**Te Taunaki i te Aromatawai 1.1B**

**Achievement Standard 1.1**

**Te kōrero mō te ora o te reo i mua i te tau 1970**

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|  | **Paetae**  **Achievement** | **Kaiaka**  **Achievement with Merit** | **Kairangi**  **Achievement with Excellence** |
| **Paearu Paetae | Achievement Criteria** | Identifying 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 ideas, information and details  - achieving overall communication despite errors. | Explaining 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 ideas, information and details with relevant examples  - achieving communication that is not significantly hindered by errors. | Analysing 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.  - connecting information, details and opinions successfully  - achieving communication that is not hindered by errors. |
| **Ngā Tohu |**  **Indicators**  **Kōrero** | * Language is audible with correct pronunciation most of the time. | * Language is audible with natural rhythm and intonation. | * Language is audible with natural rhythm and intonation and natural stress. |
| **Ngā Tohu |**  **Indicators**  **Tuhituhi** | * Writing conventions are used. Examples include spelling, punctuation, language/grammar, order of words and paragraphing. | * Writing conventions are used. Examples include spelling, punctuation, language/grammar, order of words and paragraphing. | * Writing conventions are used. Examples include spelling, punctuation, language/grammar, order of words and paragraphing. |
| **He taunakitanga hei tauira/tā te kaimāka i kite ai, he tīpakonga noa iho |**  **Example evidence/ assessor observations, extract only** | *Extract of exemplar evidence for Achievement to follow.* | *Extract of exemplar evidence for Merit to follow.* | *Extract of exemplar evidence for Excellence to follow.* |
| **He kōrero mō te taunakitanga kua tāpaetia |**  **Comments on evidence supplied** |  |  |  |

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| **He whakataunga torowhānui e pā ana ki te mahi**  **Holistic judgement on performance** |  |
| **Te taumata whānui kua ekea: Kāore i eke Paetae Kaiaka Kairangi**  **Holistic level of achievement:** Not Achieved Achieved Merit Excellence | |

*Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.*

For an assessment that has not achieved the standard, does the evidence supplied meet the criteria for a resubmission opportunity: **Yes No**