**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: He toi whakairo, he mana tangata

Resource reference: Te Reo Māori VP-2.5 v3

Vocational Pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2017-91288-03-8289 |
| 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 write at least two texts in crafted te reo Māori, related to possible activities of the local community centre.

You are going to be assessed on how effectively and confidently you write texts in te reo Māori about the activities and users of the local community centre.

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

Write at least two texts in crafted te reo Māori about the activities and users of the local community centre.

Choose from the following text types you could write about the centre.

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 two crafted texts as a whole to determine the overall quality of your work.

## Review

Review a programme/activity offered by the community centre for the local news paper. You could include the following information about the programme/activity:

* reasons why it was established
* the aims
* details of the activities/services offered
* the thoughts and opinions of the participants and adults/staff involved
* your own opinion on how the programme would appeal to young people

## Letter

Write a letter to the director outlining your ideas for the inclusion of a new programme at the centre. You could include the following information:

* reasons you feel the new programme is required
* information on the new activity/programme
* the aims of the programme
* the target group
* the resources and support needed to ensure the programme is a success

## Community heroes

The community centre wishes to honour local people for significant service to benefit the community. Choose a local person you think deserves to be honoured in this way and write a recommendation to the selection committee.

This could include:

* relevant biographical information
* an outline of their service to the community and examples of the positive difference they have made
* the impact they have had on the community
* reasons why you selected this person for the Honours Board.

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. Do not 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 produce at least two pieces of crafted writing in te reo Māori effectively and confidently, in the context of community activities.

# Conditions

This is an individual activity.

# Resource requirements

Resources to support learners’ work may include:

* 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 from 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 - He toi whakairo, he mana tangata

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Waihanga tuhinga auaha kia whai kiko ngā whakaaro, i te reo o te ao torotoro.  The student produces crafted writing on a range of topcs 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 * using writing conventions accurately. For example: macrons or long vowels, spelling, punctuation, capitalisation, and paragraphing * 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 above expected learner responses are indicative only and relate to just part of what is required.*For example: a partial extract, based on the letter topic:  *Ko te manaaki rangatahi tētahi whāinga o te hōtaka hou. He iti ngā wāhi mō rātou i tēnei rohe. E mokemoke ana i te kāinga mehemea e mahi tonu ana ngā mātua i muri i te kura.*  *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: a partial extract, based on the letter topic:  *Mō tātou katoa te hōtaka hou.. Ko tēnei te whāinga matua o te Kaunihera o te tāone. Mehemea ko koe te kaiwhakahaere o tētahi rōpu ahurea pērā i te kapa haka ka taea e koutou te parakitihi kore utu ki Pokapū.*  *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 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 * skillfully 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.  Inconsistencies do not hinder communication.  For example: a partial extract, based on the letter topic:  *Kei te mōhio tatou he take nui te mātauranga. Nā tēnei, ka whakatūria tētahi wāhi mahi kāinga. Ka tautoko te hōtaka i ngā hua o te mātauranga. Kua piki haere ngā rangatahi e wehe ana i te kura kore tohu mātauranga. He wero tēnei ki a mātou kia rapu huarahi kia kāti tēnei mahi.*  *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.