

NZQA Approved

Internal Assessment Resource

Languages Level 3

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| This resource supports assessment against:  Achievement Standard 91539  Give a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material |
| Resource title: Positively different |
| 3 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 2  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-91539-02-6382 |
| 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 91539: Give a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material

Resource reference: Languages 3.2B v2 Cook Islands Māori

Resource title: Positively different

Credits: 3

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 91539. 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

This activity requires students to select from stimulus material a cultural practice or trend of the Cook Islands that they would like their classmates to experience. They then give a clear spoken presentation, in which they communicate a critical response to the stimulus material.

The stimulus material could be, for example, a video clip, an article, or a text from a book.

The cultural practice or trend could be, for example, street soccer, having Wednesday afternoons off, the one-child policy, no uniforms, cram schools, festivals, celebrations of national days, or the importance of church and religion.

Choose stimulus material and suggest cultural aspects that will engage your students’ interests and that offers plenty of scope for students to engage with ideas in ways that are expected at level 8 of the curriculum.

The student can research their chosen cultural practice/trend further, using other resources.

This resource material should be read in conjunction with:

* the Senior Secondary Teaching and Learning Guides for languages   
  <http://seniorsecondary.tki.org.nz/>
* NCEA Level 3 Languages Conditions of Assessment  
  <http://ncea.tki.org.nz/Resources-for-aligned-standards>

Conditions

This Standard assesses the student’s ability to speak to an audience and has effective communication as its focus.

You will need to specify the amount of class time that the student has to prepare their presentation. The students may work in pairs or in groups for their initial preparation and brainstorming but they will give their presentations and be assessed individually. The presentations will be recorded for assessment purposes.

Provided a student’s presentation meets the communicative purpose of the task, the length may vary. A length of about two to three minutes is suggested. However, at all times quality is more important than length.

Resource requirements

Audio and video recording equipment.

Additional information

None.

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| Achievement | Achievement  with Merit | Achievement with Excellence |
| Give a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material. | Give a clear, convincing spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material. | Give a clear, effective spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material. |

Student instructions

Introduction

This activity requires you to prepare and give a clear spoken presentation in which you explain a cultural practice or trend and explain, with reasons, why you believe it would be beneficial for your classmates to experience it.

Teacher note: You will need to add information about the stimulus material the students will be using. You will also need to let them know how their presentations will be recorded and stored.

You may work in pairs or in groups for your initial preparation and brainstorming. But you will give your presentation and be assessed individually.

You can use prepared notes, cue cards, props, photos, and other supporting material but you must not read directly from your notes. If you read directly from your notes, you will not meet the Standard.

Your presentation must be your own work. If you include extracts from external sources, you must acknowledge those sources. Any extracts will not contribute towards your final grade.

You may not use language from the language samples unless it has been significantly reworked.

You will need to record your presentation for assessment and moderation purposes.

The suggested length for your presentation is about two to three minutes. However, quality is more important than quantity.

You will be assessed on how effectively you communicate a critical response to the cultural practice/trend.

Task

Prepare and give a spoken presentation in Cook Islands Māori in which you explain a Cook Islands Māori cultural practice/trend and explain, with reasons, why you believe it would be beneficial for your classmates to experience it.

The practice/trend will be selected from stimulus material.

Your presentation must be more than just a description of the practice/trend: “a critical response” will include analysis, interpretation, or evaluation.

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 include, for example:

* a description of the cultural practice/trend (who, when, where, what)
* your first impressions and/or reactions upon learning about this practice/trend
* the reasons why this practice/trend appeals to you
* the benefits of this practice/trend for your classmates
* the origin and/or significance of the practice/trend in the Cook Islands
* how the practice/trend differs from what you are used to at home
* what impact (for example, change of point of view, a change of appreciation, belief, values) learning about this practice/trend has had on you
* a prediction as to how your classmates might react to the practice/trend: challenge preconceptions, prejudice, stereotyping
* how you would introduce the practice/trend to your classmates
* specifics from the stimulus material and other related texts or images, or anecdotal evidence.

The above suggestions are just some of the ways in which you could communicate a critical response to the cultural activity. In your presentation, you may want to comment on different aspects and in different ways.

In your presentation, aim to:

* give a balanced view of the cultural aspect
* structure your argument logically and effectively to inform the audience and persuade them to accept your position
* use a range of language and language features that are fit for the purpose of 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 Cook Islands Māori.

Assessment schedule: Languages 91539 Cook Islands Māori – Positively different

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with  Merit | Evidence/Judgements for Achievement with Excellence |
| The student gives a clear spoken presentation in Cook Islands Māori in which they explain a cultural practice or trend.  The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material.  The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.  The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:  *Ko Varani e Nutireni – e rua ia patireia e au ngai aiteite tetai, i na ra, e maata katoa te au tuke. Ko teia nga patireia e tuke to raua tu reva e pera te tu o te enua. Ko teia taku ka tuatua atu kia kotou i teia ra.*  Communication is achieved overall despite inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The example above relate to only part of what is required, and is just indicative.* | The student gives a clear, convincing spoken presentation in Cook Islands Māori in which they explain a cultural practice or trend.  The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material.  The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.  The language is generally credible and connected.  The student selects and uses a range of language and language features that are fit for the purpose and audience.  The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:  *Ko tatou i Nutireni nei te enua mamao rava atu mei Varani. E ngata tikai i a tatou i te irinaki e, e 22 au tuanga enua rikiriki i roto i a ia, tuke tetai mei tetai. I konei ia tatou kare e maata ana te tuke o te au akonoanga e te peu i rotopu i te tua Tonga e te Tokerau.*  Communication is not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The example above relate to only part of what is required, and is just indicative.* | |  | | --- | | The student gives a clear, effective spoken presentation in Cook Islands Māori in which they explain a cultural practice or trend.  The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material.  The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.  The language is controlled and integrated.  The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience.  The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:  *I te mataiti 1962 teia ta Charles De Gaulle i tuatua no runga i a Varani, “Ka akapeea koe i te akaaereanga i tetai patireia tere atu i te 246 au tu titi? Ka akapeea a Nutireni e marama ei i a Varani e tona iti tangata i te mea e, e mamao tatou, kare e no te tu o te enua ua e pera katoa te akonoanga e te au peu. E apinga puapinga kia akamaata tatou i to tatou au marama ma te ariki i te tu oraanga o tetai iti tangata ke.*  Communication is not hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The example above relate to only part of what is required, and is just indicative.* | |

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