



# **National Qualifications Framework Levels 1–3, 2008**

## **Te Reo Māori & Te Reo Rangatira**

### **National Moderator's Report**

## National Moderator's Report for Te Reo

### General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment materials that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgements at all levels.

### General Overall Comment

In general, most of the assessment material (activity and assessment schedule) submitted for moderation has been unmodified Ministry of Education (TKI) material but there has been a significant increase in the amount of original material that has been used by assessors this year. The TKI material is usually used in accordance with the assessment conditions to generate valid learner evidence and to guide accurate assessor judgements. Some moderation issues have arisen, however, when TKI material has been modified and when original material is used. The most common issues were:

- The assessment activity does not provide learners with the opportunity to meet the requirements of the standard.
- The activity does not clearly and appropriately state the assessment conditions to meet the standard.
- The assessment schedule does not provide evidence statements that meet the requirements of the standard.
- The schedule does not clearly describe the performance expectations that meet the requirements of the standard.

In 2008 there was evidence that guidance relating to moderation has been followed to address concerns with organisation and presentation of submissions.

Further guidance about the preparation of visual submissions can be found in the circular A2008/016 - 2 May 2008 *Preparing Visual Submissions for Moderation for NQF Qualifications at*  
<http://www.nzqa.govt.nz/publications/circulars/matters/2008/a2008-016.html>.

### Whakarongo Standards

<b>TRM 1.1 90131</b>	<b><i>Whakarongo i te reo o tōna ao</i></b>
<b>TRM 2.1 90449</b>	<b><i>Whakarongo i te reo o tōna ao mōhio</i></b>
<b>TRM 3.1 90542</b>	<b><i>Whakarongo i te reo o te ao whānui</i></b>
<b>TRR 1.1 90135</b>	<b><i>Whakarongo i ngā horopaki huhua noa</i></b>
<b>TRR 2.1 90442</b>	<b><i>Whakarongo ki te reo whaikupu</i></b>
<b>TRR 3.1 90536</b>	<b><i>Whakarongo ki te reo kaumātua</i></b>

<b>7261</b>	<b><i>Tohu i ngā whakautu</i></b>
<b>7262</b>	<b><i>Tohu whakapuaki poto mō ngā take whānui</i></b>

For these standards, learners must demonstrate listening skill and knowledge after hearing a short text, by completing a task or set of tasks. To meet the requirements of the standard, learner evidence must show that all assessment conditions have been accurately adhered to.

Achievement, Merit and Excellence grades are based on demonstrated listening skills and knowledge at increasingly higher levels. Assessment schedules must show clear criteria for attainment of the pertinent level of achievement. Criteria specifying quality and quantity assist toward accurate assessor judgements.

Learner evidence must demonstrate that the requirements of the standard have been met. With this in mind, assessors must ensure marking and tallying of student responses are accurate, as this is evidence from which a clear judgement can be made.

### **Kōrero Standards**

<b>TRM 1.2 90132</b>	<b><i>Kōrero i te reo o tōna ao mōhio</i></b>
<b>TRM 2.2 90440</b>	<b><i>Kōrero i te reo o tōna ao mōhio</i></b>
<b>TRM 3.2 90543</b>	<b><i>Kōrero i te reo o te ao whānui</i></b>
<b>TRR 1.2 90136</b>	<b><i>Kōrero i ngā horopaki huhua noa (Expiring in 2008)</i></b>
<b>TRR 2.2 90750</b>	<b><i>Rangahau, whakarite me te whakaputa whaikōrero</i></b>
<b>TRR 2.3 90751</b>	<b><i>Whakaputa i te kōrero tene</i></b>
<b>7269</b>	<b><i>Whakarite mihi ki te tangata</i></b>

For these standards, learners must demonstrate speaking skill and knowledge about a set subject, and within set parameters. To meet the requirements of the standard, learner evidence must show that all assessment conditions have been accurately adhered to.

Achievement, Merit and Excellence grades are based on demonstrated speaking skill and knowledge at increasingly higher levels. Assessment schedules must show clear criteria for attainment of the pertinent level of achievement. Criteria specifying quality and quantity assist toward accurate assessor judgements.

Learner evidence must demonstrate that the requirements of the standard have been met and all assessment conditions have been adhered to. Where the activity permits the use of cue cards or visual aids, these must be used as prompts only. Excessive use diminishes the student's ability to meet the requirements of the speaking standard.

Successful attainment of credit is determined by the standard. The standard does not stipulate a time length (duration) and is specific to the quality of the speaking performance. The difference between Te Reo Māori and Te Reo Rangatira is indicated in the complexity of the standard. A holistic judgement should be made with the following considerations:

- 1) Kōrero content should relate directly to the conditions of the activity.

- 2) Karakia and mihi are unique to Māori and must be retained. Provision should always be made to facilitate the student's delivery of these but this is supplementary to the content required by the instructions of the activity.
- 3) It is recommended that 2 weeks be allowed for preparation, except for Kōrero Ohore.
- 4) Use of cue cards/props is restricted to minimal use (ie. prompting.) The integrity of the Kōrero standard must not be compromised by a reading performance. Tokotoko, rākau, patu and korowai etc, are tāonga Māori and have a unique use in Māori oratory.

Kōrero standards can be effectively assessed, both in real time and in review, from a video or DVD recording of the learner's performance. Assessment evidence of this kind is essential for moderation purposes. Recordings should be carefully produced to ensure quality sound and picture, clear identification of learner's evidence, and that only the learner evidence to be verified is contained on the video or DVD. Care should also be taken to ensure that video tapes or DVDs are appropriately packaged to prevent damage.

In 2008 there were many schools whose visual evidence could not be viewed due to incompatibility with the technology available within Te Kaahui Whakaorite. For the purposes of recording kōrero presentations in 2009, please ensure they are accessible via Windows Media Player or a standard DVD player.

### **Tuhituhi Standards**

<b>TRM 2.5 90757</b>	<i>Hanga tuhinga i te reo o tōna ao mōhio</i>
<b>TRM 3.5 90783</b>	<i>Hanga tuhinga auaha i te reo o te ao whānui</i>
<b>7257</b>	<i>Whakamahi i ngā tikanga tuhituhi</i>
<b>7259</b>	<i>Tuhi kōrero kia hāngai ki tētahi kaupapa</i>

For these standards, learners must demonstrate writing skill and knowledge about a set subject, and within set parameters. To meet the requirements of the standard, learner evidence must show that all assessment conditions have been accurately adhered to.

Learner evidence should be provided through completion of written tasks. Teachers must ensure marking of student responses accurately, as this is evidence from which a clear judgement can be made. This did not always occur and raised issues relating to the integrity of the assessor judgements.

In 2008 Te Kaahui Whakaorite observed significant improvement in the quality of written work submitted for the internal writing standards. This was reinforced by evidence that teachers have a better understanding of the intention of these standards and the way in which the pertinent assessments are organised and administered.