**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: Ngā mahi-ā-Rēhia

Resource reference: Te Reo Māori VP-2.2 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-01-2017-91285-03-8291 |
| 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 explain, display and facilitate the practice of a chosen contemporary or traditional game through an oral presentation using te reo Māori to a group of your peers.

You are going to be assessed on how effectively and confidently you use te reo Māori to express relevant ideas in a manner that engages your peers. 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 examples
* develop ideas 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 are training to be a childcare worker. You are to explain, display and facilitate the practice of a chosen contemporary or traditional game or activity through an oral presentation to your peers so that they may use the game in their work.

Ensure that you:

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

## Part 1 Research

Research the origins of your chosen contemporary or traditional game (this part of the task will not be assessed but will provide some of the information for the presentation). This may include but is not limited to the following:

* where the game originates from, and who created it
* the main reason for its development
* the rules of the game
* how the game has developed over the years
* some similarities from the original game to now.

## Part 2 Facilitate the practice of the game

Facilitate the practice of your chosen game by giving an oral presentation:

* Present and explain your chosen contemporary or traditional game, for example:
  + explain the history of the game and the objectives and rules.
* Have a group play the game, for example:
  + give instructions on how the game is played
  + answer their questions if they don’t know how to play it.

You may support your oral presentation, for example, with a PowerPoint with images, instruction cards, pictures, demonstration. Only the spoken te reo Māori will be assessed.

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 explain, display and facilitate the practice of a chosen contemporary or traditional game through an oral presentation to their peers.

# Conditions

The presentation is an individual activity.

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

# 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 willkeep 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 – Ngā Mahi-ā-Rēhia

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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 facilitates the playing of a traditional game, to express relevant ideas and/or opinions in a manner that engages others by:   * speaking in audible and understandable language * speaking for a minimum of four minutes across the speaking evidence * giving and justifying basic information, ideas and opinions * 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 the presentation delivery   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, tone, etc.  For example:  *Whakarongo mai ki ōku tohutohu. He mahi whakangahau. He māmā noa iho tēnei ki a koutou. Tuatahi tangohia ngā tītītōria, kātahi, ka tīmata koutou ki te waiata i ngā kupu.*  *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 facilitates the playing of a traditional game, to clearly express relevant ideas and/or opinions in a manner that engages others by:   * speaking in audible and understandable language * speaking for a minimum of four minutes across the speaking evidence * expressing and justifying information, ideas and opinions that are supported by examples * 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 the presentation delivery   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:  *Ahakoa he mahi whakangahau i ngā rā mua he mahi pārekareka i ēnei rā tonu. Ehara tēnei i te kēmu uaua, ā, ka pārekareka hoki koutou.*  *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 facilitates the playing of a traditional game, to effectively and confidently express relevant ideas and/or opinions in a manner that engages others by:   * delivering a confident speech that captures the full attention of the audience * speaking in audible and understandable language * speaking for a minimum of four minutes across the speaking evidence * capably selecting from, and effectively using a range of language and language features such as imagery, comparisons, kīwaha, whakataukī relevant to the task * expressing and justifying information, ideas and opinions that are supported by examples * developing ideas and/or opinions, and arguments in a way that is controlled and integrated * using some appropriate body language such as actions, gestures, movements and intonation to enhance the presentation delivery   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:  *He mahi whakangahau tēnei mahi. I a koutou e waiata ana i ngā kupu o te waiata ka whiu haere koutou i ngā tītītōrea. Engari kia tūpato, kia hinga ngā rākau ka whara koe.*  *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.