**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 mea nui o te ao

Resource reference: Te Reo Māori VP-2.1 v3

Vocational Pathway: Social and Community Services

|  |  |
| --- | --- |
| Date version published | January 2017 Version 3  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2017-91284-03-8287 |
| 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

Achievement standard: 91284

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

Level: 2

Credits: 4

Resource title: Te mea nui o te ao

Resource reference: Te Reo Māori VP-2.1 v3

Vocational Pathway: Social and Community Services

Learner instructions

# Introduction

This assessment activity requires you to complete two listening tasks based on experiences in social and community services contexts to demonstrate your understanding of spoken te reo Māori.

You are going to be assessed on how you demonstrate comprehensive understanding of the experiences you hear in the listening tasks. 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 experiences in social and community service contexts.

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 E Tū ki te Kei!

Listen to a recording in which a recent graduate from a police college is talking about his life. As it is played, listen carefully for meaning. You will hear the recording four times:

* First, it will be played right through without breaks.
* Then 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 A).

## Task 2 Te Taniwha Nui Rawa

Listen to a conversation in which two people express their opinions on how smoking and drinking can affect the community. You will hear the recording four times:

* First, it will be played right through without breaks.
* Then 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 − E Tū ki te Kei!

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

Ko ... te maunga

Ko Whanaraki te ...

Ko ... te iwi

Ko ... tōna ...

Ko ... te marae

Ko ... tōna ingoa

… ōna tau

1. Write as much information as you can in English about the topics listed below. You will be given credit for attention to detail and full responses.

Ōna kare-ā-roto i tēnei wā (me ngā take e pēnei ana)

Ōna wheako i te wā 12-17 ōna tau. Me whakauru:

* Tōna wāhi noho
* Āna mahi

Ōna wheako me ngā pirihimana

Ngā kupu akiaki a Kēmara Pāniora

**Ngā mahi ā ngā pirihimana**

Te whakatauākī o te rōpū pirihimana me tōna tikanga

**Ōna akiaki**

**Ngā uauatanga**

1. Write a personal response to the passage.. You may include what surprised you about the speaker joining the police force, why you thought he joined it, whether you agree with what he has spoken about regarding the police force, how persuasive he was regarding policing as a career path, and what you thought about his advice and/or the challenges he has faced.

## Resource B − Te Taniwha Nui Rawa

Answer the following questions in English.

1. What has happened to Piri’s uncle (be as specific and detailed as possible)?
2. What does Te Rina say about her family in regard to smoking and drinking?
3. Why does Piri think that Te Rina should be Prime Minister?
4. List below the negative points mentioned about each of the following:

Te momi tupeka

Te inu waipiro

1. Both Te Rina and Piri get quite angry at times during their conversation:

* Find an example of one of the times one of them gets angry.
* State why he/she is angry.
* State what they say in response to what angers them.

1. From listening to the whole conversation, who do you think had the most persuasive argument? Back up your answer using examples from the conversation.

Vocational Pathway Assessment Resource

Achievement standard: 91284

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

Level: 2

Credits: 4

Resource title: Te mea nui o te ao

Resource reference: Te Reo Māori VP-2.1 v3

Vocational Pathway: Social and Community Services

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 social and community services 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 Achieved 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: E Tū ki te Kei!

This activity requires learners to listen to a passage in which a graduate from a police college is speaking. It is recommended that the assessor/educator pre-records the passage.

### Script

Ko Tīrākau te maunga

Ko Whanaraki te awa

Ko Ngāti Hūrere te iwi

Ko Ngāti Whararau te hapū

Ko Ringapātū te marae

Ko Te One Piripi tōku nei ingoa

Tēnā koutou katoa. He hōnore nui mōku ki te peka mai ki konei i te rā nei ki te kōrero ki a koutou. He mea āhua mataku hoki nō te mea kātahi anō ahau ka tū ki mua i aroaro o te marea. Nō reira kaua koa e titiro ki āku nei pepa e wiriwiri ana ki ōku ringa! He hōnore nui nō te mea, e rua tau ki mua, kāhore i taea te whakaaro, kei konei ahau, e mau ana i ngā kākahu o te pirihimana, e whakaputa ana i ōku ake whakaaro ki a koutou. Ki ētahi o koutou pea, ehara te umanga pirihimana i te umanga kua manakohia, kua whakaarotia rānei pea hei whāinga mō koutou. Engari, kua tae mai ahau ki te kōrero ki a koutou mō ētahi o ngā painga o te mahi pirihimana.

Tata ana ahau ki ngā tau e rua tekau ināianei. Mai i te wā tekau mā rua ōku tau ki te wā tekau mā whitu tau tōku pakeke, kāhore ahau e noho ana ki te kāinga. Ka mate tōku whaea, kāore ahau i te tino rata ki tōku matua whakaangi, ā, ka wehe ahau i te kāinga, noho ai ki ngā whare o ōku hoa, ki te tiriti i ētahi wā anō hoki. Nā i taua wā, ka taka ahau ki te hē, kāhore ahau i whai i ngā ture, ka putaputa hoki ngā raruraru ki waenganui i a mātou me ngā pirihimana o tō mātou nei rohe. Nā ētahi o aku wheako ki raro i te marumaru o ngā pirihimana, he mea whakamīharo kua uru mai ahau ki te rōpū pirihimana. He kaikiri ētahi, ā, nā te whakatoihara taua momo pirihimana i whai mana ai. Engari, i taua wā tonu, ka tūtaki ahau ki ngā pirihimana kei runga noa atu mō te manaaki, mō te ngākau mārie, te aroha mō te tangata, ā, mō te hātekēhi hoki.

Nā tētahi o aua pirihimana, nā Kēmara Pāniora ahau i poipoi ki te whai i te huarahi o te pirihimana. I kī mai ia, kāhore he umanga i tua atu i tēnei mō te hiamo me te whakapakari tinana. Koirā ngā mea pai ki ahau. E ai ki a Kēmara, he rerekē ia rangi, ia rangi e kore koe e noho ki te wāhi kotahi e mātakitaki ana i te karaka. Nā, mōhio tonu ahau ināianei, e tika ana tāna i kī ai.

Nā, he maha ngā mahi a te pirihimana, he tiaki i te hāpori, he mahi ki te taha o ngā rangatahi me ngā kura, he rangahau i ngā hara, he uiui, he tuhi pūrongo, he tātari i ngā āhuatanga ohorere, te aha, te aha. Ko ētahi o ngā mahi he mōrearea, ētahi he āhua hōhā, mō te nuinga he kōrero kanohi ki te kanohi te pūkenga nui. E ai ki te whakataukī o te rōpu pirihimana, “E tū ki te kei o te waka, kia pākia koe e ngā ngaru o te wai”- ko te tikanga o tēnei whakataukī ki ahau nei; ahakoa he aha, kei reira mātou ngā pirihimana, hei whakamaru, hei āwhina, hei tautoko i te iwi, ahakoa he mōrearea, he aha rānei, kei reira mātou, hei kaikaro i ngā mea e hiahia nei te whakakino i tō tātou nei waka, arā, tō mātou nei hāpori.

Ko tāku kupu mutunga ki a koutou. “He moana pukepuke ka ekengia e te waka”,arā, whaia ō moemoeā, ahakoa ngā uauatanga. Ko ētahi o ōku uauatanga, ko te matenga o tōku māmā, me te huringa o ngā tuarā o ētahi o ōku hoa piripono i te wā ka whakatau ahau ki te uru ki te rōpū pirihimana. Ki te warea ahau e ngā uauatanga, kua kore ahau i tae mai ki konei, mau ana i ngā kākahu o te pirihimana, whai ana i te mahi kī tonu ki te hiamo, te whakapātaritari, te hātēkēhi me te whanaungatanga hoki. Ka wani kē! Whāia te iti kahurangi e hoa mā!

Nō reira, tēnā koutou, tēnā koutou, tēnā koutou katoa.

## Resource B Te Taniwha Nui Rawa

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 play it for their learners to listen to.

### Script

Te Rina: Tēnā koe Piri! Kāhore ahau i kite i a koe i te ngahau o Hana. I hea koe?

Piri: Kia ora Te Rina. I Pōneke kē ahau. I haere māua ko tōku matua ki te hōhipera ki te kite i tōku matua kēkē.

Te Rina: O, nē rā. He aha te mate?

Piri: Kātahi anō ia ka hoki mai i Ahitereiria ki te poroporoaki i te whānau. Tata ana ia ki te mate nō te mate pukupuku.

Te Rina: Auē, pōuri ana te rongo! He aha te momo pukupuku?

Piri: Ko te pukupuku pūkorokoro, e ai ki ngā tākuta, nā te momi hikareti i pēnei ai.

Te Rina: Āe rā, he taniwha tino kino rawa atu te tūpeka. He waimārie mātou i tōku nei whānau, he auahi kore mātou katoa. Ko tōku māmā tētahi o kaitautoko-ā-waea mo te rōpu Auahi Kore. Engari, he toki katoa tōku whānau ki te inu waipiro!

Piri: He taniwha anō te inu waipiro ki ōku nei whakaaro, rite tonu ki te momi tūpeka.

Te Rina: Koia, koia! Ka whakaae ahau, he kino te waipiro ki ngā ringa kūare, engari e rima mano te rahi o ngā tāngata e mate ana ia tau, ia tau ki Aotearoa nei nā te kaipaipa. Kāhore e paku tata ana ngā tatauranga mō te inu waipiro. E waru rau pea noa iho ngā tāngata e mate ana ia tau nā te inu waipiro.

Piri: (āhua riri ana) Ko te ‘noa iho’ tō kī, ko tō koro pea ‘noa iho’, ko tō tungāne pea ‘noa iho’ ka mate nā te inu waipiro, nā tētahi tangata inu waipiro rānei!

Te Rina: Woo, tika tāu, aroha mai, engari, kua mea kē ahau, he kino te waipiro ki ngā ringa kuare. Tēnā, mō te nuinga o ngā iwi o Aotearoa he mea whakangahau te inu waipiro, kāhore he raruraru. Mō ngā tāngata kai hikareti, ka mate e rima tekau ōrau o rātou nō te momi hikareti! He aha te aha!

Piri: Āe, kāore e kore tino kino te ngau a te taniwha hikareti. Engari he pānga kino nā te pīrau o te waipiro hoki, mō ngā whānau, mō ngā rangtahi hoki. Ka whakaoho te inu waipiro i te taniwha-ā-roto. Ka tūkino te tangata haurangi i tōna whānau, i ōna hoa,ka kōtiti haere ōna whakatau. Ka taraiwa haurangi. Ka haere ki te taha o ngā tāngata kino pea. Ka hara, ka whawhai, ka tāhae. Ka tūkino ia ki a ia anō. Ko tōku whakapae, nā te tangata haurangi, ka puta ngā pānga kino ki ngā tāngata harakore, pērā i ngā tamariki me ngā marurenga. Kua mate nā te ringa o te tangata inu waipiro. Kāhore e pēnei nā mō te tangata kai hikareti. Te āhua nei, nāna anō anake i whakararu, i whakamate.

Te Rina: (āhua riri ana) E kī, e kī, kua whakaaro koe mō te auahi tatao. Kei a ia ōna pānga kino. Ka mate hoki ngā tāngata harakore,i te nuinga o te wā. Ko te whānau o te tangata momi hikareti. Nā te auahi tatao te pukupuku, te kume, te maremare, te huangō, te mate manawa, te mate ohorere o ngā pēpi, te aha, te aha. Ka matekai hoki te whānau nā te nui o te utu mō te tūpeka.

Piri: Āe, tika tāu e hoa, kāhore he mea i tua atu i te tūpeka mō te utu nui rawa atu. Engari koirā tētahi o ngā raruraru mō te waipiro, he iti rawa te utu. Ka taea e te rangatahi te hoko i te waipiro tino kaha, waru ōrau pea. Heoi, he rite anō ki te rare te tāwara, te meneti i muri mai, auē. Kua haurangi, kua kōtiti haere – ā-tinana, ā-wairua anō hoki. Ā, he raruraru kei te haere.

Te Rina: Mmmm, e āhua pōhauhau ana ahau e pā ana ki te hikinga o te utu mō ngā mea warawara. Nā, ko te iwi Māori te iwi matareka rawa ki te tūpeka ki Aotearoa nei nō reira ko tātou e utu ana i te utu. Engari ko tāku pātai ki te Kāwanatanga. Nā te aha i kore ai i tangohia ngā mea warawara i te tūpeka, arā, ko te nikotine? He tīmatanga tēna, ki ahau nei.

Piri: Ko tāua tēnā! Koia kei a koe! He aha te take e kore ai e mahia e rātou? Me tū koe hei pirimia o te motu me ngā whakaaro nanakia pēna e kare.

Te Rina: Ha, ha, tika tāu nē? Heoi, ko te mea nui, kia hiwa rā tātou, kia mōhio pai ai ki ngā pānga kino o ngā taniwha warawara katoa nē, kia tika ngā kōwhiringa hauora.

Piri: Āe, e te pirimia, āe rā.

# Assessment schedule: Te Reo Māori 91284 – Te mea nui o te ao

|  |  |  |
| --- | --- | --- |
| 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 torotoro  The 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 * showing a basic understanding/being able to make meaning of the text * understanding the gist of the text without being able to develop explanatory responses/answers or giving fine details * giving some valid information/details   For example, from Te Taniwha nui rawa:  *5000 New Zealanders die each year from smoking.*  *Smoking costs a lot.*  *Smoking causes many illnesses.*  *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 torotoro  The 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, from Te Taniwha nui rawa:  *The high cost of tobacco means the family goes hungry. The majority of the time it is the family of the smoker who are affected. Teenagers can afford to buy strong alcohol, perhaps 8%.*  *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 torotoro  The 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, from Te Taniwha nui rawa:  *Passive smoking affects innocent people.*  *Māori are high users of tobacco and so pay the biggest price as a people. Innocent people are badly affected by drunk drivers, e.g. children and victims that have died as a result of someone driving while drunk.*  *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.