

Internal Assessment Resource

Cook Islands Māori Level 1

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| This resource supports assessment against:  Achievement Standard 90874 version 2  Give a spoken presentation in Cook Islands Māori that communicates a personal response |
| Resource title: Akauruuruanga Ariki |
| 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 | February 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90874-02-4499 |
| 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 90874: Give a spoken presentation in Cook Islands Māori that communicates personal response

Resource reference: Languages 1.2 v2 Cook Islands Māori

Resource title: Akauruuruanga Ariki

Credits: 4

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 Languages 90874. 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 give a presentation in culturally appropriate spoken Cook Islands Māori expressing personal information, ideas and opinions.

A variety contexts and scenarios are possible for a spoken presentation and the selection will depend on individual teaching programmes, and the interest and needs of your student.

Students need to be aware that at this level, they are required to communicate beyond the immediate context, for example communicating about the past and/or future. Discuss with students how this might be done.

It is important that you set tasks which allow students to show their mastery of language and culture in the language.

Conditions

Presentations will be given in front of the class and recorded for assessment purposes. They should be about 1 minute in length but quality is more important than quantity.

Students may work, individually 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 presentation students may have prepared notes, cue cards, props, other supporting material, 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

The students will need access to audio and/or video recording equipment.

Additional information

None.

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Resource reference: Languages 1.2 v2 Cook Islands Māori

Resource title: Akauruuraanga Ariki

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Give a spoken presentation in Cook Islands Māori that communicates a personal response. | Give a convincing spoken presentation in Cook Islands Māori that communicates a personal response. | Give an effective spoken  Presentation in Cook Islands Māori that communicates a personal response. |

Student instructions

Introduction

This assessment activity requires you to give a presentation in culturally appropriate spoken Cook Islands Māori, expressing personal information, ideas and opinions.

You will give your presentation in front of the class, where it will be recorded for assessment and moderation purposes. It should be about 1 minute in length, but quality is more important than quantity.

You will be assessed on to what extent you are able to communicate and use a range of language and language features appropriate to the task and the audience.

Before the assessment, your teacher will discuss the requirements of the standard including what you need to show in your spoken presentation.

Task

***Te Akauruuruanga Ariki (Investiture of a high chief)***

A cohort of Cook Islands students from Australia is coming to visit your school on cultural exchange. You have been selected to represent your school to give a presentation to the visiting school on the cultural event ‘Akauruuruanga Ariki’ that has just taken place on your island.

Your presentation could include:

* A self introduction including a metaphor and your personal details.
* A brief description of the traditional title of an Ariki.
* The roles of different people that performed the investiture on the day
* The activities that were held on the investiture day.
* Your personal response to this cultural event.

You may use Māori saying or chants that are relevant to the task as an introduction to your presentation or at the end.

All work must be your own. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.

You may not use the language from the language samples unless it has been significantly reworded.

You may use prepared notes, cue cards, props, photos or other supporting materials, but you must not read from them. If you do so you will not achieve the standard.

A quality presentation will:

* Communicate personal information, and/or ideas, and/or opinion(s) in culturally appropriate Cook Island Māori.
* Successfully select and use a range of language features that are fit for purpose and audience.
* Use language without inconsistencies that interfere with communication.
* Communicate beyond the immediate context, for example the present, past, and/or future.

Assessment schedule: Languages 90874 Cook Islands Māori – Akauruuraanga Ariki

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student provides a recording of a spoken presentation about ‘Akauruuruanga Ariki’. The spoken presentation is about one minute long.  In the presentation, the student shares personal information, and ideas or opinion(s) that are relevant to the task.  There is evidence of communicating beyond the immediate context, for example, communicating about the, present, and/or future.  Communication is achieved overall, although understanding may be hindered in some places by inconsistencies.  For Example:  *“E upoko Ariki te tamarumaru i toku matekeinanga”*  *Kia orana tatou katoatoa i teia popongi,*  *Ko.......toku ingoa,*  *E matekeinanga noku ko Nurau. Kua akauruuruia a Tou ariki ki runga i tona marae ko Mangareiota. E angaanga maata teia tei raveia ki runga i te enua.*  E mea umere tikai te angaanga tei raveia i teia ra. | The student provides a recording of a spoken presentation. ‘Akauruuruanga Ariki’.  The spoken presentation is about one minute long.  In the presentation, the student shares personal information, and ideas or opinion(s) that are relevant to the task.  There is evidence of communicating beyond the immediate context, for example, communicating about the past, present, and/or future.  There is development of the information and ideas or opinion(s), which is generally credible and connected.  The student selects and uses a range of language and language features that are fit for the purpose and audience.  Communication is achieved and understanding is not significantly hindered by inconsistencies.  For Example:  *« E upoko Ariki ……… «*  *Kia orana…….*  *Ko …….toku ingoa*  *E matakeinanga noku……*  I te popongi o te akauruuruanga, kua kaveia atu te kura e te orooro o te ariki, no te akakiteanga i te angaanga te ka raveia i teia ra, ki nga ariki e toru i runga i te enua, Kua aao te katoatoa i te kakau raut i i taua ra ra. E takake rai te kakau o te au aronga rave angaanga, Kua mataora te pukuatu i te kiteanga i te tapu e te ngateitei i te peu a to tatou ui tupuna. Ko te mea manea ra kua taangaangaia te au pakau natura. | The student provides a recording of a spoken presentation. ‘Akauruuruanga Ariki’.  The spoken presentation is about one minute long.  In the presentation, the student shares personal information, and ideas or opinion(s) that are relevant to the task.  There is evidence of communicating beyond the immediate context, for example, communicating about the past, present, and/or future.  There is development of the information and ideas or opinion(s), which is controlled and integrated.  The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience.  Communication is achieved and understanding is not hindered by inconsistencies.  For Example:  *« E upoko ariki……… »*  *Kia orana….*  *Ko ……..toku ingoa,*  *‘ E akarongo mai ana koe e taku ariki, me topa taku korero kare koe e roa ki runga i te taonga, me mou ra taku korero ka roa koe ki runga i te taonga  i na te Taung a Karakia ai. E au korero pakari tikai te au korero tei vaaia mai e te au taunga i te reira ra. Te au aiteanga puta rava kI te manava .Te vai atu ra rai tetai au angaanga mamaata e te manea tei raveia i te reira ra. Te akameitaki nei ra au i te Atua, ko au tei riro ei kite i te tu karape e te ngateitei i te peu a to tatou ui tupuna. Teia toku reo kia tatou katoatoa te uki o teia tuatau , ‘Mouriaia te korero a to tatou ui tupuna , ripiriia ki te papa o to tatou au ngakau kia Rangatira tatou no te tuatau ki mua, e tau ei te tuatua e ‘ E tama/maine Kuki Airani au.’*  IE…KO….KO. |

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