**NZQA**

**Approved**

Achievement standard: 91288 Version 3

Standard title: Waihanga tuhinga auaha, i te reo o te ao torotoro

Level: 2

Credits: 6

Resource title: Tōku wheako mahi pāmu

Resource reference: Te Reo Māori VP-2.5 v3

Vocational Pathway: Primary Industries

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| Date version published | January 2017 Version 3  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2017-91288-03-8286 |
| 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

Achievement standard: 91288

Standard title: Waihanga tuhinga auaha, i te reo o te ao torotoro

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Vocational Pathway: Primary Industries

Learner instructions

# Introduction

This assessment activity requires you to write at least two texts in crafted te reo Māori detailing your farming experiences for a variety of audiences.

You are going to be assessed on how effectively and confidently you write texts in te reo Māori detailing your farming experiences, for a variety of audiences.

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

Choose at least two texts from a range of text types, and write in crafted te reo Māori detailing your farming experiences.

Crafted writing involves carefully creating, reviewing, editing and using appropriate language features to produce a written text relevant to the purpose, text type (genre) and audience.

If you have other ideas about how to present your crafted writing, talk to your assessor/educator about changing one of the text types.

Your assessor/educator will consider your crafted texts as a whole to determine the overall quality of your work.

## Diary

Keep a diary throughout the year which details the tasks you have to do on the farm to inform someone who may be interested in farming as a career. This could include:

* a list of the tasks with a brief description of what they entail
* your opinions, giving reasons, about the tasks
* a detailed account of a particular day on the farm.

## Instructions

You have just learned to do something new on the farm. Create a PowerPoint that gives instructions for someone who may do the same task next year. You could:

* explain the farm activity
* describe exactly what you had to do
* give advice, warnings, suggestions, guidelines
* show a personal response, or reflection, on how well you managed to complete the task, and/or any issues or areas where you could improve in the future.

## Feedback report

The farm manager has asked for feedback about the time you spent on the farm. Write a report in which you could include:

* the highlights and challenges of your time spent on the farm
* advice for others wanting to do farm work
* your own plans for the future regarding your career, and in particular any aspirations you have to continue working in the primary industries.

Produce at least two pieces of crafted writing by making sure that you:

* use at least 450 words in total
* brainstorm and gather appropriate ideas
* check that each piece of writing develops, sustains, and structures ideas appropriately for the text type, and uses language features that are appropriate to the audience and purpose
* keep evidence of correcting, editing and reworking your text.

All work must be your own. Don’t include extracts from external sources without acknowledging the sources (these extracts will not count towards the assessment).

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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 write at least two texts in crafted te reo Māori effectively and confidently, detailing their farming experiences.

# Conditions

This is an individual activity.

# Resource requirements

Learners may need access to:

* their course notes
* grammar references, word lists, and dictionaries (a grammar progression table for te reo Māori is available at http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Grammar-Progression-Table)
* computers with internet access and data projectors.

# Additional Information

Each learner’s writing will need to reflect their cultural understanding as well as language and language features up to and including 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 91288 - Tōku wheako mahi pāmu

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Waihanga tuhinga auaha, i te reo o te ao torotoro.  The student produces crafted writing on a range of topics from the exploratory world by:   * providing a minimum of two examples of crafted texts in te reo Māori that show evidence of drafting, writing and editing * writing a minimum of 450 words across the two examples * expressing ideas/information/opinion relevant to the task * using vocabulary and a variety of language that is generally appropriate for purpose and audience * using some language features such as imagery, comparisons, kīwaha, whakataukī relevant to the task * demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience.   Despite inconsistencies, the learner is generally successful in communicating their ideas. Inconsistencies may relate to spelling, level of formality, language conventions, formatting, or language features.  For example, the learner writes for the diary text type:  *Kua hipa te marama tuatahi ki konei. E pai ana ngā mahi o te pāmu ki ahau nā te tini o ngā mahi i mahia nei. Ka āhei ahau ki te eke hoiho, ki te eke i te tarakihana hoki. Kāore e taea e ahau te mahi pēnei i te tāone.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | Waihanga tuhinga auaha kia whai kiko ngā whakaaro, i te reo o te ao torotoro.  The learner produces a variety of text types in clear and convincing te reo Māori by:   * providing a minimum of two examples of crafted texts in te reo Māori that show evidence of drafting, writing and editing * writing a minimum of 450 words across the two examples * using writing conventions accurately. For example: macrons or long vowels, spelling, punctuation, capitalisation, and paragraphing * showing development of the information and ideas included, giving examples and explanations, and justifying opinions * using vocabulary and a variety of language that is appropriate for purpose and audience * deliberately selecting language features to use that are relevant to the text type and audience such as imagery, comparisons, kīwaha, whakataukī relevant to the task * demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and intended audience   The learner is able to communicate their ideas. Inconsistencies relating to spelling, level of formality, language conventions, formatting, or language features, do not significantly interfere with communication.  For example:  For example, the learner writes for the diary text type:  *Ehara ahau i te tauhou ināianei. Ka whakamihi a Matua Eru ki a au i te ahiahi nei. Kua ngaro ētahi o ngā poaka, ā, nāku aua poaka i kite. Kua piki ake tōku kaha ki te āwhina, ahakoa te mahi. Engari kia tūpato! Ki te kore koe e āta whakarongo ki ngā tohutohu o Matua Eru kei raru koe.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | Waihanga tuhinga auaha kia whai hua ngā whakaaro, i te reo o te ao torotoro.  The learner produces a variety of text types in effective and confident te reo Māori by:   * providing a minimum of two examples of crafted texts in te reo Māori that show evidence of drafting, writing and editing over time that captures and holds the attention of the reading audience * writing a minimum of 450 words across the two examples * using writing conventions accurately. For example: macrons or long vowels, spelling, punctuation, capitalisation, and paragraphing * showing development of the information, ideas and opinions that is controlled, integrated and sustained * confidently selecting vocabulary and language relevant to the task * skilfully selecting and effectively using a range of language and language features to hold the attention of the audience * skilfully selecting from, and effectively using a range of language and language features such as imagery, comparisons, kīwaha, whakataukī relevant to the task * demonstrating use of Curriculum Level 7 communication skills, language, and cultural knowledge that are appropriate for the task and the audience   The learner is able to communicate their ideas despite minor inconsistencies relating to spelling, level of formality, language conventions, formatting, or language features.  For example, the learner writes for the diary text type:  *I ngā rā o te raumati ka tīmata te mahi i te atatū, ā, ka mahi tae noa ki te tōnga o te rā. I te tuatahi he tino uaua tēnei māku. Ka puta te whakaaro, he uaua rawa te mahi pāmu. Engari, hei tā Matua Eru mā te mahi ka whakapakari koe i āu pūkenga. Ka kitea te pono o āna kupu.*  *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.