**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: Ko te kairapu, ko ia te kitea

Resource reference: Te Reo Māori VP-2.5 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-01-2017-91288-03-8292 |
| 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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Vocational Pathway: Services Industries

Learner instructions

# Introduction

This assessment activity requires you to write at least two texts in crafted te reo Māori detailing your job interests and career aspirations for working in the services industries, for a variety of audiences.

You are going to be assessed on how effectively and confidently you write texts in te reo Māori on your job interests and career aspirations for working in the services industries, 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

Write at least two texts in crafted te reo Māori detailing your job interests and career aspirations for working in the services industries. Examples of text types are given to you below. If you have other ideas about how to present your crafted writing, talk to your assessor/educator about changing one of the text types.

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.

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

***Reflections***

From your work experience in the services industry reflect on the highlights and challenges involved with working with people in the services industry.

You could include the following information:

* Explain what your work experience entailed
* How did you observe people in your service industry make the experience meaningful for customers and make them want to return in the future?
* Show a personal response, or reflection, on how you completed the work experience, and/or any issues or areas where you could improve in the future.

## Personal Curriculum Vitae (CV)

Create a CV in preparation for future job applications in the services industries. Your CV should be suitable to support an application for employment in your selected service industry. The CV can include:

* personal interests and accomplishments
* personal qualities that would make you suitable for the position
* previous work experience
* qualifications and skills
* future ambitions.

## Making the right decision - checklist

You think you have decided which business in the services industries you would like to work for. To be sure you made the right choice:

* create a personal checklist of the things that are important to you in a job, giving reasons, for example, ‘I would like to work in a team because I prefer working with others to working alone’
* write down the features of at least two jobs that appeal to you, including both their advantages and disadvantages
* decide which job is most suited to you, giving reasons why, for example, explain where you hope this job will take you in the future.

Produce your 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).

# Resources

Useful websites include:

http://www.careers.govt.nz

http://youthguarantee.net.nz

http://www.manukau.ac.nz/programmes/youth-guarantee

http://www.seek.co.nz

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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 job interests and career aspirations for working in the services industries.

# 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 - Ko te kairapu, ko ia te kitea

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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 learner produces a variety of text types in 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 * 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 making the right decision/check list text type:  *Ki a au nei, anei ngā mea pai mō te tūranga mahi māku.*  *Ka timata te mahi i te Rāhina, ka mutu i te Rāmere. Kāore ahau e pirangi ki te mahi i ngā rā whakatā. I te takurua ka purei whutupōro ahau. I te raumati ka purei poiuku.*  *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, the learner writes for making the right decision/check list text type:  *Mai i te wā ahau e tamariki ana ko tōku tūmanako kia āwhina i te tangata pērā i tōku kuia. Ka whakapau kaha ia ki te āwhina i tōna iwi. E hiahia ana ahau ki te whai i ōna tapuwae.*  *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 * 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 making the right decision/check list text type:  *Hei tāku ko ngā tāngata ngā mea nui rawa atu. Ko ahau te mātāmua o tōku whānau. Koira te take, tino pai te mahi tahi ki ētahi atu. Ki tōku mōhio he tangata whai uara ahau, nā tēnei ka hiahia ahau ki te uru ki tētahi umanga hei āwhina i te hapori. E tika ana te whakataukī ko te tangata te mea nui, ehara i te moni.*  *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.