

Internal Assessment Resource

Languages Level 2

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| This resource supports assessment against:Achievement Standard 91115 version 2Give a spoken presentation in Cook Islands Māori that communicates information, ideas and opinions |
| Resource title: Love is in the air |
| 4 credits |
| 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 | March 2017 Version 3To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number: A-A-03-2017-91115-03-5807 |
| 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. |

**Internal Assessment Resource**

Achievement Standard Languages 91115: Give a spoken presentation in Cook Islands Māori that communicates information, ideas and opinions

Resource reference: Languages 2.2A v3 Cook Islands Māori

Resource title: Love is in the air

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource. The resource may be adapted to suit the teaching and learning context where it is to be used.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 91115. 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

The context for this activity is that students will be attending a friend’s wedding in the Cook Islands, where they have been asked to give a 2 minute presentation in Cook Islands Māori.

Conditions

Presentations will recorded for assessment purposes. They should be about 2 minutes in length, but quality is more important than quantity.

Students may work alone, in pairs, or in a group. Where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

When delivering their presentations, students may have prepared notes, cue cards, props, other supporting material, or a copy of the text with them, but they may not read directly from their notes. To do so will mean they have not met the standard.

Resource requirements

Recording equipment (audio/video).

Additional information

None.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Give a spoken presentation in Cook Islands Māori that communicates information, ideas, and opinions. | Give a convincing spoken presentation in Cook Islands Māori that communicates information, ideas, and opinions. | Give an effective spoken presentation in Cook Islands Māori that communicates information, ideas, and opinions. |

Student instructions

Introduction

You are attending a friend’s wedding in the Cook Islands and have been asked to give a spoken presentation at the event. This assessment task requires you to prepare and deliver your presentation. In it, you need to communicate information, and express and justify ideas and opinions in culturally appropriate spoken Cook Islands Māori.

Teacher note: The context for this activity can be easily adapted. For example: a speech at an 18th birthday party, a graduation ceremony or farewelling a friend.

You need to record your presentation for assessment and moderation purposes. It should be about 2 minutes in length, but quality is more important than quantity.

It will be assessed on how convincing and effective it is.

All work must be your own.

Teacher note: Students could be given the choice of working alone, in pairs, or in a group. If so, modify the above sentence and make it clear that where two or more students construct and perform a presentation together, each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

You may not use the language samples from the assessment schedule in your own work without substantial modification.

When delivering your presentation you may have prepared notes, cue cards, props, other supporting material, or a copy of the text with you, but you may not read directly from your notes. To do so will mean you have not met the standard.

You have [*specify number*] periods in class to prepare your presentation.

Teacher note: Confirm how much class time your students will have to prepare their presentations.

Task

Prepare a spoken presentation for the wedding context described above.

In your presentation, you could include, for example:

* a description of your friend and his/her qualities
* at least one story related to your friendship
* your hopes for your friend’s future
* your opinion of the couple's relationship
* differences you have noticed between weddings in Rarotonga and the outer Cook Islands or New Zealand.

For more guidance, see Resource A.

Resource A:
Characteristics of quality communication and presentation

Quality communication

* effectively communicates and justifies opinion(s) and/or information and/or ideas that are relevant to the tasks
* uses language and cultural knowledge appropriate for the task and the intended audience
* uses language appropriate to the text type
* uses appropriate formats and styles
* develops and connects the opinions, information, and ideas to produce an integrated whole
* gives examples and makes comparisons to illustrate points
* gives convincing reasons and explanations
* has a clear sequence in the content of the writing
* uses connecting words.

Remember to use gestures and body language as appropriate in Cook Islands Māori culture.

A quality presentation will:

* give information that is interesting and appropriate to the audience
* have a clear sequence
* express your information, ideas, and opinions clearly
* develop and link your information, ideas, and opinions
* give examples, comparisons, and points of view to illustrate what you are saying
* use Cook Islands Māori to communicate successfully, avoiding inconsistencies which could hinder communication (for example, inconsistencies in choice and use of vocabulary, expressions, sentence structure, pronunciation, intonation, rhythm patterns, speed, audibility, inflection, tone, stress, and pausing).

Assessment schedule: Languages 91115 Cook Islands Māori - Love is in the air

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Cook Islands Māori is used in a spoken presentation to express and justify information, ideas and opinions, in order to inform and entertain guests at a wedding.Communication is achieved overall, although there may be inconsistencies in choice and use of language features. Cultural conventions are used if appropriate.The length of the presentation is about two minutes.For example:*Kua roa au i te kiteanga i a Mere. Te akameitaki nei ra au i a ia, ko ia tei akamaroiroi mai i aku kia angaanga moni i roto i te tuanga angaanga turoto. Te irinaki nei au e ka mataora to korua oraanga akaipoipo ko Mareko.* | Cook Islands Māori is used in a convincing spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a credible and connected way. A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate. Communication is not significantly hindered by inconsistencies in choice and use of language and language features.The length of the presentation is about two minutes.For example:*Te pumaana nei te ngakau i teia tei tupu i teia ra! Kua kite meitaki au i teia purotu taurekareka ko Mere, toku oa pirimou tikai mei to maua meangitianga. Te maara ra i a koe te tuatau i uriuri ei taua i ta taua ngai angaanga moni ka inangaro? Kare katoa e ngaropoina i aku te au mataiti i noo kapipiti ei taua i Rarotonga nei. I teia nei e tuatua atu nei au, te angaanga nei rai au i roto i te tuanga o te turoto.*  | Cook Islands Māori is used in an effective spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used in a way that fits the specific purpose, using cultural conventions if appropriate. Communication is not hindered by inconsistencies in choice and use of language and language features.The length of the presentation is about two minutes.For example:*I muri ake i toku araveianga i a Mere e tai ngauru mataiti i topa ake nei, kua angaanga atu au i roto i te tuanga angaanga turoto. Ko teia oki ta maua orama no to maua oraanga. Kia kite mai koe e Mere, kare au i te tangata akama akaou i teia taime. Kare katoa e ngaropoina i aku te tuatau i noonoo kapipiti ei taua i Rarotonga nei i runga tikai i te motu i te tuatau maana. E Mere korua ko Mareko, i teia nei, kua itikiia korua ei kopapa okotai ta korua i tia. Teia te au apinga tei ooraia mai ei akakou i a korua. Te irinaki nei matou e ka mataora to korua oraanga akaipoipo. Kia manuia!*  |

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