**NZQA**

**Approved**

Achievement standard: 91086 Version 3

Standard title: Kōrero kia whakamahi i te reo o tōna ao

Level: 1

Credits: 6

Resource title: Tōku hapori

Resource reference: Te Reo Māori VP-1.2 v3

Vocational Pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2017-91086-03-7396 |
| 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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Vocational Pathway: Social and Community Services

Learner instructions

# Introduction

This assessment activity requires you to develop and deliver an oral presentation and a conversation in te reo Māori to communicate key information/ideas about your community and where you live to a new youth worker who has just been transferred to the area.

You are going to be assessed on how effectively and confidently you deliver, in te reo Māori, an oral presentation, and have a conversation to communicate and develop key information and/or ideas in a manner that engages others. You need to show that you can:

* express key ideas and/or opinions relevant to the topic
* use an extensive range of vocabulary and language, along with correct pronunciation, stress, rhythm and intonation, and
* communicate confidently, accurately and fluently.

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

Deliver an oral presentation about your community and where you live, and have a conversation with another person to decide on the most important places for the youth worker to visit.

Ensure that you:

* identify the key information about the topic
* discuss your structure and presentation with your assessor/educator
* present your findings in a clear and logical way to the new youth worker.

## Part 1 Deliver a presentation

Deliver an oral presentation about your town and community to introduce the area to a new youth worker who has transferred to the town. Consider such information as:

* important people in the community
* places of historical significance
* a place you have been to that has created a special memory
* things to see and do in your town
* any special events that have happened in your town.

You may start your presentation with your mihi, but this will not be assessed.

To support your presentation you can include:

* a PowerPoint
* pictures or photos
* culturally important artefacts.

Only the spoken Māori will be assessed.

## Part 2 Have a conversation

You meet with a new youth worker who has been transferred to your town. You have to make some suggestions of things to do, and special people the youth worker could meet.

Have a conversation with a partner, and together decide on the five ‘top’ things you think they must do, for example, you may decide that the youth worker must go to a local marae, and you will agree on which one and why.

Remember to give your opinion about the suggestions by saying why it is, or it is not a good idea.

For quality kōrero, ensure that you do the following:

* substantially develop the relevant ideas and/or information on the topic with a view to fully capturing the attention of the youth worker
* use a range of relevant language and language features such as grammar structures, kīwaha, and whakataukī
* confidently use correct pronunciation, stress, rhythm and intonation
* avoid language errors that hinder communication, and deliver a confident and fluid communication.

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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 deliver an oral presentation using te reo Māori effectively and confidently, about their town and community to your peers, and to have a conversation about their community with another person. Note: this may be the assessor or a peer. Learners may start their oral presentation with a mihi, but this will not be assessed.

# Conditions

The presentation is an individual activity; the conversation is done in a pair.

Learners may use cue cards or visual aids in their presentation to prompt their speaking, but these are not to be read from. Cue cards may not be used for the conversation.

# Resource requirements

Learners may require access to the following:

* a variety of research tools and technologies, for example, libraries, internet search engines, a video or DVD player, a datashow
* an appropriate working environment, a computer room, and/or a library (learners may need access to some or all of these during the course of this assessment activity)
* any recording device that may be stored on a DVD (if possible), and/or a video camera or a flip camera and tripod (if possible)
* a computer data projector (if required).

# Additional information

The assessor/educator willkeep a record of the evidence that demonstrates each learner’s level of achievement, for example, a video of the presentation. The assessor/educator will decide on a suitable method of storing learners’ spoken evidence, for example:

* in a named file in an assessor/educator-managed environment, for example, on a laptop (or a suitable company computer), or Moodle page for digital entries
* in a named file in a learner-managed digital portfolio tool.

Language for this standard is that expected at level 6 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.*

# Assessment schedule: Te Reo Māori 91086 – Tōku hapori

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Kōrero kia whakamahi i te reo o tōna ao.  The student speaks on a range of familiar topics by:   * providing both an oral presentation and a conversation about their community * speaking for a minimum of three minutes across the two examples * speaking audibly * using natural pronunciation, stress, rhythm and intonation most of the time * communicating main ideas that are relevant to the topic * demonstrating use of Curriculum level 6 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience. * speaking on the topic without pauses that significantly affect fluency.   For example:  Part 1*: Kei Tauranga tōku kāinga. He tāone tahatai, he tāone nui hoki. He maha ngā mahi whakangahau.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | Kōrero kia whai kiko i te reo o tōna ao.  The student speaks convincingly on a range of familiar topics by:   * providing both an oral presentation and a conversation about their community * speaking for a minimum of three minutes across the two examples * speaking audibly * using natural pronunciation, stress, rhythm and intonation * communicating main ideas that are relevant to the topic and developing some ideas using details or examples * demonstrating use of Curriculum level 6 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience. * speaking on the topic without pauses that significantly affect fluency.   For example:  Part 1: *I ngā rā o mua he wāhi tino whakahirahira a Tauranga, nā te marino o te moana, me te tini o te kai*  *The above expected learner responses are indicative only and relate to just part of what is required.* | Kōrero kia whai hua i te reo o tōna ao.  The student speaks confidently on a range of familiar topics by:   * providing both an oral presentation and a conversation about their community * speaking for a minimum of three minutes across the two examples * using natural pronunciation, stress, rhythm and intonation * communicating main ideas that are relevant to the topic and effectively developing ideas using details or examples * demonstrating use of Curriculum level 6 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience. * confidently speaking on the topic without pauses that significantly affect fluency.   For example:  Part 1: *Hei tāku, ko Tauranga te tāone o ngā tāone! E hia kē ngā tūruhi e haere mai ana ki tēnei wāhi ātaahua*  *The above expected learner responses are indicative only and relate to just part of what is required.* |

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.