

Internal Assessment Resource

Languages Level 3

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| This resource supports assessment against:  Achievement Standard 91539  Give a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material |
| Resource title: Reviewing a cultural activity |
| 3 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 | January 2025 Version 3  To support internal assessment from 2025 |
| 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 91539: Give a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material

Resource reference: Languages 3.2A v3 Cook Islands Māori

Resource title: Reviewing a cultural activity

Credits: 3

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 91539. 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 activity requires the student to give a clear oral presentation in which they review a school or class trip relating to a cultural activity, or another type of cultural activity that they have participated in.

The school or class trip could be, for example, to the movies, a restaurant, a museum or art gallery exhibition, speciality shops, live performances, or a festival. The cultural activity could take place inside or outside the classroom and could include, for example, a cooking class, a guest speaker, craft making, or a festival celebration.

The cultural activity could also take place within another curriculum area but it must be related to a Cook Islands Māori-speaking culture.

Ensure that the cultural activity chosen offers plenty of scope for students to engage with ideas in ways that are expected at Level 8 of the curriculum.

This resource material should be read in conjunction with:

* the Senior Secondary Teaching and Learning Guides for languages <http://seniorsecondary.tki.org.nz/>
* NCEA Level 3 Languages Conditions of Assessment <http://ncea.tki.org.nz/Resources-for-aligned-standards>

Conditions

This Standard assesses the student’s ability to speak to an audience and has effective communication as its focus.

You will need to specify the amount of class time that the student has to prepare their presentation. The students may work in pairs or in groups for their initial preparation and brainstorming but they will give their presentations and be assessed individually. The presentations will be recorded for assessment purposes.

Provided a student’s presentation meets the communicative purpose of the task, the length may vary. A length of about two to three minutes is suggested. However, at all times quality is more important than length.

Authenticity

The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generatethe Cook Islands Māori content is not permitted and material generated by these tools should not be submitted as part of the student’s work. Teachers must closely supervise the process of evidence collection to ensure that students:

* do not copy from another person or source without appropriate acknowledgement and significant modification using their own words
* do not receive guidance, scaffolding, instruction, assistance, or assessment conditions beyond what is specified as permissible in the Conditions of Assessment.

Resource requirements

Video recording equipment.

Additional information

None.

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| Achievement | Achievement  with Merit | Achievement with Excellence |
| Give a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material. | Give a clear, convincing spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material. | Give a clear, effective spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material. |

Student instructions

Introduction

This assessment activity requires you to give a clear oral presentation in Cook Islands Māori that reviews a cultural activity from a Cook Islands Māori-speaking community or country that you have taken part in.

Teacher note. You will need to add information about the cultural activity the students will take part in. You will also need to let them know how their presentations will be recorded and stored.

You may work in pairs or in groups for your initial preparation and brainstorming. But you will give your presentation and be assessed individually.

You can use prepared notes, cue cards, props, photos, and other supporting material but you must not read directly from your notes. If you read directly from your notes, you will not meet the Standard.

Your presentation must be your own work.The use of chatbots, generative AI, paraphrasing tools, spell checkers, or other tools that can automatically generate content is not permitted and material generated by these tools should not be submitted as part of your work. You may not:

* copy from another person or source without appropriate acknowledgement and significant modification using their own words
* receive guidance, scaffolding, instruction, assistance, or assessment conditions beyond what is specified as permissible in the Conditions of Assessment.

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

You will need to record your presentation for assessment and moderation purposes.

The suggested length for your presentation is about two to three minutes. However, quality is more important than quantity.

You will be assessed on how effectively you communicate your response to the cultural activity.

Task

Prepare and give a clear spoken presentation in Cook Islands Māori in which you review a cultural activity from a Cook Islands Māori-speaking community or country that you have participated in. Your review must be more than a description of what you saw or what happened: ‘a critical response’ will include analysis, interpretation, or evaluation.

Whether you are expressing your own viewpoint or supporting or challenging the ideas or opinions of others, explain and justify your thinking.

In your presentation you could include, for example:

* a description of the cultural activity (who, when, where, what)
* your impressions and reactions (how you felt and what you thought before, during, after the activity)
* what you learnt from the experience (about protocols, values, traditions, the way of life)
* what you have learnt on a personal level from the experience (for example, has it led to a change of opinion?)
* a comparison between cultural elements in the activity and relevant aspects of your own culture
* a balanced evaluation of the benefits of such an experience
* whether you recommend taking part in a similar cultural activity.

The suggestions above are just some of the ways in which you could communicate a critical response to the cultural activity. In your presentation, you may want to comment on different aspects and in different ways.

In your presentation, aim to:

* structure your points, in a coherent sequence
* use a range of language and language features that are fit for the purpose of the presentation and the audience
* minimise inconsistencies (for example, in vocabulary, expressions, sentence structures, pronunciation, intonation, rhythm patterns, delivery speed, audibility, stress, and tones) that could hinder communication
* use gestures and body language as appropriate in the Cook Islands Māori-speaking culture.

**Assessment schedule: Languages 91539 Cook Islands Māori – Reviewing a cultural activity**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student gives a clear spoken presentation in Cook Islands Māori in which they review a cultural activity that they have participated in.  The student communicates a critical response to stimulus material, that is,the presentation includes analysis, interpretation, or evaluation of stimulus material.  The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.  The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:  *E aere koe e akara i teia teata tei neneiia ki Varaani. E teata teia no runga i te inangaro o tetai tane e tana vaine. Me e reka ana koe i te teata e maata te akatutu me kare te akamatakutaku e ngari ake koe i reira i te noo ki te kainga.*  Communication is achieved overall despite inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The examples above relate to only part of what is required, and are just indicative.* | The student gives a clear, convincing spoken presentation in Cook Islands Māori in which they review a cultural activity that they have participated in.  The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material  The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.  The language is generally credible and connected.  The student selects and uses a range of language and language features that are fit for the purpose and the audience.  The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:  *Ka anoano maata ia koe kia akara i teia teata me e tangata inangaro koe i te au peu o te akainangaro ei akangaropoinaanga naau i te au apinga e tupu nei. E teata teia no te inangaro mua o te nga tangata no raua te teata. Te vai nei rai tetai papaki tei tuatua e, e teata maani ua teia, i na ra ko tetai papaki kua patoi ratou i teia tuatua. E meitaki ake e naau rai e akara i teia teata kia rauka i a koe i te iki i taau uaorai i manako.*  Communication is not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The examples above relate to only part of what is required, and are just indicative.* | The student gives a clear, effective spoken presentation in Cook Islands Māori in which they review a cultural activity that they have participated in.  The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material  The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.  The language 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  The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:  *I toku manako, ko teia tetai teata umere ka anoanoia koe kia akara. No atu e teata akainangaro, e maata ra te au apinga tei riro i te akareka i te teata. Ka aru toou manako e toou vaerua i te tua mei te akamataanga o te teata. E nga tangata karape katoa te nga tangata i akatutu ei i te reira e, e tua numero tai no te oraanga inangaro. I aku, kua riro teia teata i te akaari mai i te turanga meitaki o te au tu teata o Varaani e ko teia katoa tetai teata numero tai o te mataiti*.  Communication is not hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).  *The examples above relate to only part of what is required, and are just indicative.* |

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