**NZQA**

**Approved**

EXPIRED

Achievement standard: 91085 Version 3

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

Level: 1

Credits: 6

Resource title: Te ao mahi

Resource reference: Te Reo Māori VP-1.1 v3

Vocational Pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-01-2017-91085-03-7398 |
| 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 complete at least two listening tasks related to service industries to demonstrate your understanding of spoken te reo Māori.

You are going to be assessed on how you demonstrate comprehensive understanding of what you hear. You will do this by:

* selecting and expanding on relevant ideas, information, and opinions from the listening 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 the experiences of working in a services industries sector.

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: Kanohi ki te Kanohi

Listen to the assessor/educator’s instructions and make detailed notes about Rehi and Tama’s days. Include all information given about:

* where they went
* what they liked and why (if mentioned)
* what they didn’t like and why (if mentioned)
* what they learned about themselves and/or the job and any challenges they overcame
* what they have in common
* what their jobs have in common.

## Part 2: E Rere E!

Listen to the assessor/educator’s instructions and make detailed notes about what you hear below, including:

* names
* contact details
* destination details
* departure/return details
* additional details/special requests.

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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 complete at least two listening tasks over the course of the year to demonstrate comprehensive understanding of spoken te reo Māori from services industries contexts.

# Conditions

Responses need to be in English.

## Part 1: Kanohi ki te Kanohi

## Context/setting

This activity requires learners to listen to a conversation between two people (a male and a female) who are returning from a work experience day. It is recommended that you pre-record the dialogue of two people, and then play it for your learners to listen to. The learners need to record as much of the information from the conversation as possible.

Read the following to the learners:

I’m going to play you a recording in which Rehi and Tama meet and talk about their work experience days at different places. You are to listen to and record the information that is given in the conversation. As you listen, you can make notes. I’ll play the recording three times. Between the first and the second readings there will be a 30-second pause. After playing the third reading, you will have five minutes to complete your responses. As you listen, you can make notes in English. If you wish, you can re-write your notes. Make sure you write final copy at the top of the sheet you want to be assessed.

Script: Kanohi ki te Kanohi

Tama: Kia ora, aroha mai, ko Rehi tō ingoa?

Rehi: Āe, ko Rehi ahau.

Tama: Ko koe te whaiāipo o Te Awa Kīngi nē? Kua kite ahau i tō whakaahua i runga i a Pukamata.

Rehi: Āe. E mōhio ana koe ki a ia?

Tama: Āe rā! He hoa tata māua mai rānō i te wā ia e noho ana ki Kaitaia. Kātahi anō ahau ka neke mai ki konei, ki Tāmaki-makaurau. Ko Tama Natana tōku ingoa.

Rehi: Nē rā! Kua kōrero a Te Awa mōu. He pai ki te tūtaki kanohi ki te kanohi! E aha ana koe ki konei?

Tama: He rā wheako mahi tāku i te rā nei.

Rehi: Ko ahau hoki tērā. Kua haere ahau ki tētahi toa kuti makawe. I hea tō rā wheako mahi?

Tama: I te whare whakapakari tinana ki te tiriti o Wikitōria. I pēhea tō rā?

Rehi: He tino rerekē! I te āhua whakamā ahau, ko tāku mahi tuatahi, he horoi makawe, ā, he kuia te kiritaki tuatahi. Ki ahau nei, he tapu te upoko, ā, kātahi anō ahau ka whakaaro, koirā te mahi a te kaikuti makawe; te pā upoko ia rā, ia rā!

Tama: Koia kei a koe. I aha koe?

Rehi: Koinei tāku whakatau. Ko te mea nui kia kaua e takahia te mana o te tangata. Kua tae taua kuia kia manaakitia mai ia, ā, koirā tāku mahi.

Tama: Kei whea mai! He rite anō ki tāku mahi. Ahakoa he tino pai te hanga o tēnei tinana, ko te kōrero a tōku kaiārahi i te rā nei, kia kaua e whakahīhī, kia māhaki kē tō āhua, nō te mea, kei reira koe ki te āwhina me te tautoko i ngā kiritaki, kia rite tonu koe ki tētahi hoa piripono.

Rehi: Āe rā. I kī mai tōku kaiārahi he mahi nui tērā; te kōrero, te whakahoahoa, te āta tiaki i ngā kiritaki, koirā te take e hokihoki mai ai rātou. He aha ngā mea pai o tō rā?

Tama: Tokomaha ngā tamariki nohinohi! I pōhēhē ahau kāhore ahau i pai ki ngā tamariki engari he rawe rātou. Nāku rātou i whakaako ki ngā pūkenga poitūkohu, tino kakama rātou ki te ako! He pai hoki ki ahau te mahi kotahi ki te kotahi i te rūma whakapakari tinana nō te mea he mīharo te tautoko i te tangata e whai kaha ana i ōna whāinga. Heoi, kāhore ahau i pai ki te mahi whakahoki taputapu. He taumaha rawa ngā taputapu hākinakina!

Rehi: Āe rā, Kāhore ahau i pai ki te tahitahi makawe, me te ako ki ngā momo heru, he maha rawa! Engari ko te mea tau kē nei, ko te whakataetae makawe. Nāku ngā makawe o tētahi wahine i huri nō te parauri ki te urukehu! E harikoa ana ahau ināianei engari i te wā e whakamahi ana. Kāhore i tū te wiriwiri o ōku ringaringa!

 Kua tae ki tōku tūnga, tukuna tō nama waea pūkoro mā runga Pukamata ki a Te Awa, ka huihui tātou i te tāone hei te paunga o te wiki, kei te rohe o Onehunga māua e noho ana!

Tama: Kei Onehunga tōku kāinga noho hoki! He whakaaro pai tēnā, mā te wā e hoa!

## Part 2: E Rere E!

This activity requires learners to listen to three phone messages. Learners will respond in English. It is preferable that the passage is pre-recorded, using a variety of speakers, so that learners are exposed to a variety of speakers and/or dialects and to make the phone messages sound more ‘authentic’.

Read the following to the learners:

Imagine you are on the reception desk at a flight agency named “E Rere E”. You will hear three phone messages. Your job is to listen to the messages and record relevant details on the form provided in English.

As you listen, listen carefully for meaning. You need to:

* identify the caller and record as much information as possible about their reason for calling, their desired destination, their personal details and the times and dates they wish to fly and any additional details or specific requests.

You will hear the passage three times.

* First, you will hear the messages right through slowly but without breaks.
* Then you will hear one message at a time, there will be a one minute pause, and then the next message will be played.
* Lastly, you will hear the messages right through again. You will then have five minutes to make any final additions or changes to your responses.

Script: E Rere E!

Tēnā koe, ko Hone Waitai tōku ingoa, ko au te kaiwhakahaere o tētahi tīma whutupōro, kua wini i a mātou tētahi whakataetae-ā-motu. Hei te marama o Whiringa-ā-nuku e haere ana mātou ki Ingarangi mō te whakataetae o te ao. Mai i te tekau ki te rua tekau mā whitu o taua marama. Nō Te Kaha te rōpū, ko te pīrangi, kia rere ki Tāmaki-makaurau-rau, ā, ka rere ki tāwāhi mai i reira. Kāore he nui ngā pūtea, nō reira, ko ngā tūrū iti te utu koa. Toru tekau o mātou, he tāne katoa. Heoi, waea mai koa ki a 03 4992773.

Kia ora! Kia ora? Ō, he mihini kē tēnei! Ā, kia ora, kātahi anō au ka hoki ki te kāinga, ā, kua rongo i te karere. E mārena ana tōku tungane ā te paunga o tēnei wiki! Ka haere ahau ki te mārena mā runga waka rererangi i tēnei Rāmere. Nō Ōtautahi tōku whānau, engari nō Whakatū tōna whaiaīpo. Ka tū te mārena ki reira, ki tōna kāinga. Ka mutu āku mahi ā te toru karaka hei te Rāmere. Ka taea e ahau te tae ki te taunga rererangi mai i taku mahi mā runga tekihī. E rua tekau mā rima miniti pea te roa. Ka hoki ahau ki konei, ki Ōtautahi hei te Rātū. He pai ake kia tae i te ata, nō te mea, he hui nui ki tāku mahi ā te ahiahi o taua rā. Kāti, ko Reta Waihou tōku ingoa, ko taku nama waea pūkoro ko 021 144 0936.

Tēnā koe, ko Mātene Ngoi tēnei. E hiahia ana ahau kia haere ki tētahi wāhi wera ā tērā marama. Tokowhā o mātou, arā, ko māua ko tōku hoa rangatira, me ngā tamariki. E iwa ngā tau o tāku tama, e rima tau te pakeke o tāku tamāhine. Kua haere kē mātou ki ngā moutere o te Moana-nui-a-Kiwa. Nō Āwherika ki te Tonga tāku wahine. I hoki ia ki reira i tērā tau mō te hararei. Kāhore anō mātou ko āku tamariki kia haere ki tōna tūrangawaewae. Engari, he pai ake pea mehemea ka tatari kia pakeke ake ngā tamariki, kia maumahara rāua ki te hararei. Ko tōku hiahia, kia rua wiki te roa o te hararei mō mātou. Ka timata te mātāmua ki te kura hōu ā te mutunga o te marama e heke mai nei, nō reira me hoki mai mātou i mua i te rua tekau mā whā o Hōngongoi. Kāhore ahau i te kāinga tae noa ki te ono karaka i te pō nei, engari, ka waea anō au āpōpō i te ata. Kei Pōneke te kāinga noho, ka wehe atu mai i reira, i Pōneke. Hei kōna rā!

# 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 three listening tasks against the criteria in the Achievement Standard.

Assessment schedule: Te Reo Māori 91085 – Te ao mahi

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| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Whakarongo kia mōhio ki te reo o tōna ao.The learner demonstrates their knowledge of spoken te reo Māori by:* providing a minimum of 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, for Kanohi ki te kanohi:*Rehi went to a hair salon for work experience. She liked learning about haircutting.**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 tōna ao.The learner demonstrates their understanding of spoken te reo Māori by:* providing a minimum of 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, for Kanohi ki te kanohi:*Rehi did work experience at a hair salon that day. She didn’t like learning about the types of combs because there were so many.**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 tōna ao.The learner demonstrates their comprehensive understanding of spoken te reo Māori by: * providing a minimum of two pieces of evidence of their listening skills in te reo Māori
* selecting and expanding on relevant information, ideas and opinions from the text, with supporting evidence or detail
* showing comprehensive understanding of possible implied meanings or conclusions within the text
* giving a fully explained and detailed response/answer

For example, for Kanohi ki te kanohi:*Rehi learnt many things doing work experience at a salon. The biggest challenge was the cultural aspect. To Māori the head is sacred and yet this is what a hairdresser does when they cut hair.**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.