**NZQA**

**Approved**

Achievement standard: 91331 Version 2

Standard title: Examine the significance for self, others and society of a sporting event, a physical activity, or a festival

Level: 2

Credits: 4

Achievement standard: 91102 Version 2

Standard title: Construct and deliver a crafted and controlled oral text

Level: 2

Credits: 3

Resource title: Te Matatini festival

Resource reference: Physical Education VP-2.5 v2 & English VP-2.5 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91331-02-8279  NZQA Approved number A-A-02-2015-91102-02-8280 |
| 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: Services Industries

Learner instructions

# Introduction

This assessment activity requires you to explain how and why the Te Matatini festival is significant for yourself, others and society. You are then to construct and deliver a crafted and controlled oral text which develops, sustains and structures ideas using appropriate oral language features to create effects to inform a group of learners who are training to be event managers.

You are going to be assessed on how critically you examine the significance for yourself, others and society of the Te Matatini festival. You will also be assessed on how well you construct and deliver a crafted and controlled oral text which develops, sustains and structures ideas effectively using appropriate oral language features to command the attention of a group of learners who are training to be event managers.

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

***Gathering perspectives***

You are the youth representative for the regional committee of the Te Matatini Festival Society. The Te Matatini festival is due to take place in your region in two years time. You are to attend the Te Matatini festival currently taking place in another region. You will draw on this experience to support your examination of the significance of Te Matatini for yourself, others and society. Your findings will be delivered in an oral presentation to a group of learners studying event management.

Seek out a variety of perspectives on the whanaungatanga - importance and value of the Te Matatini festival, for example for community cohesion. You will be asking your fellow organisers, attendees, family or whānau what they think of the Te Matatini festival, and why. Try to discover what experiences and values have given them their particular perspective. Has their perspective changed over time? If so, what events, issues, experiences or factors have led to this change? You will need to take notes or record their responses.

## Research

Research the internet, magazines/journals and the news for items that explain:

* how society views the Te Matatini festival (consider, for example, your national organisation, a local business, local schools, and your whole community)
* why different groups may view the Te Matatini festival in quite different ways.

Sources that may be useful include:

* newspaper articles
* magazine articles
* your national organisation
* Māori Television and/or *YouTube*
* Native Affairs television programme
* your elders.

Keep thorough records of your research so that you can acknowledge and authenticate your sources.

## Preparing your presentation

Prepare an oral presentation about your experience of the festival and the information and perspectives you gathered. You will need to structure your presentation with an effective introduction, body and conclusion. Your oral presentation may be supported by visuals, such as PowerPoint slides, video clips, audio clips or photos. Your presentation needs to be at least four minutes in length.

In your presentation include:

* critical examination of the ways Te Matatini is/is not significant for yourself, others and society in general. ‘Others’ may include, for example, friends, other attendees and whānau
* a range of sociological factors and issues that help to explain why people have differing views on the importance and value of Te Matatini. These could include, for example, societal, political, economic, environmental, ethical, cultural, or historic factors
* evidence supporting your explanations that includes your own personal experiences, quotations from others, case studies etc
* explanations of how different sociological factors relate to each other and influence the significance of Te Matatini for yourself, others, and society. Identify assumptions, identify who is advantaged and disadvantaged by Te Matatini, and the pros and cons of Te Matatini as a festival
* a conclusion with your evaluation of Te Matatini, based on the evidence you have presented.

## Incorporate oral features

Use appropriate oral language features in your presentation. These should be selected to enhance viewer engagement and emphasise your argument.

Oral language features may include:

* direct address to the audience
* sound devices such as alliteration
* structures such as deliberate repetition, rhetorical questions
* humour, analogy, anecdotes
* voice variety (pitch, rhythm, intonation, volume, pace, pauses, emphasis)
* body language (gestures, facial expressions, stance, eye contact, movement).

## Peer Critique

Working in pairs or small groups, practice making your presentation to your peers and provide feedback about their presentations. Give feedback including:

* How engaging was the opening?
* How clearly structured was the argument?
* What oral features were used or could be used to help make a connection with the audience or strengthen the message?
* Were some parts too long or too short?
* What suggestions can you make?

## Deliver your presentation

Deliver your presentation in a confident and sustained way:

* use appropriate oral language features
* show a clear sense of organisation
* include all perspectives on the significance of the festival
* clearly identify your position on the significance of the festival
* present ideas that are developed with detailed explanations and evidence
* ensure that your ideas are clearly linked to the issue
* ensure that the overall effect of both ideas and structure is compelling and integrated.

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Resource title: Te Matatini festival

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Vocational pathway: Services Industries

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 critically examine the significance for self, others and society of the Te Matatini festival, and to construct and deliver a crafted and controlled oral text which develops, sustains and structures ideas effectively using appropriate oral language features to command the attention of the audience.

# Conditions

This is an individual assessment activity. Presentations must be delivered to an audience.

# Resource requirements

Learners may require access to the internet.

# Additional information

The festival chosen for this resource is Te Matatini. However, other events could be considered such as the ASB Polyfest, National Waka Ama regatta or other tournaments.

# Assessment schedule: Physical Education 91331 – Te Matatini festival

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner examines the significance for self, others and society of the Te Matatini festival   * explaining how and why the Te Matatini festival is significant, with reference to relevant sociological factors and issues for self, others and society   For example:  *Te Matatini is a national indigenous dance festival in which kapa haka performers from all around New Zealand come together to compete for the honour of winning the national finals. The name was given by Professor Wharehuia Milroy, a composite of Te Mata meaning the face and tini denoting many – hence the meaning of Te Matatini is many faces.*  *Watching the performances and learning the waiata made me feel proud of my heritage (whakapapa) and tribe. It allowed me to learn what is required in a performance and the training involved.* (snippet for self only)  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner examines, in-depth, the significance for self, others and society of the Te Matatini festival   * giving full and thorough explanations of the significance of the Te Matatini festival with reference to relevant sociological factors and issues for self, others and society, supported by evidence such as quotations, case studies, research, examples, personal accounts   For example:  *The Te Matatini festival is held every two years in different regions in New Zealand (learner includes references and examples). Authority (mana) is given to different tribes (iwi) to host the festival. Te Matatini is seen as playing a very important role in Māoridom in promoting and developing indigenous dance, kapa haka. It provides a valuable cultural experience for the Māori people of New Zealand and others from all around the world with the festival attracting up to 30,000 participants and spectators.*  *Te Matatini celebrates the Māori culture, its beauty and its core values. Kapa haka is a form of Māori identity and contributes to New Zealand being unique.* (snippet for self only)  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner critically examines the significance for self, others and society of the Te Matatini festival   * critically examining the interrelationship between relevant sociological factors and the significance of the Te Matatini festival for self, others and society by identifying assumptions, considering who is advantaged/disadvantaged, considering pros and cons, making judgements, and providing supporting evidence   For example:  *The Te Matatini festival is held every two years in different regions in New Zealand (learner includes references and examples). Authority (mana) is given to different tribes (iwi) to host the festival. Te Matatini is seen as playing a very important role in Māoridom in promoting and developing indigenous dance, kapa haka. It provides a valuable cultural experience for the Māori people of New Zealand and others from all around the world with the festival attracting up to 30,000 paricipants and specatators.*  *Te Matatini celebrates the Māori culture, its beauty and its core values. Kapa haka is a form of Māori identity and contributes to New Zealand being unique.*  *Te Matatini is a very important event for our family (whānau) and the iwi of Te Arawa. It is a chance for me to connect with my Māori heritage and celebrate Māori culture. It is an opportunity to show New Zealand and the world Māori culture. In New Zealand Māori language is one of the official languages. It is only used by a very small percentage of New Zealand people. Te Matatini gave me a chance to practise my use of the language as there were a large number of people who were fluent. If we are able to preserve our language we must be able to use it on a regular basis. A Government review of the Māori Language sector carried out in 2011 found that $500m was spent on the language but it is still struggling says Dr Higgins (MAI). This is a lot of taxpayer money. It should provide things for people like me who are driven to learn the language*. (snippet for self only)  *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.

# Assessment schedule: English 91102 – Te Matatini festival

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner constructs and delivers a crafted and controlled oral text which develops, sustains and structures ideas. The learner uses oral language features appropriate to audience and purpose to create effects  The learner does this by:   * building on ideas by adding comments, explanations, details, or examples * making connections between ideas throughout the oral presentation   For example:  The learner develops and sustains ideas about the significance of Te Matatini, e.g. reflecting on participation of others in the festival and its impact on the community.   * crafting the presentation so that there is a sense of purpose and organisation * deliberately using oral language features appropriate to the selected audience and purpose   These features could include:   * + oral language techniques (e.g. rhetorical questions, alliteration)   + appropriate body language (e.g. eye contact, stance, gesture, facial expression)   + use of voice devices (e.g. tone, volume, pace, pitch, pause, intonation, inflection).   The learner deliberately uses these oral language features to create meaning and effect.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner constructs and delivers convincingly a crafted and controlled oral text which develops, sustains and structures ideas. The learner uses oral language features appropriate to audience and purpose to create convincing effects  The learner does this by:   * building on ideas by linking comments, explanations, details, or examples * combining ideas and structure in a way that is reasoned, clear and relevant   For example:  The learner convincingly develops and sustains ideas about the significance of Te Matatini, e.g. how changes over time have affected the participation and perceptions of the festival for self, others and the community.   * crafting the presentation so that there is a clear sense of purpose and organisation * deliberately using oral language features appropriate to the selected audience and purpose to create convincing effects   These features could include:   * + convincing oral language techniques (e.g. rhetorical questions, alliteration, hyperbole)   + convincing body language (e.g. eye contact, stance, gesture, facial expression)   + use of convincing voice devices (e.g. tone, volume, pace, pitch, pause, intonation, inflection).   The learner deliberately selects and successfully uses these oral language features to create meaning, effect, and audience interest.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner constructs and delivers effectively a crafted and controlled oral text which develops, sustains and structures ideas. The learner uses oral language features appropriate to audience and purpose to command attention  The learner does this by:   * building on ideas by integrating comments, explanations, details, or examples * developing and sustaining ideas in a structure so that the effect is insightful and/or original   For example:  The learner perceptively develops and sustains ideas about the significance of Te Matatini, e.g. critically examining a variety of social, cultural and historical factors, supported by evidence, that make the event relevant for self, others and society.   * crafting the presentation so that there is a clear and sustained sense of purpose and organisation * deliberately using oral language features appropriate to the selected audience and purpose to command attention   These features could include:   * + engaging oral language techniques (e.g. rhetorical questions, alliteration, hyperbole, imperative)   + commanding and confident body language (e.g. eye contact, stance, gesture, facial expression)   + use of attention grabbing voice devices (e.g. tone, volume, pace, pitch, pause, intonation, inflection).   The learner sustains the confident and articulate use of oral language features to create meaning, effect, and audience engagement.  *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.