**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: He hapa motuhake

Resource reference: Te Reo Māori VP-1.2 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-01-2017-91086-03-7399 |
| 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: 91086

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

Level: 1

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Resource title: He hapa motuhake

Resource reference: Te Reo Māori VP-1.2 v23

Vocational Pathway: Services Industries

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 a ‘menu du jour’ in a restaurant you are working in.

You are going to be assessed on how effectively and confidently you deliver, in te reo Māori, an oral presentation in two parts, and have a conversation to communicate and develop key information and/or ideas in a manner that engages others – your peers and your assessor/educator. 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

As part of your training to work in the hospitality, industry you are learning about food preparation and menus. Prepare a ‘menu du jour’ (menu of the day) and present your menu to your peers.

Ensure that you:

* identify the key information about the topic
* discuss your structure and presentation with your assessor/educator
* present your findings in a logical way to your peers.

## Part 1 Develop the ‘menu du jour’ and give instructions

Develop your ‘menu du jour’, and present it orally to your peers. Include an entrée, a main meal, a dessert and a drink.

You may wish to create a hard copy of the menu including for each dish, a name, a basic description and the price.

Prepare an instructional guide for making one of the items you have included on your ‘menu du jour’, for example, you could prepare a recipe, and make a YouTube clip explaining the step by step instructions.

## Part 2 Have a conversation

Have a conversation with your assessor/educator about the menu. You could include the following:

* the size of the main meal (portion size), for example, is it big and filling, or is it small and fancy? Will it suit everybody?
* any special ingredients
* what flavours will the customers taste when they eat it, for example, is it spicy, hot, sweet?
* the history and/or culture behind the main meal you have included on your menu, for example, is it a traditional dish?
* how do you intend to sell the dessert, for example, to a customer who is full, and feels he/she couldn’t eat any more. Explain why should he/she get the dessert?

To support your presentations, you can include a PowerPoint, pictures or photos or resources such as a menu card and/or pamphlet and/or YouTube clip. Only the spoken Māori will be assessed.

For quality kōrero, make sure 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, related to a menu of the day in a restaurant to two different audiences.

# Conditions

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

Decide on the format of the final presentations in consultation with the learner.

Learners may use cue cards or visual aids in their presentations 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:

* access to 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 kitchen, a computer room, 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

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 – He hapa motuhake

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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 about a menu du jour
* 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:Part 2*: Ko te kaiwhakawā/kaiako: He aha ngā āhuatanga o tēnei rārangi kai e pai ana ki a koe? Ko te ākonga: Ko te mea pai rawa atu ki a au, ko te pūrini. Engari he uaua ki te tunu i te pūrini nei.**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 about a menu du jour
* 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:Part 2: *Ko te kaiwhakawā/kaiako: He aha ngā āhuatanga o tēnei rārangi kai e pai ana ki a koe? Ko te ākonga: Ki a au nei, rawe tēnei rārangi kai, he iti hoki te utu. Engari he roa te wā mō te whakareri.**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 about a menu du jour
* 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:Part 2: *Ko te kaiwhakawā/kaiako: He aha ngā āhuatanga o tēnei rārangi kai e pai ana ki a koe? Ko te ākonga: Kāore e kore, kāore he rārangi kai i tua atu i tēnei. Heoi anō, ko tētahi raru, ko te roa o te wā whakarite me te tunu. Heoi anō, ka maringi mai ngā mihi nā te reka o te kai.**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.