**NZQA**

**Approved**

Achievement standard: 91089 Version 3

Standard title: Waihanga tuhinga i te reo o tōna ao

Level: 1

Credits: 6

Resource title: Tōku haukāinga

Resource reference: Te Reo Māori VP-1.5 v3

Vocational Pathway: Social and Community Services

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| Date version published | January 2017 Version 3To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-01-2017-91089-03-7397 |
| 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 produce two pieces of crafted writing in te reo Māori about your community for a variety of audiences.

You are going to be assessed on how effectively and confidently you produce two pieces of te reo Māori writing which develop and structure ideas, using language features appropriate to a variety of audiences and purposes to command attention.

You need to show that you can use a range of language and structures, develop your ideas by adding comments, explanations, details, and examples appropriate to the selected text type, follow writing conventions, and take steps to eliminate inconsistencies that may interfere with communication.

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

You are a community worker who wishes to promote the local community.

Complete the following two tasks to write two texts in crafted te reo Māori.Crafted writing involves carefully creating, reviewing, editing, and using appropriate language features to produce a written text relevant to the purpose, text type (genre) and audience. Appropriate language features include, for example, kīwaha, kīrehu, whakataukī, and kupu whakarite.

## Webpage

The local youth centre wants some help with their website. They wish to add a page about activities that can be done at the centre. Write the information that could be given to the committee. For example, include:

* the activities youth can participate in, for example, talent quests, hip hop/dance classes, hobby groups, kapa haka and sports teams
* when these activities take place
* some first-hand accounts from people who have participated in these activities, for example:
	+ ‘I loved playing netball because I was in a good team and we won every Saturday’ – Marama
	+ ‘Rockquest was great. Another group won but I got to play my guitar every day’ – Wiremu.

## Photo captions

To promote the community, choose (or take) some photos reflecting your community. Write a brief description about the photos. The writing could describe things like:

* an important person in the community or a person important to you
* a place you have visited that holds special memories
* your maunga, awa, waka, and marae.

To produce your pieces of crafted writing, remember that:

* quality is more important than quantity, but make sure your total written contribution is at least 300 words
* all work must be your own. Do not include extracts from external sources without acknowledging the sources (these extracts will not count towards the assessment)
* your written work can include both text and images. However, only the written Māori will be assessed
* you can be creative in how you present your final pieces of writing. Confirm your choice with your assessor/educator. For example, you could decide to produce:
	+ a visual display with images and written text
	+ a flipchart or visual flowchart
	+ a poster on paper or card
	+ an electronic poster
	+ a PowerPoint presentation.

Craft your writing by ensuring you:

* brainstorm and gather appropriate ideas, and keep evidence of correcting, editing, and reworking your text
* use a range of language and language structures
* show development of ideas by adding comments, explanations, details, and examples appropriate to the selected text type
* follow writing conventions, for example, grammar, paragraphing, spelling, punctuation
* use appropriate language features, for example, kīwaha, kīrehu, whakataukī, kupu whakarite
* take steps to eliminate inconsistencies that may interfere with 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 produce two pieces of crafted te reo Māori writing about their community which develop, and structure ideas effectively and confidently.

# Conditions

This is an individual activity. Evidence would be expected to be gathered over a period of time.

# Resource requirements

Learners may require:

* access to computers with internet access
* supporting resources such as course notes, grammar references, word lists, and dictionaries (a grammar progression table for te reo Māori is available at <http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Grammar-Progression-Table>).

# Additional information

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 91089 – Tōku haukāinga

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| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Waihanga tuhinga i te reo o tōna ao.The learner uses te reo Māori to express some key ideas and/or opinions that are relevant to the topic by:* submitting two written texts in te reo Māori, each of a different text type and/or written for a different purpose, with a total of at least 300 words
* showing evidence of planning and crafting in their writing
* using writing conventions such as macrons, grammar and punctuation
* providing ideas and/or opinions relevant to the topic.

Communication is achieved overall, although inconsistencies and/or errors in language hinder communication at times.For example, the learner writes an instruction:*He nui ngā hui Māori i runga i te marae. I tērā marama ka tū tētahi wānanga i Ngāmarie Marae..**The above expected learner responses are indicative only and relate to just part of what is required.* | Waihanga tuhinga kia whai kiko i te reo o tōna ao.The learner uses te reo Māori to develop and clearly structure ideas, and expresses ideas and/or opinions that are relevant to the topic by:* submitting two written texts in te reo Māori, each of a different text type and/or written for a different purpose, with a total of at least 300 words
* showing evidence of planning and crafting in their writing
* using writing conventions such as macrons, grammar and punctuation
* developing most ideas and/or opinions in a logical manner to create writing that extends beyond the basic
* giving explanations and/or examples in relevant places.

Language used is clear, so that communication is achieved overall. Errors are only minor, and they do not significantly hinder the understanding.For example, the learner writes an instruction:*He wāhi motuhake ngā marae o tēnei takiwā. I tērā marama ka tū tētahi wānanga. Engari kāore te nuinga o ngā taiohi e mōhio ana ki te kōrero i te reo.* *The above expected learner responses are indicative only and relate to just part of what is required.* | Waihanga tuhinga kia whai hua i te reo o tōna ao.The learner uses te reo Māori to develop and structure ideas effectively and confidently, and fully expresses ideas and/or opinions that are relevant to the topic by:* submitting two written texts in te reo Māori, each of a different text type and/or written for a different purpose, with a total of at least 300 words
* showing evidence of consistent planning and crafting in their writing
* demonstrating a comprehensive understanding of writing conventions such as macrons, correct grammar and punctuation, despite minor errors
* developing substantially their ideas and/or opinions, with ideas and/or opinions linked, so that the writing is well structured and informative
* using explanations and/or examples through the writing with impact, to elaborate on certain aspects.

The language flows and is accurate. It meets the objective of communicating information in a highly effective way.For example, the learner writes an instruction:*Hei tāku, ko te marae te tino wāhi hei ako i te reo me ōna tikanga. I te marama kua hipa nei ka tū tētahi wānanga i tō mātou marae ki te āwhina I aua taiohi ngoikore ki te ako i ngā tikanga.**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.