

Internal Assessment Resource

Te Reo Māori Level 3

This resource supports assessment against Achievement Standard 91650 version 1

**Standard title:** Whakarongo kia mōhio ki te reo Māori o te ao whānui

**Credits:** 4

Resource title: Whakarongo mai

**Resource reference:** Te Reo Māori 3.1A v2

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| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
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| Date version published by Ministry of Education | January 2017 Version 2To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number A-A-01-2017-91650-01-6357 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher 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. |

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Achievement standard: 91650

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Te Reo Māori 91650. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to complete two listening tasks over the course of the year.

Students will demonstrate their ability to listen to and demonstrate comprehensive understanding of spoken te reo Māori from contexts beyond their immediate experience. They will be expected to demonstrate their ability to explore ideas, perspectives and opinions other than their own. As this standard assesses comprehension for second language learners of te reo Māori, students will respond in English which allows them to show greater depth of understanding. One word responses would not be enough evidence to show comprehension*.*

Students need to be given written notification about the way that assessment will be carried out. This may be done at the beginning of the year with an overall generic activity that outlines how evidence will be collected over the year.

You will need to select or create spoken texts in te reo Māori that ensure that achievement at each level of the standard is possible. The activities provided are only examples to show how listening evidence can be collected. To ensure the authenticity of student responses, the activities cannot be used without significant re-contextualisation, as the scripts and indicative responses are available on-line.

Do not give the students grades for the separate parts of the task – you must consider both parts when making a holistic judgement against the standard. Students must be consistently meeting all the criteria of a grade across the evidence to be awarded that grade.

Teach the vocabulary and language structures that relate to the chosen topic/theme, up to and including those at level 8 of *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki* *Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13*.

Ensure that your students know the success criteria for the standard and how to meet them.

Conditions

Each of the listening tasks will take place in a classroom.

Part A

For Part A, students listen to a passage about schooling for Māori in the 19th century and then answer a number of questions.

See Teacher resource 1 for the passage, and Student resource 1 for the questions.

Part B

For Part C, students listen to an introduction and short speeches from three students seeking to be the school’s representative at a youth hui at Parliament. The students identify the main ideas under four headings and then say who they would vote for, and why.

See Teacher resource 2 for the introduction and speeches, and Student resource 2 for the questions.

Teacher resource 1 (for Part A)

This activity requires students to listen to a passage and answer a number of questions.

Teacher note: It is recommended that you give your students a formatted sheet with the questions, and spaces where they can write notes as they listen. See Student resource 2.

**Read the following to the students**

I am about to read you a passage about schooling for Māori in the 19th century. As I read, listen carefully for meaning, and answer the questions on the sheet.

* First, I will read it right through slowly but without breaks.
* Then I will read it one section at a time, pause for a minute, and then repeat the section. I will wait for a minute before moving on to the next section.
* Finally, I will read the passage right through again. You will then have two minutes to make any additions or changes to your responses.

Write your responses in te reo Māori or English.

**Kōwae 1**

*I ngā rā o mua he nui ngā pōrarutanga mō ngā tamariki me ō tātou mātua ki te haere ki te kura. I te tuatahi, nā te tawhiti, tuarua, kotahi anake te reo o ngā tamariki i ērā wā, otirā ko te reo Māori. Ko te nuinga o ngā kura i ērā wā e whakahaeretia ana i raro i te kura kaupapa Pākehā, ā, me ngā māhita he Pākehā hoki. Torutoru noa iho ngā kura māhita e mōhio ana ki te whakamārama i ngā kaupapa kura ki ngā tamariki i ahu mai i te ngahere, i ahu mai rānei i ō rātou kāinga, kīhai anō i tae atu te reo Pākehā me ōna tikanga. Engari kāore i roa ka kite ngā kaumātua i te pai o tēnei mea te mātauranga a te Pākehā, me ētahi atu o ōna tikanga. E haere mai ana te wā kia whai tahi te Māori me te Pākehā i Aotearoa. Nō reira kia mōhio ngā uri e haere ake ana ki ēnei āhuatanga katoa, kia tū māia i roto i tēnei ao hurihuri.*

**Kōwae 2**

*I te tīmatanga o ngā kura noho Māori motuhake mō ngā taitamatāne me ngā taitamāhine, ka tino hiahia rawa atu ngā mātua ki te tono i ō rātou tamariki ki ēnei kura Māori. Ko te nuinga o ēnei nā ngā hāhi i tīmata, i tautoko, i whāngai ki ngā akoranga o tērā hāhi. Ko ngā māhita, he pirihi, he wāhine nō te hāhi rānei, pēnei i ngā kura Katorika, i ngā kura Mihinare, ā, he minita o tērā hāhi ngā māhita. Āhua rite anō te wā mō ngā akoranga kura tūturu, ki ngā akoranga mō ngā tikanga tapu o te hāhi. Tētahi anō o ngā kaupapa i haere kaha i ērā wā, pēnei i ngā kura mō ngā taitamatāne, ko ngā mahi mō ngā tama hōia. I konei, ka ākona ngā tama ki te whakarongo, ki te hīkoi, ki te whakapakari i ō rātou tinana me ērā atu āhuatanga o Tūmatauenga. Ko ētahi o ngā kura mō ngā taitamatāne e mahara ana ahau ko Hato Pētera ki Tāmaki-makau-rau i raro i te hāhi Katorika. Ko Tīpene, ki tua atu o Pukekohe, i raro i te hāhi Mihinare, me Te Aute, ki Heretaunga. Ko ēnei ētahi o ngā kura rongonui o te motu.*

**Kōwae 3**

*He tino mahi nui kia tae atu ngā tamariki o te Tai Tokerau ki ēnei kura. I tua atu i te tawhiti o ngā kura, ko te utu anō. Ko ētahi i haere nā te karahipi i utu, ko ētahi atu nō ō rātou mātua i utu. I te atapō ka tīmata ngā tamariki ki te haere, mai i ō rātou kāinga ki ēnei kura. Tīmata pea mā runga hoiho ki te awa, ka whiti mā runga waka, ā, ka haere mā runga tereina ki Tāmaki. He tino kūare ā rātou reo Pākehā, me a rātou mōhiotanga ki ngā tikanga o ngā tāone nui.*

**Kōwae 4**

*Heoi anō, i tō rātou hokinga mai ki te kāinga, he tino matatau ki ngā tikanga o te Pākehā me ngā āhuatanga o ngā tāone. Otirā ngā kanikani me ngā waiata o ērā wā.*

*Engari ko te mea tino nui rawa atu, kua kite rātou i te āhuatanga me te noho a ētahi atu iwi, mai i ngā pito e whā o te motu. Ngā tikanga, ngā ture, te tangi rerekē o te reo o tēnā, o tēnā wāhi kē. I haere tauira rātou, engari i hoki tohunga mai. Ka nui ngā tamariki Māori, tāne, wāhine hoki i haere ki ngā kura pēnei, i te tīmatanga, i roto i te kūare, engari i te mutunga i hoki mai, me ā rātou kete, e kī ana, hei oranga rā mō tātou katoa.*

Adapted from Te Haere ki te kura i mua, Te Tautoko 24. Nā te uri o Te Houtaewa i tuhi.

Teacher resource 2 (for Part B)

This activity requires students to listen to a brief introduction and three short ‘speeches’, and then answer a number of questions.

Teacher note: It is recommended that you give your students a formatted sheet with the questions, and spaces where they can write notes as they listen. See Student resource 3

**Read the following to the students**

I am about to read you an introductory paragraph and three brief speeches by students seeking to be your area’s youth representative at a Youth Hui at parliament. As I read, listen carefully for meaning, and answer the questions on the sheet.

* First, I will read the introductions and speeches right through slowly but without breaks.
* Then I will read one speech at a time, pause for a minute, and then repeat the speech. I will wait for a minute before moving on to the next speech.
* Finally, I will read everything right through again. You will then have two minutes to make any additions or changes to your responses.

Responses will be in English.

He Kupu Whakataki

*Kua karangahia e te Pirimia kia huihui ai ngā māngai o ngā rohe pōti ki Te Upoko-o-te-Ika kia taupatupatu ai ngā take taiohi o te wā. Kua tohaina he kaupapa kōrero ki tēnā, ki tēnā o ngā kaitono kia whakaatu ai tō rātau tohungatanga ki te kaupapa. Ko wai ka hua, ko wai ka tohu?*

Ko Hēmi

*Ko Hēmi: Kei aku nui, kei aku rahi, tēnā huihui mai tātou. Ka roa ka kitea tōku kaha ki te ārahi kaupapa, ki te whakatutuki i ōku whāinga i te kura. Nā, kua kitea ngā kaupapa kua puāwaitia i ngā tau kua pahure ake nei, pēnei i te Kaunihera ā-Kura, pēnei i te kaiārahi o ngā mahi hākinakina, pēnei i te kaitātaki mō te Kapa Haka i ngā tau e rua. Ahakoa aku mahi nui, kua ū tonu ahau ki aku mahi kura. Hei whakarāpopoto i ōku whakaaro mehemea ka pōti mai mōku, kei te pōti mō te tangata ringa raupā, kua whakatinanatia kētia tāku i kōrero ai. E hika mā, peka mai ki tōku waka, māku koe e ārahi.*

Ko Mihiata

*Kua roa nei tātou e whakarongo ana ki ngā pahupahu a ngā tāne e mea ana me pēnei, me pēnā. E te iwi, kei te hiahia koutou ki tētahi kaiārahi noa iho? Ki tētahi kaiārahi rānei e pūmau ana ki ngā uara tika o te tangata? He kōtiro pukumahi, he kōtiro manaaki tangata, he kōtiro ū ki ngā uaratanga tika. Ia Rāapa, whai muri mai i te kura, ko au tērā e āwhina ana i ngā teina o te kura ki te whakaoti i ā rātau mahi kura. Ka tae mai he manuhiri ki tō tātou kura, ko au tērā e whakarite ana i ngā moenga, e āwhina ana i roto i te kīhini. Hei tā te kōrero ko te amorangi ki mua, ko te hāpai ō ki muri. Ko te hāpai ō, e tū ake nei!*

Ko Ihaka

*Akuni pea kua ohorere koutou i te kitenga atu i a Ihaka e tū ake nei ki te tono atu kia tū hei māngai ā-rohe mō koutou. Ahakoa i kotiti haere ahau i te huarahi tika i a au e teina ana i te kura, kua mau te rongo o Ihaka. Kua kā mai ngā raiti! Āe rā, e hika mā! Kua kā mai ngā raiti. Tērā pea kei te whakaaro koutou, he aha te painga o te haututū nei? Tēnā, areare mai ō koutou taringa! Tuatahi, kua tū ahau ki ngā taha e rua o te taiapa, arā, kua kite i te pai, i te kino o te ao o te taiohi. Nā tērā ka taea e au te kimi huarahi hei painga mō te katoa. Nā reira, ki te riro i a au te tūranga nei, ka whakatū hui, ka tuku īmera, ka whakawātea ahau kia whakarongo ki ō koutou nawe, ō koutou whakaaro, ō koutou tūmanako mō tō tātou rohe.*

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**Resource reference:** Te Reo Māori 3.1A v2

Student instructions

Introduction

Tēnā koe e te ākonga.

This assessment activity is in two parts. You will do each part on a different date.

Teacher note: Insert dates here.

Each part involves listening to spoken te reo Māori and responding to particular instructions or questions. Write your responses in English.

The completed tasks will be kept by your teacher, who will use them as evidence on which to base a holistic judgement and final grade.

At this level, you are required to:

* listen for a sustained period of time to te reo Māori
* identify the main information/ideas in less familiar contexts
* distinguish between facts and opinions
* recognise intentions to persuade and or influence
* select the most appropriate response and support your choice with evidence from the text
* recognise the meaning of vocabulary and language features up to and including level 8 of the curriculum.

Task

Part A

This task involves listening to a passage about Māori schooling in the 19th century and then answering a number of questions.

All responses will be in English.

Part B

This task involves listening to an introduction and brief speeches by three students who want to be your area’s youth representative at a Youth Hui at parliament.

For each candidate, you will identify certain information and say which one of the three candidates you would vote for, and why.

Student resource 2 (for Part A)

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

**Kōwae 1**

1. What factors limited the educational success of students?

2. What benefits did kaumātua see once the students started school?

**Kōwae 2**

3 What were the views of the parents on the establishment of kura Māori?

4. How were church schools different from other schools?

5. What different things did boys learn in single-sex schools at that time?

**Kōwae 3**

6. What made travelling to boarding school from Northland difficult? How did people overcome the difficulties?

**Kōwae 4**

7. How did attending boarding school change rural Māori students?

8. What was the most important thing the students learnt at boarding school?

9. How were the students different as a result of completing school?

Student resource 3 (for Part B)

Provide the following information in English. You will be given credit for attention to detail and full answers.

**Candidate 1**

Involvements:

Personal characteristics:

Reasons for wanting the role:

Election platform (what they will be standing for):

**Candidate 2**

Involvements:

Personal characteristics:

Reasons for wanting the role:

Election platform:

**Candidate 3**

Involvements:

Personal characteristics:

Reasons for wanting the role:

Election platform:

**Conclusion**

Which one of the three candidates would you vote for?

Why would you vote for this candidate?

Assessment schedule: Te Reo Māori 91650 Whakarongo mai

Overall judgement

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| **Whakarongo kia mōhio ki te reo Māori o te ao whānui**The student submits evidence from the two tasks. The student demonstrates a general understanding of spoken te reo Māori. Overall, the message being conveyed is understood. The student:* understands the overall message even if there are gaps in their understanding
* attempts answers to questions asked, often giving snippets of the information required
* is developing active listening strategies to process information to select the most appropriate answer
* is gaining confidence in being able to cope with listening to spoken te reo Māori for sustained lengths of time
* can usually understand language and vocabulary up to and including level 8.
 | **Whakarongo kia mārama ki te reo Māori o te ao whānui**The student submits evidence from the two tasks. The student demonstrates a competent understanding of spoken te reo Māori. The overall message is clearly understood. The student:* understands the majority of what they have heard and shows their understanding by responding appropriately (i.e. by answering questions or summarising the finer points)
* is able to listen for sustained lengths of time to spoken te reo Māori without finding it too stressful
* has developed strategies to tackle unfamiliar words, such as looking for the base of word (e.g. hearing "whakaakona", and recognising "ako", and knowing the prefix "whaka" and the suffix containing the passive ending and working out the meaning, "taught")
* can understand language and vocabulary up to and including level 8.
 | **Whakarongo kia mātau ki te reo Māori o te ao whānui**The student submits evidence from the two tasks. The student demonstrates a clear and confident understanding of spoken te reo Māori. The student:* understands what they have heard and shows their understanding by consistently giving appropriate responses (i.e. gives thoughtful, accurate, and detailed answers)
* can listen for sustained lengths of time to spoken te reo Māori
* has developed successful word recognition strategies for unfamiliar words
* is able to think critically about what they have heard, for example by distinguishing between facts and opinions and recognising the intentions of the speaker in different contexts
* is able to consistently understand language and vocabulary up to and including level 8.
 |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

The following supplementary schedules are provided to assist teachers in collating the evidence on which to base this holistic judgement.

Note: Equivalent responses can be given for the evidence statements below.

Part A

|  |  |  |  |
| --- | --- | --- | --- |
| Evidence/Judgements | Achievement | Achievement with Merit | Achievement with Excellence |
| Achievement responses are in plain text. Merit responses are underlined. **Excellence responses are bold.** **Kōwae 1****What factors limited the educational success of students?*** Distance from home to the school
* The language used in schools was English. The language used at home was Māori
* Māori was the only language spoken at home but teachers were English and the language of instruction and the kaupapa were also English
* **Only a few teachers could successfully teach students who came from rural localities or from homes that did not have knowledge of English language and customs.**

**What benefits did kaumātua see once the students started school?*** It was not long before elders saw the benefits of an English-medium education, and some knowledge of Pākehā culture
* They saw the time coming when Māori and Pākehā would be together
* **To stand strong in the changing world their offspring needed to know Pākehā customs/culture.**

**Kōwae 2****What were the views of the parents on the establishment of kura Māori?*** They were very keen to send their children to schools of this type.

**How were church schools different from other schools?*** Church schools were established and governed by the Church to **deliver both academic and religious education**
* The teachers in Catholic schools were priests and nuns and, in Anglican schools, they were ministers.

**What different things did boys learn in single-sex schools at that time?*** Military training/drill
* To listen, march, and improve their fitness and soldierly skills.

**Kōwae 3****What made travelling to boarding school from Northland difficult? How did people overcome the difficulties?*** Distance and cost.
* Cost – some students got scholarships, some parents paid for their kids
* **Complex** travel arrangements: the journey could begin **at dawn, perhaps by horse to the river, then by boat across the river**, and then by train to Auckland.
* The children did not speak very good English and had very little knowledge of big city customs/practices.

**Kōwae 4****How did attending boarding school change rural Māori students?*** Students learnt English language and European/Pākehā culture in a city environment. Includes the songs and dances of the city.

**What was the most important thing the students learnt at boarding school?*** They saw/observed how people from the four corners of the country lived. The customs, rules, and languages/dialects of other places and other iwi.

**How were the students different as a result of completing school?*** **They went with little knowledge and returned as experts. They returned with kete/baskets full of knowledge to be used for the well-being of everyone.**
 | The student has a basic understanding of the text, but their responses lack detail.A minimum of 8 correct responses. | The student has a clear understanding of the text; their responses include some detailed information.10 responses with a minimum of 3 responses at Merit or above. | The student has a comprehensive understanding of the text; their responses characteristically provide detailed information.12 responses with a minimum of 4 responses at Excellence level. |

Part B

|  |  |  |  |
| --- | --- | --- | --- |
| Evidence/Judgements | Achievement | Achievement with Merit | Achievement with Excellence |
| **Hēmi**Involvements: * member of school council, sports leader, leader of kapa haka group for the last two years.

Personal Qualities: * a successful leader (he ringa raupā) who “walks the talk” or equivalent
* **committed to academic and extra-curricular activities and is able to manage both**.

Reasons for wanting the role: * a capable leader with a successful track record of realising his goals

Election platform: * **“climb in my waka – I will lead you”**.

**Mihiata**Involvements: * every Wednesday after school she helps juniors with their schoolwork.
* when they have visitors to the school she organises the beds and helps in the kitchen.

Personal Qualities: * values-driven person, hardworking, kind, accomplishes jobs

Reasons for wanting the role: * **she is tired of seeing men/boys get roles because they are males and tell everyone what to do**
* she wants the leader to be driven by values.

Election platform: * a leader with the right values.
* **a worker who leads by example** (Ko te amorangi ki mua, ko te hāpai ō ki muri).

**Ihaka**Personal Qualities: * a reformed troublemaker (can only count once)

Reasons for wanting the role: * **a reformed troublemaker who can stand on either side of the fence – has seen both the good (positive) and bad (negative) sides of teenage life**
* this experience allows him to seek the best path for everyone.

Election platform: * he will meet with everyone
* he will listen to their complaints, their thoughts, and their desires for their region.
 | The student has a basic understanding of the text, but their responses lack detail.9 correct pieces of information plus the candidate they would vote for with a supporting reason. | The student has a clear understanding of the text; their responses include some detailed information.14 correct responses with a minimum of 6 responses at Merit or higher, plus the candidate they would vote for with supporting reasons. | The student has a comprehensive understanding of the text; their responses characteristically provide detailed information.16 correct responses with a minimum of 4 responses from Excellence, plus the candidate they would vote for with detailed supporting reasons. |