**Achievement Standard**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subject Reference | | | | Te Reo Māori 1.1 | | | | | |
| **Title** | | | | Te kōrero mō te ora o te reo i mua i te tau 1970 | | | | | |
| **Level** | 1 | | | **Credits** | | 6 | **Assessment** | | Internal |
| **Subfield** | | | | Reo Māori | | | | | |
| **Domain** | | | | Te Reo Māori | | | | | |
| **Status** | | |  | | **Status date** | | |  | |
| **Planned review date** | |  | | | **Date version published** | | |  | |

Students will communicate about the vitality of the language before 1970.

**Achievement Criteria**

| **Achieved** | **Merit** | **Excellence** |
| --- | --- | --- |
| * Identify the impact of events before 1970 on the vitality of the language. | * Explain the impact of events before 1970 on the vitality of the language. | * Analyse the impact of events before 1970 on the vitality of the language. |

**Explanatory Notes**

1. This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and the objectives at Level 6 of *Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki*.
2. The following are explanations for the key words and phrases of this standard:

*Identify the impact of events before 1970 on the vitality of the language* involves:

* identifying key historical factors and their impact on te reo Māori
* expressing relevant information, details and opinions
* achieving overall communication despite errors.

*Explain the impact of events before 1970 on the vitality of the language* involves:

* explaining the connection between historical factors and their impact on te reo Māori
* developing information, details and opinions with relevant examples
* achieving communication that is not significantly affected by errors.

*Analyse the impact of events before 1970 on the vitality of the language* involves:

* analysing the consequences that historical factors had on te reo Māori and providing a justified perspective/opinion
* expanding on information, details and opinions in a way that is controlled and sustained
* achieving communication that is not affected by errors.

1. *Historical factors* include past events, situations, policies or actions that occurred before 1970.
2. *Vitality of the language* includes the reclamation, survival, regeneration, revitalisation, resilience, sustainability, growth, and status of the language.

5 *Impacts* can be both events, and consequences, but it is how they are

framed and explained by the student that is important.

|  |  |  |
| --- | --- | --- |
| **Historical Factors** | **Impacts** | **Consequences** |
| Missionaries learnt te reo Māori | Language took a written form | Te reo was able to be promoted through publication of newspapers and books |
| Inaccurate translations/interpretations of Māori words/concepts created issues for relationships between Māori and Pākehā |
| Introduction of religion to Māori culture | Introduction of Christian karakia | Whakaaro Pākehā became embedded in the language (and culture) |
| Native Schools Act | Te reo Māori could not be spoken at school | Te reo Māori was not recognised as a language of importance in society |

6 *Errors* are mistakes which affect overall communication or clarity of message.

Examples include:

* word choice
* sentence structure
* pronunciation or intonation.

**Quality Assurance**

1. Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
2. Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233