**NZQA**

**Approved**

Achievement standard: 91284 Version 3

Standard title: Whakarongo kia mōhio ki te reo o te ao torotoro

Level: 2

Credits: 4

Resource title: Te taiao

Resource reference: Te Reo Māori VP-2.1 v3

Vocational Pathway: Primary Industries

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-01-2017-91284-03-8284 |
| 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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Learner instructions

# Introduction

This assessment activity requires you to listen to and demonstrate understanding of a variety of spoken te reo Māori texts from a range of text types – both formal and informal – and in familiar and less familiar contexts, and for a range of purposes.

You are going to be assessed on how you demonstrate comprehensive understanding of what you hear in the scenarios. You will do this by:

* selecting and expanding on relevant ideas, information and opinions from listening to texts, with supporting detail or evidence
* showing understanding of possible implied meanings or conclusions
* providing a fully explained response.

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

Complete at least two listening tasks to demonstrate comprehensive understanding of spoken te reo Māori related to primary industries.

For each task, you will answer in English. Your assessor/educator will consider your responses as a whole to determine the overall quality of your work.

## Part 1 Te Papa Atawhai

Listen to a recording in which a recent graduate of the National Certificate in Conservation is talking. As it is played, listen carefully for meaning. You will hear the recording three times:

* First, it will be played right through without breaks.
* Then you will hear it one section at a time; there will be a pause for a minute in between each section.
* Finally, you will hear the passage right through again; you will then have five minutes to make any additions or changes to your responses, and write a final copy of your response sheet (see Resource A).

## Part 2 He Ngutu Kau

Listen to a conversation in which two people express their opinions on the effect of farming on the environment. You will hear the recording four times:

* It will be played right through without breaks.
* You will hear it twice more, one section at a time; there will be a pause for a minute in between each section.
* Finally, you will hear the passage right through again; you will then have ten minutes to make any additions or changes to your responses, and write a final copy of your response sheet (see Resource B).

Assessor/educator note: The above are suggested times only. Ensure learners have all reasonable opportunity to provide evidence of their understanding.

# Resources

## Resource A − Te Papa Atawhai

1. Complete the sentences below in te reo Māori from what you hear in the first parts of the passage.

Ko ... te maunga

Ko Waiarero te ...

Ko ... te iwi

Ko Tamarere tōna ...

Ko ... te marae

Ko ... tōna ingoa

... ōna tau

Nō ... ia

Kei ... tōna wāhi noho

1. Answer the questions below. You will be given credit for attention to detail and full responses.

Āna mahi

Ōna whāinga mahi

Ōna wheako i a ia i te kura

Ōna wheako i muri i te kura

Ngā kupu akiaki a Matua Rāwiri

**Ōna wheako i te pōkaitahi-ā-motu**

Te whakatauakī o te Papa Atawhai

**Ōna akiaki**

## Resource B − He Ngutu Kau

Answer the questions below in English. You will be given credit for attention to detail and full responses. Note that not all of the following questions are in order. You will have to listen to the whole passage to confidently begin filling in the response sheet.

1. Why has Manawa returned home?
2. What was the meeting at the marae about?
3. Why didn’t Matiu’s dad go?
4. What is the big problem that Matiu’s whānau is facing?
5. List two factors Matiu mentions that helped to cause this problem.
6. How many of New Zealand’s low lying rivers are not able to be swum in?
7. Make detailed notes about the points made by Manawa and Matiu about each of the following:
	1. cows crossing the river
	2. the mauri of the river
	3. the future of the area, their grandchildren and the river
	4. the solution.
8. Based on the arguments above, who do you believe is the most accurate? Give reasons for your answer.

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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 complete at least two listening tasks over the course of the year to demonstrate comprehensive understanding of spoken te reo Māori from primary industries contexts.

# Conditions

This is an individual activity.

# Additional information

This assessment resource contains assessor transcripts of the listening tasks. Unless modified, learners work may not be authentic.

Learner response sheets for the listening tasks in this resource will require formatting for learner use.

Each task will require the development of evidence statements.

Formative feedback may be provided after each individual task. Final grades will be decided using professional judgement based on an examination of the evidence provided by the two listening tasks against the criteria in the Achievement Standard. Students must be consistently meeting all the criteria of a grade across the evidence to be awarded that grade.

Vocabulary and language structures for this standard are those expected at level 7 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.*

## Resource A Te Papa Atawhai

This activity requires learners to listen to a passage in which a recent graduate with the National Certificate in Conservation is speaking. It is recommended that the assessor/educator pre-records the passage.

### Script

Ko Wharekawa te maunga

Ko Waiarero te awa

Ko Ngai Tārere te iwi

Ko Tamarere te hapū

Ko Whitingoi te marae

Tēnā koutou katoa

Ko Hema Parihau tōku ingoa

Nā, kua peka mai ahau ki konei i tēnei rā ki te akiaki i a koutou ki te whai tonu i te mātauranga e pā ana ki te whenua me te taiao. E rua tekau mā rua tau tōku pakeke ināianei. I tipu ake ahau i te Tai Tokerau, engari, kei te motu o Aotea ahau e noho ana, e mahi ana hoki i tēnei wā. Katahi anō ka oti i ahau tētahi pōkaitahi ā-motu kia tū hei kaimahi ahau mō Te Papa Atawhai. I tēnei wā e mahi ana ahau ki te taha o ngā āpiha Papa Atawhai ki te tiaki i ngā kiwi i te motu o Aotea mō ngā marama e rua. Ko tōku tūmanako, ka whai ahau i tētahi tūranga pūmau ki te Papa Atawhai ā muri i aua marama e rua.

I te wā i te kura tonu ahau, kāhore ahau i tino mōhio ki ōku wawata, ki ōku whāinga mō ngā rā whai muri i te kura, ko ōku whāinga noa iho, he noho ki te kāinga, he tākaro pureiteihana, he rapu pāti pai me te whakangau poaka ki te taha o ōku mātua kēkē. I te wā tekau mā ono ōku tau, ka wehe ahau i te kura, ka noho ki te kāinga mō ngā marama e whā. Ka tata pōrangi tōku māmā. Kātahi ka tae a Matua Rāwiri ki te kōrero ki ahau, ko ia tētahi o ōku kaiako i te kura, nāna ahau i akiaki kia tono atu i taku tono mō te pōkaitahi, arā, te tiwhikete nei, mō te Āpiha Papa Atawhai.

Aue, kia mōhio mai koutou. Ka mau te wehi o taua akoranga mō te tiwhikete. I ako mātou mō te whakatīnei ahi, te tiaki manu, te hanga taiapa, te heke taura, te haere pakituri ki rō ngāhere, te hopu kararehe nanakia, te aha, te aha. I tua atu i tēnā, i tūtaki ahau ki ngā hoa rawe rawa atu. Ahakoa nō nga hau e whā mātou, he rite anō ki tētahi whānau ināianei. Me kore ake a Matua Rāwiri, kāhore ahau e mōhio me pēhea tōku oranga ināianei. Kāhore e kore, kei te pērā tonu!

E pēnei ana te whakatauakī o Te Papa Atawhai, "Kāhore he wāhi i tua atu i a Aotearoa hei wāhi noho i te ao”. Koinā hoki tāku. Nō reira, ko aku kupu akiaki mutunga, hoea tō waka. Engari ko te tikanga, me neke whakamua taua waka, nē ? Nā, ki te whai tonu koe i te mātauranga, ka rere tōtika tō waka ki te pae tawhiti! Tēnā koutou, tēnā koutou, tēnā koutou katoa.

## Resource B He Ngutu Kau

This activity requires learners to listen to a conversation in which two people express their opinions on a topic. It is recommended that the assessor/educator pre-records the conversation using the voices of a male and a female, and then plays it for their learners to listen to.

### Script

Matiu: He wā roa kāhore i kitea, Manawa, e pēhea ana koe?

Manawa: E pai ana Matiu, e noho tonu ana koe ki konei?

Matiu: Āe, mahi ana ahau ki te taha o tōku matua ināianei, ki te pāmu. Pēheakoe?

Manawa: I neke ahau ki te tāone nui, engari kātahi anō ahau ka hoki ki te kāinga hei kaitiaki mō tōku karani.

Matiu: Āe, i rongo ahau i te māuiui ia, he tūroro uaua ia? He wahine kaha ia ki te tonotono!

Manawa: Ha, ha, he tika tāu, e kore ia e okioki. Haere ai ia ki te marae i ngā wā katoa. E whakahauhau ana i te iwi katoa.

Matiu: Nē rā. I tū tētahi hui nui ki te marae i te Rāpare nē?

Manawa: Āe, e pā ana ki te awa. Kāhore ahau i kite tō pāpā i reira.

Matiu: E āhua riri ana ia i te wā nei, nō te mea, e ngau tuarā ana ētahi o te whānau ki te marae mōna me te pāmu.

Manawa: Mō te paru o te pāmu e rere ana ki te awa?

Matiu: Koirā te whakapae.

Manawa: Ka whakawhiti ō kau i te awa ia rā, ia rā, nē?

Matiu: Āe. He aha hoki! Kei tētahi taha te whare miraka, kei tētahi atu taha te nuinga o ngā pātiki. Kāhore e taea te pēhea, me rere ngā kau ki te whare miraka?

Manawa: Engari mō tēnā! Engari, ko te tikanga, nā te tiko o ngā kau, ka paru te wai. Ka rerekē te mauri o te wai kia kore e tipu kaha ngā otaota me ngā ika, arā, ngā kai o te hapū nei.

Matiu: He aha tēnei mea, te ‘mauri’ o te wai? He kōrero teka tēnei momo kōrero ki ōku nei whakaaro.

Manawa: Ko wai hoki koe? Ki ahau nei, he mauri tō te wai. Engari ki te kore koe e whakaaro pēnei. He tika tonu, e whakaparuparu ana ngā pāmu kau i ngā awa. He mea tūturu tērā, nō te ao pūtaiao, me te ao Māori anō hoki.

Matiu: Mōhio tonu ahau, kāhore koe e noho ana ki konei mō ngā tau e rua, e toru pea, engari kia mōhio mai koe - kua utu tōku whānau i te utu nui rawa atu ki te tīni i te whare miraka kia kore e rere te paru ki te awa. Nā tēnei utu nui, kua tata pau ngā pūtea katoa o tōku whānau. E tae mai ana te tangata nō te pēke āpōpō, ā, kāhore anō mātou kia mōhio mēnā ka hōkona atu te pāmu e te pēke. Pai tēnā ki a koe e hoa?

Manawa: Taukuri e, Matiu. Kāhore ahau i mōhio. Engari, te āhua nei, he ahumahi whaihua te miraka kau?

Matiu: Āe, te āhua nei, engari, ahakoa te nui o te utu mō te miraka, te pata me te tīhi ki te toa, kāhore ngā kaipāmu e whiwhi i te nuinga o tērā moni. I tua atu i tērā ko te kore ua o te tau nei, kāhore te pātiti e tipu ana, nā, me hoko mai te kai mō ngā kau. Āe, he hua tō te ahumahi pāmu, engari he nui ngā āwangawanga hoki.

Manawa: Āe, tika tāu, heoi, e hiahia tonu ana koe ki te noho ki tō pāmu, mahi ai?

Matiu: Āe mārika! Ki te kore ahau e whakahaere tonu i te pāmu, ka ngaro katoa te whenua o ngā uri whakaheke. Ka aha kē rātou, arā, āku nei mokopuna, ki te kore te pāmu. Kāhore koe i whakaaro mō tērā nē Manawa? Kia whakakorengia ngā pāmu o te tuawhenua. Ka whakakorengia hoki te iwi o reira nā te mea kāhore he mahi, ka whai mai. Kāhore he pūtea, kāhore he toa, kāhore he kura mō ngā tamariki, ā, ka marara te hapū ki ngā tōpito e whā o te ao hei rapu mahi.

Manawa: Āue, te pōuri hoki o tō whakakitenga e hoa, engari kāhore ahau e hiahia kia whakakorengia ngā pāmu. Me whai noa iho e rātou ngā tikanga tiaki taiao. Ki te kore e pēnei nā, kāhore he awa hei whāngai kararehe, hei whakatipu kai mā ngā kararehe, kāhore he awa hei wāhi kaukau, hei wāhi kohi kai hoki mō ō mokopuna. I mōhio rānei koe, e waru tekau ōrau pea o ngā awa e tata ana ki te moana i Aotearoa nei, kāhore e taea te kaukau, nō te paru rawa o te wai?

Matiu: He tatauranga pōuri tēnā e hoa, engari, kāhore i ahau te rongoā. He nui te utu hei tiaki i te taiao. He nui rawa tēnei utu mō ngā kaipāmu huhua o te motu.

Manawa: Kāhore i ahau hoki te rongoā e hoa. Engari, ahakoa kāhore ahau e noho ana ki te kāinga mō ngā tau e toru, ko taku mōhio ki te hapū nei, he hapū kaha ki te tautoko, he hapū kaha ki te whai hoki i te rongoā mō ngā mate o te iwi. Ki ahau nei, me tū anō he hui kia whakawhiti whakaaro hei rapu i tētahi ara whakatika mō tātou katoa, mō ō tātou uri me tō tātou nei awa tapu.

Matiu: Āe rā e hoa, te āhua nei e whai ana koe i ngā tapuwae o tō karani nē!

Manawa: Hei aha tāu! Engari, kāhore e kore, ka waea atu tōku karani ki tō pāpā i tēnei pō! Mā te wā e hoa!

Matiu: Āe, pai te kite i a koe Manawa Wahanui, hei konei rā.

# Assessment schedule: Te Reo Māori 91284 – Te taiao

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Whakarongo kia mōhio ki te reo o te ao torotoroThe learner demonstrates their knowledge of spoken te reo Māori by:* providing at least two pieces of evidence of their listening skills in te reo Māori
* being able to make meaning of the text
* understanding the gist of the text without being able to develop explanatory responses/answers or give fine details
* giving some valid information/details

For example:*For He Ngutu Kau I think that Manawa is right. Water is important to everybody. Farmers shouldn’t be allowed to make the rivers dirty.**The above expected learner responses are indicative only and relate to just part of what is required. Each task will require the development of evidence statements for each level of achievement.* | Whakarongo kia mārama ki te reo o te ao torotoroThe learner demonstrates their understanding of spoken te reo Māori by:* providing at least two pieces of evidence of their listening skills in te reo Māori
* selecting relevant information, ideas and opinions from the text and communicating them unambiguously
* developing an explanatory response/answer without indicating a grasp of fine detail and/or nuance
* giving a range of valid information/details

**For example:***He Ngutu Kau, question 8: I think that Matiu is right. His family was trying to follow the environmental guidelines but it’s hard with all the stresses of being a farmer, like droughts and low prices.* *The above expected learner responses are indicative only and relate to just part of what is required. Each task will require the development of evidence statements for each level of achievement.* | Whakarongo kia mātau ki te reo o te ao torotoroThe learner demonstrates their comprehensive understanding of spoken te reo Māori by:* providing at least two pieces of evidence of their listening skills in te reo Māori
* selecting and expanding on, with supporting evidence or detail, relevant information, ideas and opinions from the text
* showing comprehensive understanding of possible implied meanings or conclusions within the text
* giving a fully explained and detailed response/answer

For example:*He Ngutu Kau, question 8: I think they both made really good points. I can understand how frustrated Matiu might feel when his family might lose their land, and he feels really strongly that farming is important for future generations, but Manawa is right too, there will be no farming in the area if the river dies because of pollution.* *The above expected learner responses are indicative only and relate to just part of what is required. Each task will require the development of evidence statements for each level of achievement.* |

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.