.2B v3 Cook Islands Māori

**Resource title:** Out on the town

**Credits:** 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource. The resource may be adapted to suit the teaching and learning context where it is to be used.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 91115. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

Students imagine they have been asked to give a 2 minute spoken presentation in Cook Islands Māori about their village/town to a group of exchange students from another island/country visiting their village/town for the first time.

Conditions

Presentations will be recorded for assessment purposes. They should be about 2 minutes in length, but quality is more important than quantity.

Students 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 that there is sufficient evidence for assessment of individual performance.

When delivering their presentations, students may have prepared notes, cue cards, props, other supporting material, or a copy of the text with them, but they may not read directly from their notes. To do so will mean they have not met the standard.

Resource requirements

Recording equipment (audio/video).

Additional information

None.

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| Achievement | Achievement with Merit | Achievement withExcellence |
| Give a spoken presentation in Cook Islands Māori that communicates information, ideas, and opinions. | Give a convincing spoken presentation in Cook Islands Māori that communicates information, ideas, and opinions. | Give an effective spoken presentation in Cook Islands Māori that communicates information, ideas, and opinions. |

Student instructions

Introduction

A group of exchange students from another island/county is visiting your school. This assessment activity requires you to give a spoken presentation in which you introduce them to your town. In it, you need to communicate information, and express and justify ideas and opinions in culturally appropriate spoken Cook Islands Māori.

Teacher note: The context for this activity can be easily adapted. For example, the students could be required to explain aspects of school life to exchange students, show and explain their work to visiting government officials, teach visiting groups of students from another island/county how to play a sport, or demonstrate and explain to how to make an island/kiwiana food dish.

You need to record your presentation for assessment and moderation purposes. It should be about 2 minutes in length, but quality is more important than quantity.

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

All work must be your own.

Teacher note: 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.

You may not use the language samples from the assessment schedule in your own work without substantial modification.

When delivering your presentation 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.

Teacher note: Confirm how much class time your students will have to prepare their presentations.

Task

Decide where you might take the visiting students and what you could show them.

Features of interest could include: public buildings, museums or galleries, river or beaches, local vantage points, open spaces, parks, sports facilities, sculptures, art works, water features, statues, or monuments.

Prepare your spoken presentation. In it, you could, for example:

* explain key features of your village/town
* express your ideas and opinions about the features
* justify your selection of a feature or features as not to be missed
* give a brief history/description of your village/town
* explain local customs and practices
* show knowledge of cultural aspects of the Cook Islands in order to make comparisons and show insight, where appropriate.

For more guidance, see Resource A.

Resource A:
Characteristics of quality communication and presentation

Quality communication

* effectively communicates and justifies opinion(s) and/or information and/or ideas that are relevant to the tasks
* 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
* has a clear sequence in the content of the writing
* uses connecting words.

Remember to use gestures and body language as appropriate in Cook Islands Māori culture.

A quality presentation will:

* give information that is interesting and appropriate to the audience
* have a clear sequence
* express your information, ideas, and opinions clearly
* develop and link your information, ideas, and opinions
* give examples, comparisons, and points of view to illustrate what you are saying
* use Cook Islands Māori to communicate successfully, avoiding inconsistencies which could hinder communication (for example, inconsistencies in choice and use of vocabulary, expressions, sentence structure, pronunciation, intonation, rhythm patterns, speed, audibility, inflection, tone, stress, and pausing).

Assessment schedule: Languages 91115 Cook Islands Māori - **Out on the town**

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| Evidence/Judgements for achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Cook Islands Māori is used in a spoken presentation to express and justify information, ideas and opinions in order to welcome/introduce visitors to their town.Communication is achieved overall, although there may be inconsistencies in choice and use of language features. Cultural conventions are used if appropriate.The length of the presentation is about two minutes.For example:*Ko te marae tetai ngai tapu roa atu i te Kuki Airani nei. Ko te ngai oki teia e akauruuruia ana te au ariki o te kopu tangata. No reira e akataputapuia ana teia ngai e, me kare oou tikaanga ki teia marae, auraka rava koe e takai ki runga. Kua karangaia oki e me ka pera koe ka tupu tetai apinga kino ki a koe.* | Cook Islands Māori is used in a convincing spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a credible and connected way.A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate. Communication is not significantly hindered by inconsistencies in choice and use of language and language features.The length of the presentation is about two minutes.For example:*Ka kitea ua ia te marae no te mea kua akakotingaia te reira e te au rauti e pera katoa te au toka kerekere tei akanooia ei atamira no te ariki e pera katoa ei nooanga no tona au mataiapo. Kua tanuia teia au rauti no te mea e manganui tona au puapinga ki te kopu tangata mei te vairakau, kai, rakei, kakau e pera katoa e taangaangaia ana ei akaatea i te au vaerua kino o te po. E pirianga to tetai ua atu tangata Kuki Airani ki tetai marae. Na teia e akakite mai e ko ai koe e pera katoa i te akaatui atu i a tatou ki te kopu o te enua.*  | Cook Islands Māori is used in an effective spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used in a way that fits the specific purpose, using cultural conventions if appropriate. Communication is not hindered by inconsistencies in choice and use of language and language features.The length of the presentation is about two minutes.For example:*Ko te tere ki tetai marae e tuatau teia no te matakitaki atu i te au peu maori Kuki Airani tikai no te tuoroanga i te au manuiri. E peu umereia teia e ka tutu te ii e ka vanavana toou pakiri. Ko te pe’e turouanga, te ei, pure, tamataora e pera katoa te takurua tei akonokonoia no te au manuiri, tei roto katoatoa teia i te peu maori no te tere marae. I te tuatau mua me tarevake te pe’eanga o te pe’e, kua riro toou katu ei kai na te kopu tangata. Na teia akairo oki i akakite mai e kare toou tere i te tere ‘au mari ra e tere enemi. Kareka ra i teia tuatau, kua atui ta tatou peu maori e te Evangelia.*  |

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