**NZQA**

**Approved**

EXPIRED

Achievement standard: 91086 Version 3

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

Level: 1

Credits: 6

Resource title: E tipu e rea

Resource reference: Te Reo Māori VP-1.2 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-01-2017-91086-03-7393 |
| 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 deliver an oral presentation in two parts in te reo Māori to your peers and have a conversation in te reo Māori with your assessor/educator about how to successfully grow a plant or a vegetable in a home garden.

You are going to be assessed on how effectively and confidently you deliver, in te reo Māori, an oral presentation in two parts and 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 in two parts to your peers and have a conversation with your assessor/educator about how to successfully grow a plant or a vegetable in a home garden. In part one you are giving instructions on how to successfully grow a plant or a vegetable in a home garden. For example, present more than one plant or vegetable, and compare and contrast the conditions necessary for the successful growth of each one. Your first presentation will describe the plant(s) or vegetable(s) you will talk about, and the second one will describe the steps you took to grow the plant(s) or vegetable(s), giving instructions to other gardeners on how to achieve the best results.

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.

## Part 1 Present your plant(s) or vegetable(s)

Choose one or more plants or vegetables on which to base your oral presentations. Briefly outline the steps you intend to take to grow a plant or a vegetable. Include any culturally significant features, for example, “I want to grow kumara. I am going to start planting in the spring months, September, October and November. I am not going to plant during the full moon or on korekore days (the 20th, 21st and 22nd) because ...”

## Part 2 How to achieve the best results

Give an oral presentation which outlines the process you took. You could:

* detail the steps you took from initial planting through to cultivating a vegetable or a healthy plant
* describe any problems you had, and say how you solved them
* describe the conditions necessary for your planting, for example, planting in summer or in winter, shade or light, watering
* give instructions (which would help someone who had no previous knowledge) on the most important things to remember when growing your type of vegetable or plant
* if you did not have a successful result, say what went wrong, and how you intend to fix this next time
* compare two different things you have grown, and say what you had to do differently, for example, “one problem was that the birds ate my strawberries, so I had to build a net to cover them”.

## Part 3 Have a conversation

Have a conversation with your assessor/educator about your experiences growing a vegetable or plant in a home garden. You could include:

* what you enjoyed most/least about the process
* what didn’t work
* what you would do differently.

To support your presentations, you can include a PowerPoint, pictures, photos or a visual diary. Only the spoken Māori will be assessed.

For quality kōrero, make sure 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 audience
* 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 in two parts and have a conversation in te reo Māori effectively and confidently on how to successfully grow a plant or a vegetable in a home garden.

# Conditions

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

The assessor/educator, in consultation with the learner, will decide on the final format of the presentations.

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, the library, internet search engines, a video or DVD player, a datashow
* an appropriate working environment, for example, a work room, a computer suite, 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

This standard could be assessed in conjunction with Agricultural and Horticultural Science 90918 (1.1) Carry out a practical agricultural or horticultural investigation or 90157 (1.2) Demonstrate practical skills used in agricultural or horticultural production.

Weather reports on Māori Television have information from the maramataka, such as tides and when to plant, alongside meteorological highs and lows.

The assessor/educator willkeep a record of the evidence that demonstrates each learner’s level of achievement, for example, a video of the presentations. 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 – E tipu e rea

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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 on growing vegetables or flowers in a home garden * 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:  *Ko tōku wawata kia tupu i tētahi māra. Kei te rapu tonu ahau i ngā huawhenua pai mō taku māra iti.*  *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 on growing vegetables or flowers in a home garden * 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:  *Kei te whakatata mai te kōanga. I tērā tau, nā Koro i ārahi mai i ahau. I tēnei tau, māku tēnei mahi e whai.*  *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 on growing vegetables or flowers in a home garden * 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:  *He aha ngā huawhenua e tika ana mō tēnei wāhi? Tino makariri tonu i te kōanga, he tino wera i te raumati.*  *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.