**NZQA**

**Approved**

Achievement standard: 91284 Version 3

Standard title: Whakarongo kia mōhio ki te reo o te ao torotoro

Level: 2

Credits: 4

Resource title: Toro mai tō ringa

Resource reference: Te Reo Māori VP-2.1 v3

Vocational Pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-01-2017-91284-03-8290 |
| 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 complete two listening tasks based on experiences in services industries contexts to demonstrate your understanding of spoken te reo Māori.

You are going to be assessed on how you demonstrate comprehensive understanding of the experiences you hear in the listening tasks. You will do this by:

* selecting and expanding on relevant ideas, information and opinions from listening texts, with supporting detail or evidence
* showing understanding of possible implied meanings or conclusions
* providing a fully explained response.

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 to suit their learners.

# Task

Complete at least two listening tasks to demonstrate comprehensive understanding of spoken te reo Māori related to experiences in services industries.

For each task, you will respond in English. Your assessor/educator will consider your responses as a whole to determine the overall quality of your work.

## Part 1 Mā Mahi, Ka Ora

Listen to a recording in which a recent graduate from a catering course is talking. As it is played, listen carefully for meaning. You will hear the recording four times:

* It will be played right through without breaks.
* You will hear it twice more, one section at a time; there will be a pause for a minute in between each section
* Finally, you will hear the whole passage again; you will then have ten minutes to make any additions or changes to your responses, and write a final copy of your response sheet (see Resource A).

## Part 2 Nōku Ake Te Whakaaro

Listen to a conversation in which two people express their opinions on the Māori tourism industry. You will hear the recording four times:

* It will be played right through without breaks
* You will hear it twice more, one section at a time; there will be a pause for a minute in between each section
* Finally, you will hear the passage right through again; you will then have ten minutes to make any additions or changes to your responses, and write a final copy of your response sheet (see Resource B).

Assessor/educator note: The above are suggested times only. Ensure learners have all reasonable opportunity to provide evidence of their understanding.

# Resources

## Resource A − Mā Mahi, Ka Ora

1. Complete the sentences below in te reo Māori from what you hear in the first part of the passage.

Ko ... te maunga

Ko Hopukino te ...

Ko ... rāua

Ko ... ngā iwi

Ko ... tōna hapū

Ko ... te marae

Ko ... tōna ingoa

1. Answer the following questions in English. You will be given credit for attention to detail and full responses.

Te wharekai o Marino me āna mahi i reira

Te kura me te tunu kai

Te akoranga tiwhikete

Tōna whakamārama mō te whakataukī: Mā whero, mā pango ka oti te mahi

Tōna whakamārama mō te whakataukī: Mā te werawera o tōu mata e kai ai koe i te haunga ahi o te kai

Tōna whakamārama mō te whakataukī: Mā mahi ka ora

Ōna wawata me ōna akiaki

## Resource B − Nōku Ake Te Whakaaro

Answer the questions below in English. You will be given credit for attention to detail and full responses.

1. What did the first speaker (Miriama) say about the tourism industry in Rotorua? What was her idea?
2. List at least two things that the second speaker (Rāniera) didn’t like about Miriama’s idea.
3. List two things that the second speaker (Rāniera) said about the Te Arawa tribe of Rotorua.
4. What did Miriama say about the film she and her whānau watched? How do her comments on the film relate to what Rāniera was saying?
5. What are Rāniera’s aspirations for the future?
6. What are the important differences that Rāniera sees with his idea?
7. What is Miriama’s concern about Rāniera’s idea?

What is Rāniera’s reply?

1. What is one of the potential struggles that Rāniera speaks about in relation to achieving his goal?
2. What is Rāniera doing to attempt to overcome these struggles?
3. Based on what you have heard, and in your own opinion, what are the potential benefits and/or disadvantages to Māori, relating to the Māori tourism industry? Give examples from the conversation to support your response.

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Vocational Pathway: Services Industries

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 complete three listening tasks over the course of the year to demonstrate comprehensive understanding of spoken te reo Māori within services industries contexts.

# Conditions

This is an individual activity.

# Additional information

This assessment resource contains assessor transcripts of the listening tasks. Unless modified, learners work may not be authentic.

Learner response sheets for the listening tasks in this resource will require formatting for learner use.

Each task will require the development of evidence statements.

Formative feedback may be provided after each individual task. Final grades will be decided using professional judgement based on an examination of the evidence provided by the two listening tasks against the criteria in the Achieved Standard. Students must be consistently meeting all the criteria of a grade across the evidence to be awarded that grade.

## Resource A Mā Mahi, Ka Ora

This activity requires learners to listen to a passage in which a graduate from a catering course is speaking. It is recommended that the assessor/educator pre-records the passage.

### Script

Ko Maungarino te maunga

Ko Hopukino te moana

Ko Ngāti Piki rāua ko Ngāti Pākehā ngā iwi

Ko Ngāti Manu te hapū

Ko Ngākea te marae

Ko Hine Wāta tōku nei ingoa

Kia ora tātou. Ngā mihi nui ki a koutou katoa, ētahi e mōhio tonu ana ki ahau, ētahi, kātahi anō ka tūtaki, hēoi, nau mai, haere mai ki te wharekai rongonui nei ko “Marino”. Kua mahi ahau ki konei hei ringa wera, arā, hei ringa āwhina i te kaikuki matua mō ngā marama e waru noa iho, engari, nōku ake te whakaaro, he whānau tonu tō mātou nei āhua. Tokowaru mātou i te kīhini, tokorima anō hoki ki mua i te aroaro. E mōhiotia whānuitia ana te wharekai nei mō ngā mātaitai me ngā waina rangatira hei kīnaki. Te āhua nei, he tino rerekē te mahi ki Marino ki ngā mahi ki te marae, engari, ki ahau nei, he tino rite. Me whai tohutohu, me whakatika tō wāhi taka kai, me mōhio me pēhea te manaaki manuhiri me te tunu kai mā te marea.

Kāhore ahau i tino rata ki te kura. Ki ahau nei, e ako ana mātou ki ngā mea koretake, kāhore he hua mōku. Engari, i tino rata ahau ki te tunu kai i te kāinga, i te marae me te kura hoki. He mīharo te tiki i ngā kai whakauru, ā, ka whakaputa i tētahi pereti kai reka rawa atu. Ko te mea mīharo rawa atu, ki te hē tētahi mea itiiti noa iho, ka hē anō te kakara o te kai katoa! I wehe ahau i te kura ki te whai i ōku moemoeā. I tērā tau i whakaoti i ahau taku tiwhikete tunu kai nā te akiaki o tōku whaea me tōku kaiako tunu kai i te kura. He rawe te akoranga mō te tiwhikete tunu kai. I ako ahau ki ngā pūkenga maha. I haere ahau ki ngā wāhi maha hoki, ā, i tūtaki ki ngā hoa pai rawa atu! I ahau i te reira, i haere mai ahau ki tēnei wharekai mō te wiki mahi wheako. I taua wā, mōhio tonu ahau koinei te umanga mōkū.

Ko ētahi o ngā hua o te umanga tunu kai ko ēnei: Mā whero, mā pango ka oti te mahi. He tūnga motuhake kei ia tangata e mahi ana i te kīhini. Ki te kore mātou katoa e mahi i te mahi, ka hinga mātou katoa. Ki te mātakitaki koe i ngā kaitunu i runga i te pouaka whakaata, pērā i a Gordon Ramsey mā, kāhore he mutunga o te kohete me te tīwaha. Engari i te ao tūturu, he rerekē, āe, he mārō te kaitunu matua. Engari i te kīhini pai, me tētahi kaihautū pai, he tinana kotahi mātou me ngā ringa huhua. Tētahi hua anō ko te ako i ngā pūkenga hou i ngā wā katoa, me te tere o te mahi. E rua anō ngā whakataukī hei whakatinana i te mahi tunu kai. Mā te werawera o tōu mata e kai ai koe i te haunga ahi o te kai te tuatahi. Ki ahau nei ko te tikanga, kia kaha tō ūnga ki te mahi, ka kai koe i te kai reka, arā, ka whaihua koe. E pā ana tēnei ki te whakataukī tuarua; mā mahi ka ora,arā, kāhore he hua tō te māngere, engari he nui ngā hua tā te mahi.

Nō reira, ahakoa he rite anō ōku hoa mahi ki tētahi whānau, ko te tūmanako ā tērā tau ka haere ahau ki tāwāhi, kia whai mahi i ngā whare kai nunui o Ūropi kia whai pūkenga ai. Hei mau anō mai ki Aotearoa nei, ki tēnei wharekai hoki, ki a Marino kia whakaaetia ai ahau! Ā, ko taku tino wawata kia tū hei rangatira o tōku ake kīhini. Kāhore e kore, ka heke te werawera, engari, mā mahi ka ora nē. Hēoi anō, ki ahau nei, ki te mōhio koe ki ō moemoeā, whāia tonutia, tukua kia rere te werawera kia whai ora ai koe! Tēnā koutou, tēnā koutou, tēnā koutou katoa.

## Resource B Nōku Ake Te Whakaaro

This activity requires learners to listen to a conversation in which two people express their opinions on a topic. It is recommended that the assessor/educator pre-records the conversation using the voices of a male and a female, and then play it for their learners.

### Script

Miriama: I haere ahau ki Rotorua i tērā wiki. Te āhua nei, he pai te ahumahi tāpoi Māori mō te iwi o Te Arawa nē rā? Ka puta te whakaaro me rite anō tō tāua iwi, arā, me whakatū whakaaturanga kapa haka me te tunu hāngi, kia whairawa tātou. He aha ō whakaaro?

Rāniera: He aha hoki! Ka hokohoko atu i te mana mō te moni?

Miriama: Nā te aha koe i whakaaro pēnā ai?

Rāniera: Ko tāku pātai ki a koe, ko wai ka hua? Ka hokona atu ngā rauemi ā te iwi ā, ka riro i te tokoiti te pūtea. Ka memeha haere ngā tikanga me ngā kōrero a ngā tūpuna, nā te mea, kua whakangāwaringia, kua whāitingia hoki aua taonga kia mārama ai ngā kai tāpoi. I tua atu i tēnā, mā wai ngā piupiu paratiki e mau, mā wai ngā poi e karawhiu, ia rā, ia rā, anō he putiputi kirihou, māu?

Miriama: Āue, kāti te puku o tō rae e hoa! E whakahahani ana koe i te iwi o Rotorua, koirā ō whakaaro mō rātou?

Rāniera: Aroha mai. E kao, e kao! Mōhio tonu ahau, mai rānō tō rātou hononga ki te ahumahi tāpoi. Nā tō rātou kaha hoki ki te pupuri me te ako i ngā mahi toi hūhua, pērā i te whakairo me te raranga he pai tonu te oranga o ēnei taonga. Engari ki taku kitenga, ki ētahi pakihi tāpoi Māori kua ngaro te wairua me te mana Māori. Engari, nōku ake tēnei whakaaro.

Miriama: Āe, ka puta tētahi āhuatanga horihori nē? He āhua rite tēnā ki te kiriata nā mātou ko tōku whānau i mātakitaki ināpō. I tētahi wāhanga o te kiriata, i te taki te kaumātua i te karakia, engari i te hē te momo karakia. He karakia mō te whakatō kai, ehara mō te whānau pēpi! I te tino riri tōku matua, i te kī ia ki te pouaka whakaata, “Pōkokohua, ki te kore koe e mōhio ki ngā tikanga, kaua e tutu ki ngā mea tapu!” E kī ana koe, he perā tonu ki ētahi wāhi tāpoi Māori?

Rāniera: Āe, koirā nāku. Ko tōku wawata kē, kia whakatū tō tāua iwi i tētahi pakihi e whakaatu ana i tō tātou rohe mīharo mē ngā mahinga pārekareka pērā i te waka ama ki ngā tauiwi ki te takiwā nei. He tauira mō tēnei momo mahi ko te iwi ki Kaikoura me tō rātou pakihi mātaki tohorā.

Miriama: Aaa, he pakihi tāpoi anō tērā ki ōku nei whakaaro?

Rāniera: Tērā pea, engari ko te mea whakahirahira ki ahau, ko te mea rerekē. Etae ana ngā kaitāpoi ki te kite i te ao tūturu o te iwi Māori o ēnei rā, i tō tātou ake wāhi, kei raro i te rangatiratanga me te whakamarumaru o te iwi.

Miriama: Engari, ki te whakaatu anake i ngā mea o ināianei, ki te kore tātou e whakanui i ngā kōrero me ngā tikanga o neherā, kātahi ka ngaro pea?

Rāniera: Mmmmm, ki ōku nei whaakaaro, ehara mā ngā kaitāpoi ngā kōrero hōhonu me ngā tikanga whakahirahira o te iwi, mā tātou, mā te hapū me te marae ēnei taonga e pupuri ai, e tuku iho ai hoki.

Miriama: Tautoko e mete. Nā te aha koe e kore ai e tīmata i tētahi pakihi tāpoi ki tō tātou nei rohe? Ko ahau tō kaimahi tuatahi!

Rāniera: E ai ki tōku matua kēkē, ko te raruraru mō te nuinga o ngā iwi Māori e hiahia ana ki te tīmata i te pakihi hou, ko te iti o te haupū pūtea, me te iti o te mōhio e pā ana ki te mahi whakatairanga i te pakihi ki te marea. Koirā te take e ako ai ahau i te mahi pakihi, kia tutuki pai ahau ā te wā ka whakatūria e ahau tōku ake pakihi.

Miriama: Āe rā, me te haupū pūtea?

Rāniera: Ko te tūmanako, ka whiwhia te tautoko o te rūnanga o te iwi.

Miriama: Ka wani kē e hoa! E whai ana koe i te iti kahurangi nē rā. Karawhiua!

Rāniera: Kia ora e hoa, māku koe e ringi ki te whai ahau i ōku moemoeā.

Miriama: Kāhore e kore!

# Assessment schedule: Te Reo Māori 91284 – Toro mai tō ringa

|  |  |  |
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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Whakarongo kia mōhio ki te reo o te ao torotoro.The learner demonstrates their knowledge of spoken te reo Māori by:* providing at least two pieces of evidence of their listening skills in te reo Māori
* showing a basic understanding/being able to make meaning of the text
* understanding the gist of the text without being able to develop explanatory responses/answers or give fine details
* giving some valid information/details

For example:*From Nōku Ake Te Whakaaro.* *Miriama’s comments on the film relate to what Rāniera was saying*: *She was saying that her dad got angry when in the movie they weren’t doing it right, they were not respecting tapu things, like some tourism places.**The above expected learner responses are indicative only and relate to just part of what is required. Each task will require the development of evidence statements for each level of achievement.* | Whakarongo kia mārama ki te reo o te ao torotoro.The learner demonstrates their understanding of spoken te reo Māori by:* providing at least two pieces of evidence of their listening skills in te reo Māori
* selecting relevant information, ideas and opinions from the text and communicating them unambiguously
* developing an explanatory response/answer without indicating a grasp of fine detail and/or nuance
* giving a range of valid information/details

For example:*From Nōku Ake Te Whakaaro* *Miriama’s comments on the film relate to what Rāniera was saying: She was saying that Māori protocols can become false like in the movie when they weren’t following protocol, this is what Rāniera was saying too, that some Māori tourism operators don’t hold onto the mana and the wairua of what they are doing.**The above expected learner responses are indicative only and relate to just part of what is required. Each task will require the development of evidence statements for each level of achievement.* | Whakarongo kia mātau ki te reo o te ao torotoro.The learner demonstrates their comprehensive understanding of spoken te reo Māori by:* providing at least two pieces of evidence of their listening skills in te reo Māori
* selecting and expanding on, with supporting evidence or detail, relevant information, ideas and opinions from the text
* showing comprehensive understanding of possible implied meanings or conclusions within the text
* giving a fully explained and detailed response/answer

For example:*From Nōku Ake Te Whakaaro* *Miriama’s comments on the film relate to what Rāniera was saying: He said that the mana and the wairua can be lost when you start using your culture for profit. She was saying that cultural practices can become false like in the movie when they weren’t following protocol, because they didn’t understand or care about the true meaning of what they were doing.**The above expected learner responses are indicative only and relate to just part of what is required. Each task will require the development of evidence statements for each level of achievement.* |

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.