

Te Reo Matatini

Unit standard	32414
Title	Ka mārama, ka whakamahi i te reo kia tutuki ai tētahi pūtakenga whakawhiti korero / Understand and use language for a communicative purpose
Domain	[TBC]
Number of credits	10

There are two alternative methods of assessment for this standard, Option One or Option Two.

EITHER: OPTION ONE

Method of assessment	Common assessment activity (CAA)
Assessment medium	<ul style="list-style-type: none">• Online / web-based• Digital submission (digital audio or video file)• Paper-based (by exception)
Period of assessment	20–24 September 2021
Session duration	2 × 60 minutes (but extra time allowed if necessary – see below)

Assessment format

A “common assessment activity” (CAA) is developed and marked by NZQA, and administered by a kura / tertiary provider in two sessions on a date or dates they are to nominate during the period of assessment specified above. The assessment is designed to be completed in two hours by most ākonga, but kura may allow as much time as necessary for ākonga to complete the assessment in each session.

The assessment comprises three wāhanga (sections), which can be completed in any order:

- Wāhanga Tuatahi: Whakarongo / Pānui
- Wāhanga Tuarua: Kōrero
- Wāhanga Tuarua: Tuhituhi

Ākonga will be required to engage with a range of visual, oral, and written texts in order to complete a range of tasks. The texts will be aligned to Levels 4 and 5 of *Te Marautanga o Aotearoa* and will relate to a range of experiences relevant to everyday life, such as home, whānau, workplace, community and personal activities and projects.

Instructions will be presented in te reo Māori with a translation in English. The resources and tasks will be in te reo Māori only. (A glossary will be provided in the case that particular words or phrases present dialectic ambiguities or are beyond Levels 4–5 of *Te Marautanga o Aotearoa*.)

Ākonga responses must be in te reo Māori.

This section includes four tasks.

Task (1): He whakakī āputa (Cloze activity)

Ākonga will listen to two oral texts, each of approximately 1–2 minutes in duration, in order to fill in gaps in a transcript provided. Ākonga may replay each text up to three times.

The task will require ākonga to show their understanding of contextual cues and their grammatical knowledge by identifying appropriate vocabulary, phrases, or terms.

Task (2): He mahi aroā (taha whakarongo)

Ākonga will listen to or watch an audio or audio-visual text of approximately 2–3 minutes in duration, and respond to questions requiring understanding of the main ideas and key information. Ākonga may replay the text up to three times.

Questions may require matching, and multiple-choice responses, and may require ākonga to (for example):

- locate facts or information
- select appropriate vocabulary
- identify main ideas
- make basic inferences and predictions
- organise information.

Task (3): He mahi aroā (taha pānui)

Ākonga will be required to respond to questions relating to a written text of approximately 300 words (which may also include visual elements).

Questions may require short-answer, matching, drag-and-drop, true-or-false, and multiple-choice responses, and may require ākonga to:

- identify the writer's purpose or point of view
- interpret information from text features
- distinguish fact from opinion
- distinguish relevant from irrelevant information
- identify bias / misinformation / omission
- make basic inferences and predictions
- make accurate generalisations
- organise information
- summarise information
- make a recommendation based on information in the text
- compare or contrast texts.

Task (4): Proofreading

Ākonga will be required to proofread a text of no more than 300 words to show their grammatical knowledge and understanding of text features. The task may include a combination of unwanted words, drag-and-drop, short answer, and labelling responses, and may require ākonga to:

- correct errors in spelling, punctuation, grammar, and vocabulary
- suggest appropriate technical or topical vocabulary.

Wāhanga Rua: Kōrero

Ākonga will be required to choose a scenario from a range relating to experiences relevant to everyday life (such as home, whānau, workplace, community and personal activities and projects), and provide a spoken response (of 1–3 minutes in duration) to instructions relating to the scenario. The scenarios may include visual elements, and the instructions for the task will contain guidance to help the ākonga formulate their response. Ākonga will be given 5 minutes to organise their thoughts and ideas before beginning their response, which is to be recorded as an audio or video file.

The task may require the ākonga to:

- communicate their needs, desires, or wishes
- explain circumstances
- identify possible solutions to a problem
- use language appropriate to their purpose and audience.

Wāhanga Toru: Tuhituhi

Ākonga will be required to produce a piece of writing (of at least 100 words) in response to a task or stimulus chosen from a range of options provided. The piece should incorporate a personal connection and the knowledge and experience of the ākonga, and clearly communicate ideas using language that is both technically correct and appropriate to its context, purpose, and audience.

Stimulus materials may be visual and / or written, and will include a combination of:

- kaupapa taiohi
- kaupapa Māori
- kaupapa taiao
- he kōrero mō te tangata.

The task or stimulus may prompt the ākonga to:

- describe who, what, when, where, or how
- summarise information
- explain an opinion
- elaborate on an idea.

Equipment required

Ākonga must have:

- headphones, so they can listen to the audio in Wāhanga Tuatahi, Tasks (1) and (2)
- a means of recording an audio or video file, so they can respond to the task in Wāhanga Tuarua.

Conditions of assessment

Ākonga must complete their assessment individually under kaiako supervision, in accordance with the NCEA [Assessment and Examination Rules and Procedures](#). Ākonga are not permitted to access any resources other than those supplied in the assessment.

Other information

See at end of Option Two.

OR: OPTION TWO

Method of assessment	Portfolio
Assessment medium	Digital submission (PDF, and / or digital audio or video file)
Period of assessment	Schools must submit portfolios to NZQA by 24 September 2021

Assessment format

Ākonga will present a collection of naturally occurring evidence from activities relating to a range of situations relevant to everyday life. These may include (but are not limited to):

- course and class work – such as tests, assignments, field / lab work reports, and investigations
- extracurricular activities – such as home, whānau, workplace, community and personal activities, experiences and projects.

All resource materials and tasks must be presented in te reo Māori. Ākonga evidence must also be in te reo Māori.

The range of evidence included in the portfolio must meet the requirements of the performance criteria in the two outcomes in the standard:

- Outcome 1 requires evidence of ability to understand and identify key ideas in oral and written texts
- Outcome 2 requires evidence of ability to use language for a purpose.

Evidence can be gathered in a variety of ways, such as:

- from single activities that each meet one or more performance criteria in either one or both outcomes
- from a number of integrated activities that collectively meet the performance criteria in one or both outcomes
- from a single activity that meets all the performance criteria across both outcomes.

This means that a single piece of evidence may be used to meet more than one performance criteria or outcome.

Evidence can be presented in a range of formats and text types, including (but not limited to):

- blogs and social media postings
- visual diaries and visual essays
- journal entries and self-reflections
- essays, letters, and articles
- creative, narrative, descriptive, and instructional writing
- speeches, presentations, and interviews.

Outcome 1

Evidence of Outcome 1 may include:

- oral or written reflection on texts accessed by the ākonga showing their ability to discern information and understand key ideas from the texts
- a recording (maximum duration 5 minutes) of an ākonga-led conference
- planning for and reflection on an ākonga-led research project

- kaiako observations with notated examples of the ākonga having shown their understanding of key ideas, identification of misinformation, and ability to probe for greater understanding. (Evidence must be observed more than once.)

As many texts as necessary should be used to provide sufficient evidence of meeting all performance criteria in Outcome 1, but at a minimum these must include at least ONE written text and ONE oral text. The texts used must:

- be at Level 4–5 of *Te Marautanga o Aotearoa*.
- contain visual, oral, and written elements, either within a single text or throughout the range of texts
- include one continuous text of 150–300 words
- be included in the portfolio wherever possible (it is understood this may not be possible in all contexts).

Outcome 2

Evidence of Outcome 2 must include at least ONE written and ONE oral component.

The written component must include a response of at least 200 words of continuous text.

The oral component must be provided in audio or video format, and comprise 1– 3 minutes of speaking by the ākonga. It must include:

- natural speech
- key ideas that are clearly communicated
- language that is appropriate to the context, audience and purpose.

An oral response may not be read aloud from a written source.

An oral response involving natural (i.e. impromptu / unprepared) speech may include some grammatical mistakes, talking around, rephrasing, and redundancy, and tolerance will be allowed for these.

An oral response that is a prepared speech or presentation should be of a comparatively higher standard – ideas are expected to be formulated and structured, and elaboration should be evident – and a lower tolerance for errors will be allowed.

Portfolio specifications

The evidence can be presented as a digital audio or video file, or as a PDF, or as a combination of both. (Paper-based evidence must be scanned and submitted as a PDF.)

A *Portfolio of Evidence Cover Sheet* must be completed by the kaiako for each ākonga portfolio submitted for assessment.

Conditions of Assessment

Ākonga must complete their work for assessment independently, in accordance with the NCEA [Assessment and Examination Rules and Procedures](#). A portfolio must be entirely the work of the ākonga, and the kaiako should take care to limit their discussion of and feedback on the work itself to avoid compromising the authenticity of the evidence presented by the ākonga and therefore the validity of the assessment.

Other information

As well as *Te Marautanga o Aotearoa*, assessors of this standard should be familiar with:

- The Unit Standard US32414
- The NCEA Te Reo Matatini Learning Matrix

These and other documents can be found on the [Te Reo Matatini](#) page of the [NCEA website](#).

PORTFOLIO OF EVIDENCE COVER SHEET: OPTION 1

Standard US32414: **Ka mārama, ka whakamahi i te reo kia tutuki ai tētahi pūtakenga whakawhiti kōrero**
Version 1

Credits 10

A cover sheet (option 1 or option 2) **must** accompany each ākonga's portfolio of evidence submitted for assessment.

Ākonga: _____ Education organisation: _____

- Name the evidence provided
- Identify the format for the evidence
- Date the evidence was generated
- For outcome 1, identify the elements of the source texts (written, visual, oral, continuous)
- Identify the performance criterion that has been met
- The table below has been filled out with examples, but you will need to write your own.

Evidence	Format	Date/s	Outcome 1				Outcome 2			
			1.1	1.2	1.3	Source text Elements	2.1	2.2	2.3	2.4
1. "Te Haerenga"	Listening comprehension task involving directions and locating information on map	20/4/22	✓	✓		Oral podcast, visual				
2. "Te Ao news"	Kaiako observation of oral response to current affairs news item	16/5/22	✓		✓	Oral, visual				
3. "Ngā mihi"	Written letter of thanks to host kura	7/6/22					✓	✓	✓	✓
4. "Nōku tēnei whenua"	Oral presentation with written summary; video recording	30/6/22					✓	✓	✓	✓
5. "Ka mate kāinga tahi, ka ora kāinga rua"	Reading comprehension task	7/10/22	✓	✓	✓	Continuous, Written				
6. "Toitū te whenua"	Written ākonga reflection of local iwi story	7/11/22	✓	✓		Continuous, written, visual				

PORTFOLIO OF EVIDENCE COVER SHEET: OPTION 2

Standard US32414: **Ka mārama, ka whakamahi i te reo kia tutuki ai tētahi pūtakenga whakawhiti kōrero**
Version 1

Credits 10

A cover sheet (option 1 or option2) **must** accompany each ākonga's portfolio of evidence submitted for assessment.

Ākonga: _____ Education organisation: _____

- Identify the Outcome (Outcome 1 or Outcome 2)
- Identify the Performance Criteria
- State the characteristics of the source text/stimuli (written, visual, oral, continuous etc) (Outcome 1)
- Describe briefly the text/activity
- Identify the type/title of evidence
- Provide date/period the evidence was generated
- The table below has been filled out with examples, but you will need to write your own.

Tipako Outcome (1, 2)	Paearu Mahi Performance Criteria (1.1., 1.2...)	Source text/stimuli (written/oral/visual...)	Activity	Evidence	Date
1	1.1, 1.2	Oral podcast, visual	Listening comprehension to follow directions and locate information on map	Te Haerenga	20/4/22
1	1.1, 1.2	Continuous, written, visual	Written ākonga reflection on local iwi story.	Toitū te whenua	7/11/22
1	1.1, 1.2, 1.3	Oral, visual	Oral response to current event news item	Te Ao News, Kaiako observation	16/5/22
1	1.1, 1.2, 1.3	Continuous, written	Reading comprehension	Ka mate kāinga tahi, ka ora kāinga rua	7/10/22
2	2.1, 2.2, 2.3, 2.4		Written letter of thanks to host kura	Ngā mihi	7/6/22
2	2.1, 2.2, 2.3, 2.4		Oral presentation with written summary; video recording	Nōku tēnei whenua	30/6/22

CHECKLIST FOR PORTFOLIO EVIDENCE

Standard requirements	Check that:	Yes/No
EN2	The ākonga's portfolio as a whole reflects or exceeds the demands of NZC level 4 of Te Marautanga o Aotearoa and He Tirewa Ako (pānui, tuhituhi, reo-ā-waha in development). All texts meet curriculum level 4/5 achievement objectives.	
EN3	Ākonga have responded to at least 2 texts (Outcome 1)	
EN3	At least 2 texts (Outcome 1) contain written elements	
EN3	At least 1 text must have a component of 150-300 words of continuous text.	
EN3	At least 2 texts (Outcome 1) contain visual elements.	
EN3	At least 2 texts (Outcome 1) contain oral elements.	
EN7	At least 1 ākonga response (Outcome 2) is a written text.	
EN7	At least one ākonga response (Outcome 2) contains a written component of at least 100 words.	
EN7 *	At least one ākonga response (Outcome 2) is an oral text (1-2 minutes in length).	
EN10	Errors in written and oral responses should not unduly affect the communication of the message.	
Outcome 1	The ākonga has provided evidence that they understand and identify key ideas in at least two texts.	
PC 1.1	The ākonga has selected strategies for understanding at least 2 texts.	
PC 1.2	The ākonga has identified key information in at least 2 texts.	
PC 1.3	The ākonga has identified irrelevant information or misinformation in at least 2 texts.	
Outcome 2	The ākonga has used language for a purpose in at least 2 texts.	
PC 2.1	The ākonga has selected key strategies to meet a communicative purpose in at least 2 texts.	
PC 2.2	The ākonga has clearly communicated key ideas in at least 2 texts.	
PC 2.3	The ākonga has used language appropriate to the context, audience, and purpose in at least 2 texts.	
PC 2.4	The ākonga has used language with technical accuracy in at least 2 texts.	

***NB. Teacher notation of oral response will be accepted where audio recording is unavailable.**

Attestation:

I attest that the information given in this cover sheet is accurate; the ākonga produced the evidence him/herself, without undue assistance.

Signed:
 Name:
 Position:
 Date: