**NZQA**

**Approved**

Achievement standard: 91089 Version 3

Standard title: Waihanga tuhinga i te reo o tōna ao

Level: 1

Credits: 6

Resource title: Mā tāu rourou, mā tāku rourou, ka ora ai te manuhiri

Resource reference: Te Reo Māori VP-1.5 v3

Vocational Pathway: Services 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-01-2017-91089-03-7400 |
| 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 produce two pieces of crafted writing in te reo Māori for use in the services industries for a variety of audiences.

You are going to be assessed on how effectively and confidently you produce two pieces of te reo Māori writing which develop and structure ideas, using language features appropriate to a variety of audiences and purposes to command attention.

You need to show that you can use a range of language and structures, develop your ideas by adding comments, explanations, details, and examples appropriate to the selected text type, follow writing conventions, and take steps to eliminate inconsistencies that may interfere with communication.

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 a recent graduate of a Marae catering course and have been asked to write some material to help promote the course.

Choose any two from the following text types, and write two texts in crafted te reo Māori.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. Appropriate language features include, for example, kīwaha, kīrehu, whakataukī, and kupu whakarite.

## Learner Success Profile

Write a brief profile for publication in a brochure advertising the Marae catering course you have just completed*.* This will contain relevant information for a learner attending the course. For your Success Profile you could include:

* an introduction with personal information, for example age, career, interests and hobbies
* reasons for enrolling in the course, struggles and challenges that you may have met and overcome
* future hopes and intentions
* final recommendation for prospective learners.

You may choose to support your writing with digital pictures taken of your area.

## He Pānui

You have been asked to create a food safety pamphlet for the kāuta/kitchen of your marae. Examples of the information you could include in your pamphlet:

* food safety certificates required for catering
* food safety procedures around the collection and sorting of food, for example, kai moana, watercress and wild pork
* safe food preparation for marae hui. Consider the people preparing the food and safe food practices.

## He Rārangi Kai

Write a menu for use at a special hākari to honour kaumātua and kuia at your marae. This menu will highlight the skills you have developed and the use of local seasonal food. It will contain all relevant food and beverages to be served at the hākari. At the end of the menu explain why you have selected the different dishes and drinks. You might like to look at tikanga such as manaaki manuhiri and consider the health requirements of kaumātua, kuia as well as their favourite dishes.

To produce your pieces of crafted writing, remember that:

* quality is more important than quantity, but make sure your total written contribution is at least 300 words
* 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)
* your written work can include both text and images. However, only the written te reo Māori will be assessed
* you can be creative in how you present your final pieces of writing. Confirm your choice with your assessor/educator. For example, you could decide to produce:
  + a visual display with images and written text
  + a flipchart or visual flowchart
  + a poster on paper or card
  + an electronic poster
  + a PowerPoint presentation.

Craft your writing by ensuring you:

* brainstorm and gather appropriate ideas, and keep evidence of correcting, editing, and reworking your text
* use a range of language and language structures
* show development of ideas by adding comments, explanations, details, and examples appropriate to the selected text type
* follow writing conventions, for example, grammar, paragraphing, spelling, punctuation
* use appropriate language features, for example kīwaha, kīrehu, whakataukī, kupu whakarite
* take steps to eliminate inconsistencies that may interfere with communication.

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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 produce two pieces of crafted te reo Māori writing relating to the services industries which develop, and structure ideas effectively and confidently.

# Conditions

This is an individual activity. Evidence would be expected to be gathered over a period of time.

# Resource requirements

Learners may require:

* access to computers with internet access and data projectors
* supporting resources such as 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>).

# Additional information

Language for this standard is that expected at level 6 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 91089 – Mā tāu rourou, mā tāku rourou, ka ora ai te manuhiri

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Waihanga tuhinga i te reo o tōna ao.  The learner uses te reo Māori to express some key ideas and/or opinions that are relevant to the topic by:   * submitting two written texts in te reo Māori, each of a different text type and/or written for a different purpose, with a total of at least 300 words * showing evidence of planning and crafting in their writing * using writing conventions such as macrons, grammar and punctuation * providing ideas and/or opinions relevant to the topic.   Communication is achieved overall, although inconsistencies and/or errors in language hinder communication at times.  For example, the learner writes:  *From Taku Haurongo (Ngā wawata): Kei te hiahia ahau ki te uru ki tēnei akoranga tunu kai mō te marae. E pai ana ki a au te whakareri kai.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | Waihanga tuhinga kia whai kiko i te reo o tōna ao.  The learner uses te reo Māori to develop and clearly structure ideas, and expresses ideas and/or opinions that are relevant to the topic by:   * submitting two written texts in te reo Māori, each of a different text type and/or written for a different purpose, with a total of at least 300 words * showing evidence of planning and crafting in their writing * using writing conventions such as macrons, grammar and punctuation * developing most ideas and/or opinions in a logical manner to create writing that extends beyond the basic * giving explanations and/or examples in relevant places.   Language used is clear, so that communication is achieved overall. Errors are only minor, and they do not significantly hinder the understanding.  For example, the learner writes:  *From Taku Haurongo: Kei te hiahia ahau ki te whakauru ki tēnei akoranga tunu kai rongonui mō te marae. He ākonga mōhio ahau. Kei te hiahia ahau ki te whakatutuki i tētahi wawata.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | Waihanga tuhinga kia whai hua i te reo o tōna ao.  The learner uses te reo Māori to develop and structure ideas effectively and confidently, and fully expresses ideas and/or opinions that are relevant to the topic by:   * submitting two written texts in te reo Māori, each of a different text type and/or written for a different purpose, with a total of at least 300 words * showing evidence of consistent planning and crafting in their writing * demonstrating a comprehensive understanding of writing conventions such as macrons, correct grammar and punctuation, despite minor errors * developing substantially their ideas and/or opinions, with ideas and/or opinions linked, so that the writing is well structured and informative * using explanations and/or examples through the writing with impact, to elaborate on certain aspects.   The language flows and is accurate. It meets the objective of communicating information in a highly effective way.  For example, the learner writes:  *From Taku Haurongo: Mai i te wā e tamariki ana ahau ka hiahia ki te whai i tēnei huarahi. Ka hiahia ahau ki te haere ki tāwahi ki te noho i raro i te mana o ētahi kaikuki rongonui i reira.*  *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.