**NZQA**

**Approved**

Achievement standard: 91285 Version 3

Standard title: Kōrero kia whakamahi i te reo o te ao torotoro

Level: 2

Credits: 6

Resource title: Rongoā Māori

Resource reference: Te Reo Māori VP-2.2 v3

Vocational Pathway: Primary Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2017-91285-03-8285 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators 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. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to give an oral presentation and converse in te reo Māori with your peers or assessor/educator about different types of rongoā Māori that can be found in New Zealand ngahere.

You are going to be assessed on how effectively and confidently you deliver an oral presentation and have a conversation, using te reo Māori to express relevant ideas and/or opinions about different types of rongoā Māori, in a manner that engages others. You need to show that you can:

* deliver a confident speech that captures the full attention of the audience
* express information that may be supported by a personal opinion or examples
* develop ideas and/or opinions, and arguments in a way that is controlled and integrated
* capably select from, and effectively use a range of language and language features such as imagery, comparisons, kīwaha, whakataukī that are relevant to the task
* use some appropriate body language such as actions, gestures, along with movements and intonation to enhance the presentation delivery.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You have been asked as a member of the environmental team to give an oral presentation, and have a conversation about rongoā Māori to your peers or assessor/educator.

Ensure that you:

* identify the key information you will talk about, and aim to present your findings in an innovative and logical way
* discuss your structure and presentation with your assessor/educator.

## Part 1 Give an oral presentation

Select two types of rongoā Māori. Plan, collect, record, research and present your findings. You could:

* say what the plant is and where it is found
* identify and describe the traditional form and use, and compare it with modern forms of medicine
* demonstrate/describe the preparation of these two rongoā Māori and how they are applied to infections or used in healing processes.

You may support your oral presentation with technology or props, for example, you can include a PowerPoint, pictures, photos, diagrams.

Forms of presentation could include:

* a speech
* a *YouTube* clip
* a clip for Māori television
* any other suitable format agreed with your assessor/educator.

You need to finalise the form your presentation will take with your assessor/educator.

Only the spoken te reo Māori will be assessed.

## Part 2 Have a conversation

Have a conversation with a peer or assessor/educator about rongoā Māori. In your discussion you could talk about the following:

* why you chose these two rongoā Māori
* comparisons to modern medicines
* any multiple uses for the rongoā you have chosen (for example, can these cure other infections or health issues?)
* whether or not you would recommend using these rongoā
* any precautions you would give
* your feelings about traditional versus modern medicine.

Remember, when you are conversing with a peer or assessor/educator, try to participate equally in the conversation.

For quality kōrero, ensure that you do the following:

* speak clearly and audibly
* display confidence and self-assurance
* respond to the space in which you are speaking
* effectively use body language to support speaking
* develop ideas and/or opinions with the view to capturing the attention of the audience
* express opinions with relevant and detailed explanations, evidence or examples
* use language features successfully to communicate your message to your audience
* use language with accuracy
* effectively use visual aids to embellish presentation and engage the audience.

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Assessor/Educator guidelines

# Introduction

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

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to effectively and confidently give an oral presentation and converse in te reo Māori about rongoā Māori that can be found in New Zealand ngahere.

# Conditions

The presentation is an individual activity; the conversation is in a pair.

Learners may use cue cards or visual aids in their presentation to prompt their speaking, but these are not to be read from. Learners may not use cue cards for the conversation.

# Resource requirements

Learners may require access to a recording device, and/or a video camera or a flip camera and tripod (if possible).

# Additional information

Assessors/educators will keep a record of the evidence that demonstrates each learner’s level of achievement, for example, a video of the presentation. Assessors/educators will decide on a suitable method of storing learners’ spoken evidence, for example:

* in a named file in an assessor/educator-managed environment, for example, on a laptop (or a suitable company computer), or moodle page for digital entries
* in a named file in a learner-managed digital portfolio tool.

Language for this standard is that expected at level 7 of *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Māori in English-medium Schools: Years 1–13.*

# Assessment schedule: Te Reo Māori 91285 - Rongoā Māori

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Kōrero kia whakamahi i te reo o te ao torotoro.  The learner uses te reo Māori in an oral presentation and a conversation to express relevant ideas and/or opinions in a manner that engages others by:   * speaking for a minimum of four minutes across the speaking evidence, in audible and understandable language * expressing ideas/information/opinion relevant to the task * using some language features such as imagery, comparisons, kīwaha, whakataukī relevant to the task * using some appropriate body language such as actions, gestures, movements and intonation to enhance speaking * demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and the audience   Despite inconsistencies that may get in the way at times, the learner is generally successful in communicating their ideas, using language that is generally fit for the purpose and the audience. Inconsistencies may relate to language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed, audibility, stress, tones, etc.  For example:  *I ngā rā o mua he tino kaha ngā tūpuna ki te kimi i ngā otaota hei rongoā mō ngā mate.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | Kōrero kia whai kiko i te reo o te ao torotoro.  The learner uses te reo Māori in an oral presentation and a conversation to clearly express relevant ideas and/or opinions in a manner that engages others by:   * speaking for a minimum of four minutes across the speaking evidence, in audible and understandable language * showing development of the information and ideas included, giving examples and explanations, and justifying opinions * deliberately using language features such as imagery, comparisons, kīwaha, whakataukī relevant to the task * using some appropriate body language such as actions, gestures, movements and intonation to enhance speaking * demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and the audience   The learner communicates their ideas, using a range of language that is fit for the purpose and the audience. Inconsistencies do not significantly interfere with the meaning or the interaction.  For example:  *E ai ki ngā kōrero he hononga tō te tangata ki te whenua i te ao kōhatu. I takea mai ngā rongoā nō Tāne Mahuta.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | Kōrero kia whai hua i te reo o te ao torotoro.  The learner uses te reo Māori in an oral presentation and a conversation to effectively and confidently express relevant ideas and/or opinions in a manner that engages others by:   * speaking for a minimum of four minutes across the speaking evidence in a way that captures and holds the attention of the audience * showing development of the information, ideas and opinions that is controlled, integrated and sustained * skillfully selecting from, and effectively using a range of language and language features such as imagery, comparisons, kīwaha, whakataukī relevant to the task * effectively using body language such as actions, gestures, movements and intonation to enhance the speaking * demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and the audience   Despite minor inconsistencies, the learner successfully communicates their ideas, using a range of language that is consistently fit for the purpose and the audience.  For example:  *I ahu mai ngā otaota katoa i te wao nui o Tāne Māhuta. Nāna ngā rongoā i mākoha ki a tātou hei taonga whakaora i te tangata.*  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.