

Assessment Support Materials

# REO MĀORI MEDIA



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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NGĀ RATONGA TOHU MĀTAURANGA MĀORI

TĪKAROHIA TE MARAMA REALISE YOUR POTENTIAL

Tohu Artist - Tiana Maihi

(Ngā Puhī, Te Arawa, Ngāti Porou, Ngāi Tai)



## Assessment Support Materials

# REO MĀORI MEDIA

## Introduction

Welcome to the Assessment Support Materials for Reo Māori Media.

The Assessment Support Materials for Reo Māori Media have been developed to support you in achieving the outcomes of the unit standards listed below and are guidelines only. Please ensure you are using the most up to date standard by checking the NZQA website before using the materials in this booklet. If you would like to provide us with feedback on these materials or suggest changes to the content of this resource please contact us on Māori Qualification Services [mqs@nzqa.govt.nz](mailto:mqs@nzqa.govt.nz)

Ngā mihi

## Level 4

### Ngā Tikanga Pāpāho Māori

- 19748** Demonstrate knowledge of the history and political development of reo Māori media in Aotearoa
- 26256** Examine and profile key roles and explore potential employment opportunities within reo Māori media industry
- 26257** Profile current reo Māori media stakeholders organisations and production houses
- 26258** Examine the functions of the Broadcasting Standards Authority in relation to reo Māori media

### Te Reo Māori Pāpāho

- 26259** Write scripts about events and ngā tohu a Tāwhirimatea in te reo Māori for broadcast on reo Māori radio

'Te manu ka kai i te miro, nōna te ngahere  
Te manu ka kai i te mātauranga, nōna te ao'

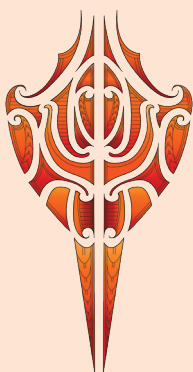
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*'The bird that partakes of the berry, theirs is the forest.  
The bird that partakes of knowledge, theirs is the world'*

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## REO MĀORI MEDIA

### UNIT STANDARD 19748 (version 3)

Demonstrate knowledge of the history and political development of reo Māori media in Aotearoa

(Level 4, Credits 5)

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# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Reo Māori media unit standard 19748: Demonstrate knowledge of the history and political development of reo Māori media in Aotearoa

## Assessment criteria

There are TWO (2) assessment tasks that you must correctly complete to be awarded this unit standard.

## Instructions

For this unit standard, you will:

Observe and listen to your kaiako carefully, take notes, photographs, or do illustrations as you go.

All the information must be relevant to the kaupapa

## Conditions

- All activities must be correctly completed before credits are awarded.
- You and your kaiako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only however the gathering of information may take place whenever the opportunity arises.
- Your kaiako/assessor will discuss with you the processes for reassessment.
- Your kaiako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups however you will be assessed individually

## Resources

- Pouako handouts, camera for photographs, folders etc to keep information in.

## Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

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## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**Outcome 1 Demonstrate knowledge of the history and political development of reo Māori broadcasting.**

### Assessment Task 1

#### Chronological account of events.

Develop and present a detailed chronological account of reo Māori broadcasting events from the year 1987 – 2008 (te ture o te reo Māori.)

The chronological account must identify and explain:

- People significant to the development of reo Māori broadcasting
- Māori political activity and TWO factors that supported changes to legislation
- TWO Māori political groups and TWO impacts of their pressure on the development of reo Māori broadcasting.

Factors may include but is not limited – *political crisis; demise of reo Māori; economic crisis; obstacles to Māori participation including Māori leadership; lack of Māori presence and Māori content within the broadcasting industry; Māori Television Services; (Te Aratuku whakaata Irirangi Māori) Act 2003;*

Māori political groups may include but is not limited – *New Zealand Māori council; New Zealand Māori Congress; Ngā Tama Toa; Te Kaiwhakapūmau i te Reo Māori; Māori Party.*

Impacts may include but is not limited to – *increased number of Māori presenters; increased percentage of Māori topics or events; increased percentage of air time; broadcasting in reo Māori; new learning programmes to support Māori language development; changes to legislation.*

**All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.**

**Outcome 2** Select a reo Māori broadcasting event and examine its impacts on broadcasting in New Zealand.

## Assessment Task 2

Select and research a reo Māori broadcasting event to explain its impacts on broadcasting in New Zealand.

The event can be hui-ā-iwi, Māori wānanga, national or local competitions, hui taumata, tangihanga etc.

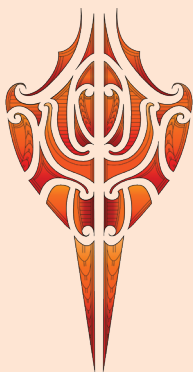
Research must explain:

- The purpose and impacts of the event on broadcasting in New Zealand.
- Reo Māori broadcasting characteristics and their impacts on reo Māori broadcasting in New Zealand such as
  - accessibility of te reo Māori and culture
  - visibility of te reo Māori and Māori culture
  - quality to attract and retain audiences
  - focus on reo Māori and culture.

**Kia kaha kia manawanui**

## Notes:

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## REO MĀORI MEDIA

### UNIT STANDARD 26256 (version 2)

Examine and profile key roles and explore potential employment opportunities within reo Māori media industry

(Level 4, Credits 5)

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# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Reo Māori media unit standard 26256: Examine and profile key roles and explore potential employment opportunities within reo Māori media industry.

## Assessment criteria

There are THREE (3) assessment tasks that you must correctly complete to be awarded this unit standard.

## Instructions

For this unit standard, you will:

Research, examine and profile information for potentials roles in the reo Māori media industry.

All the information must be relevant to the kaupapa

## Conditions

- All activities must be correctly completed before credits are awarded.
- You and your kaiako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
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## Resources

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## Authenticity

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## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**Outcome 1** Examine and profile key roles within a reo Māori media stakeholder organisation that may include, but is not limited to radio, film, television, print, internet.

### Assessment Task 1

#### Reo Māori media stakeholders organisations.

Using the task sheets below;

1. Select, examine and profile FOUR key roles in a reo Māori media stakeholder organisation you may be interested in working in, in terms of:
  - function
  - use of te reo Māori
  - responsibilities
  - key relationships.

**All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.**

LEVEL  
4

**Task Sheet:**

NAME OF STAKEHOLDERS ORGANISATION:

KEY ROLES

FUNCTIONS

RESPONSIBILITIES

USE OF TE REO  
MAORI

KEY  
RELATIONSHIPS



**Outcome 2** Examine and profile key roles within reo Māori media production house.  
Key roles may include – writing, editing, directing, production, post-production, music, promotion

## Assessment Task 2

Using the task sheets below:

- Select, examine and profile FOUR key roles from the list provided or other key roles within a production house that you may be interested in working in, in terms of the:
- skills
  - knowledge and
  - competencies required.

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

LEVEL  
4

**Task Sheet**

NAME OF PRODUCTION HOUSE:	KEY ROLES	SKILLS	KNOWLEDGE	COMPETENCIES

**Outcome 3** Examine and profile key roles within reo Māori media production house.  
Key roles may include – writing, editing, directing, production, post-production, music, promotion

### Assessment Task 3

Using the task sheets below:

- develop an employment file that contains information for;
- employment opportunities and pathways; that includes current and future achievability, skills, knowledge, and competencies required; job availability;
- and entry points that includes – entry level positions, tertiary and workplace qualifications, internships, work experience.

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

### Employment Opportunities & Entry Points

POTENTIAL ROLE:	
CURRENT & FUTURE ACHIEVABILITY	
SKILLS AND KNOWLEDGE COMPETENCIES REQUIRED	
JOB AVAILABILITY	

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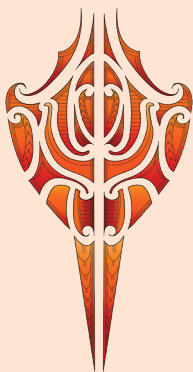
<p>ENTRY LEVEL POSITIONS</p>	
<p>TERTIARY AND WORKPLACE QUALIFICATIONS</p>	
<p>INTERNSHIPS</p>	
<p>WORK EXPERIENCE</p>	

Use your current curriculum vitae to identify how you currently meet the requirements and what you might need to do in the future for the role you are interested in.

**Kia kaha kia manawanui.**

## Notes:

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## REO MĀORI MEDIA

### UNIT STANDARD 26257 (version 2)

Profile current reo Māori media stakeholders organisations and production houses

(Level 4, Credits 10)

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# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Reo Māori media unit standard 26257: Profile current reo Māori media stakeholders organisations, production houses.

## Assessment criteria

There are TWO (2) assessment tasks. Task ONE (1) has THREE (3) activities. Task TWO (2) has TWO (2) activities that you must correctly complete to gain credits for this standard.

## Instructions

For this unit standard, you will:

Observe and listen to your kaiako carefully, take notes, photographs, or do illustrations as you go.

All the information must be relevant to the kaupapa

## Conditions

- All activities must be correctly completed before credits are awarded.
- You and your kaiako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only however the gathering of information may take place whenever the opportunity arises.
- Your kaiako/assessor will discuss with you the processes for reassessment.
- Your kaiako may arrange access to internet or libraries, to marae, art galleries, and museums.
- You may work in pairs or groups however you will be assessed individually

## Resources

- Pouako handouts, camera for photographs, folders etc to keep information in.

## Authenticity

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## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

### Outcome 1 Profile current reo Māori media stakeholder organisations.

Range: evidence of two stakeholder organisations of which one must be from radio and one other from television, film, print or internet.

## Assessment Task 1

### Activity 1

Select TWO stakeholder organisations that your hapū, iwi or community may find informative when developing their own multimedia organisation.

ONE stakeholder must be from **radio** and the other can be selected from **television, film, print or internet**.

**CHECK** with your kaiako before you proceed to ensure that the organisations have sufficient information for you to research and present to achieve the standard. Some examples are:

**Radio** – Te Mangai Pāho (Māori Broadcasting Funding Agency), Whakaruruhau o ngā Reo Irirangi Māori o Aotearoa (Federation of Māori Radio Stations), Te Puni Kōkiri (Ministry of Māori Development), Ministry of Economic Development, Ministry of Culture and Heritage, Minister of Broadcasting, Licence Holders (Mandated Bodies), Te Mana Whanonga Kaipāho (Broadcasting Standards Authority), Radio Boards, Independent Production Companies, Irirangi ā-Motu (New Zealand on Air), Advertisers;

**Television and Film** – Ngā Aho Whakaari, (Māori in Film, Video and Television Inc), Independent Producers and Directors, SPADA (Screenwriters, Producers and Directors Association), Te Māngai Pāho (Māori Broadcasting Funding Agency), Te Puni Kōkiri (Ministry of Māori Development), Ministry of Economic Development, Ministry of Culture and Heritage, Minister of Broadcasting, Te Pūtahi Pāho and the Crown (together as licence holders), Te Mana Whanonga Kaipāho (Broadcasting Standards Authority), Te Reo Tātaki (Television New Zealand), Irirangi ā-Motu (New Zealand on Air), Advertisers;

**Print** – New Zealand Advertising Authority, New Zealand Press council, Te Taura Whiri i te Reo (Language Commission), Broadcasting Standards authority (BSA), Ministry of Culture and Heritage, Learning Media, Huia Publishers.

**Internet** – Tuaropaki Communications Ltd, Gis Net, Vodafone, 2Degrees, Telecom

## Activity 2

Profile your chosen reo Māori media stakeholders in terms of their respective operations, obligations in the provision and promotion of reo Māori and service technical providers.

Research and collect written, visual and audio information that explains the background of the organisation, vision, mission, organizational structure, governance, strategic plan, communication strategy and other information that will assist you to provide the following:

OPERATIONS (evidence of at least three is required from the following list)

- Function.
- Use of te reo.
- Responsibilities.
- Key relationships.

OBLIGATIONS (evidence of at least four is required from the following list)

- Audience.
- Reach and coverage.
- Use of te reo Māori.
- Funding.
- Commercial.
- Non-commercial.
- Corporate.

TECHNICAL SERVICE PROVIDER (evidence of one is required)

## Activity 3

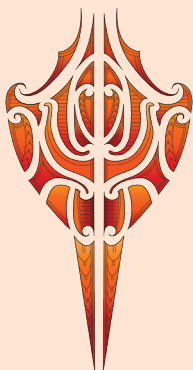
Develop your collection of information into a multi-media presentation that you can deliver to your local hapū or iwi. Practice delivering your information to one of your peers for feedback and then simulate the presentation to your class.

**Outcome 2** Profile current reo Māori media production houses.  
**Range:** evidence of two production houses from the same reo Māori media.

## Assessment Task 2

Activity 1	Activity 2
<p>Select TWO reo Māori media production houses from the same reo Māori media that your hapū or iwi or community may find informative when developing their own multi-media organisation.</p> <p>CHECK with your kaitiaki before you proceed to ensure that the production houses have sufficient information for you to research and present to achieve the standard.</p> <p>Some examples are those companies or independent producers/companies providing programs or articles for reo Māori media:</p> <ul style="list-style-type: none"> <li>• iwi radio stations</li> <li>• Māori Television</li> <li>• Learning Media etc.</li> </ul>	<p>You will profile your chosen reo Māori media production houses in terms of their operations, transmission platforms, and technical service providers through research, interviews, and collection of written, visual and audio information that can be developed into a multi-media presentation.</p> <p>OPERATIONS (all are required from the list below)</p> <ul style="list-style-type: none"> <li>• Programming.</li> <li>• Use of reo.</li> <li>• Technical service providers.</li> <li>• Key relationships.</li> </ul> <p>TRANSMISSION PLATFORMS</p> <ul style="list-style-type: none"> <li>• Analogue.</li> <li>• Digital (both terrestrial and satellite).</li> <li>• Web based.</li> <li>• Interactive.</li> </ul> <p>TECHNICAL SERVICE PROVIDER (evidence of one is required)</p>
Kia kaha kia manawanui.	

## Notes:



## REO MĀORI MEDIA

### UNIT STANDARD 26258 (version 2)

Examine the functions of the Broadcasting Standards Authority in relation to reo Māori media

(Level 4, Credits 10)

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# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Reo Māori media unit standard 26258: Examine the functions of the Broadcasting Standards Authority in relation to reo Māori media

## Assessment criteria

There are THREE (3) assessment tasks that you must correctly complete to be awarded this unit standard.

## Instructions

For this unit standard, you will:

Explore case studies to understand the functions of the BSA in relation to reo Māori media

All the information must be relevant to the kaupapa

## Conditions

- All activities must be correctly completed before credits are awarded.
- You and your kaiako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
- Activities must be completed in class time only however the gathering of information may take place whenever the opportunity arises.
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## Resources

- Pouako handouts, camera for photographs, folders etc to keep information in.

## Authenticity

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## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**Outcome 1** Examine the roles and functions of the BSA in relation to reo Māori media.

### Assessment Task 1

#### Amuamu.

Case study 1

(a) Select a broadcast and examine the broadcast for breaches against the codes and standards of the BSA from a Reo Māori Media perspective.

You must include:

- the breach of two codes of the BSA
- four standards for each code.

(b) Identify and examine two examples of breaches of the BSA in relations to its duty to ensure reo Māori media broadcasters provide consistent and fair programs.

(c) Examine two roles and functions of the BSA in conjunction with one other standard authority in term of their duties to ensure reo Māori media broadcasting provide consistent and fair programs.

**Outcome 2** Examine and apply the BSA codes and standards in relation to reo Māori media broadcasting.

**Range: evidence of one code and four standards is required.**

### Assessment Task 2

Select and research two broadcasts on a hui on a marae. One must be a tangihanga and one other such as kawē mate, rā whānau, hui-ā whānau, hui-ā-hapū, hui-ā-iwi, hui whakanui

Examine the broadcasts and apply two codes and four standards of the BSA and explain

- two examples of compromise of tikanga at each hui
- the appropriate application of the codes and standards at each hui.

**Outcome 3 Examine the BSA process for dealing with complaints.****Assessment Task 3**

Select a broadcast and examine the BSA process in dealing with complaints and explain the effects on the reo Māori media industry.

The explanation must include the following:

- three effects
- the process for making a formal complaint of a breach
- the requirements of the broadcaster in relation to the formal complaint
- the BSA process of decision making in relation to a formal complaint
- the BSA process for dealing with formal complaints in accordance with the Broadcasting Act 1989.

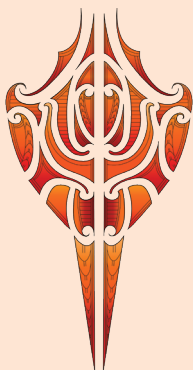
*This activity may be integrated into either task 1 or 2.*

**Kia kaha kia manawanui.**



## Notes:

## Notes:



## REO MĀORI MEDIA

### UNIT STANDARD 26259 (version 2)

Write scripts about events and ngā tohu a Tāwhirimatea in te reo Māori for broadcast on reo Māori radio

(Level 4, Credits 10)

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# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Reo Māori media unit standard 26259: Write scripts about events and ngā tohu a Tāwhirimatea in te reo Māori for broadcast on reo Māori radio

## Assessment criteria

There are THREE (3) assessment tasks however for assessment task one there are THREE (3) activities, and for assessment task two there are TWO (2) activities that you must correctly complete to be awarded this unit standard

## Instructions

For this unit standard, you will:

Write scripts for a media portfolio that are to be presented to an audience or broadcast on Māori radio on TV in te reo Māori.

The three categories are:

- Pānui Events and Functions
- Kawengā Korero in te reo Māori for broadcast
- Ngā Tohu a Tāwhirimatea

All the information must be relevant to the kaupapa

## Conditions

- All activities must be correctly completed before credits are awarded.
- You and your kaiako/assessor will discuss your choice of presentation method and resources (e.g. computer, cameras etc).
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## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

**Outcome 1** Write scripts in te reo Māori to pānui events and functions, and hui, for broadcast on reo Māori radio.

**Range: evidence of three events and functions and three hui.**

### Assessment Task 1

**Note:** There are THREE Activities to this assessment task.

#### Activity 1

Based on your local rohe, plan an events calendar indicating the types of events, functions and hui that are to take place over a year.

**That must include:**

- AT LEAST 3 events and functions such as sports, community, fundraising, festivals, public, awards, school etc AND
- AT LEAST 3 hui, that may include - ā whānau, - ā marae, - ā hapū, - ā iwi, - ā kāwana, hura kōhatu, tangihangā or hui mate

Include the type of event, date and location, and the kaupapa.

#### Activity 2

You will select any THREE events and functions, and any THREE hui from your calendar and write a script for each (6 scripts in total) for your media portfolio

**Each script must;**

- be no longer than 40 seconds in duration
- use sentence structures, plurals, personal pronouns, possessive markers, tense markers in accordance with Te Taura Whiri i te Reo Māori conventions
- appropriately use new words, dialects and a diverse vocabulary in accordance with the kaupapa and Te Taura Whiri i te Reo Māori conventions
- be in accordance with the radio station's editorial standards that includes format, technical treatment, all within deadline at pre-production, production and post production stages.

#### Activity 3

You will design ONE form of feedback on the impact of your written script. You could use any of the following methods:

- by randomly selecting names from a telephone book and calling
- focus group before the broadcast to listen and give feedback
- fellow candidates to listen and give oral feedback
- listeners calling in to comment on the broadcast
- any other method that produces feedback (formal or informal).

Include information in your portfolio that shows the method of feedback you used and what the audience comments were. Your evidence could be written or in audio form (MP3, tape, CD etc).

**Outcome 2 Write kawenga kōrero scripts in te reo Māori for broadcast on reo Māori radio.**
**Range: evidence of six is required.**

## Assessment Task 2

**Note:** There are TWO activities to task 2.

### Activity 1

Record the types of news stories that can be scripted and broadcast on reo Māori radio for your portfolio.

**You need to include:**

- AT LEAST 6 news stories from categories that may be about human interest, milestones and achievements, court reports, tribunal hearing, local and regional body matters, central government matters, hapū and iwi matters, business and commercial matters and education etc.

**Preparation**

- You need to carefully research the event to ensure that you know the details of the event before you attend it (either accreditation or permission to cover the events or stories)
- At the event, ensure that you take extensive notes and recordings
- When you begin scripting for broadcasting purposes, ensure you have an angle for your story

**Edit each draft so that it is:**

- no longer than 60 seconds in duration
- uses sentence structures, plurals, personal pronouns, possessive markers, tense markers in accordance with Te Taura Whiri i te Reo Māori conventions
- appropriately uses new words, dialects and a diverse vocabulary in accordance with the kaupapa and Te Taura Whiri i te Reo Māori conventions is in accordance with the radio station's editorial standards such as format, technical treatment, all within deadline at pre-production, production and post production stages.

### Activity 2

You will present at least 6 scripts to an audience or broadcast on reo Māori radio. You will need to design a way for receiving feedback on the impact of your written script. You could use any of the following methods:

- by randomly selecting names from a telephone book and calling
- focus group before the broadcast to listen and give feedback
- fellow candidates to listen and give oral feedback
- listeners calling in to comment on the broadcast
- any other method that produces feedback (formal or informal).

Include information in your portfolio that shows the method of feedback you used and what the audience comments were. Your evidence could be written or in audio form (MP3, tape, CD etc).

**Outcome 3** Write kawenga kōrero scripts in te reo Māori for broadcast on reo Māori radio.

**Range:** evidence of six is required

### Assessment Task 3

Write and present ngā Tohu a Tāwhirimātea scripts in te reo Māori for broadcast on reo Māori radio.

**You must include:**

- short, medium and long range forecasts
- a review of recent weather conditions.

#### Preparation

- Visually check actual weather conditions
- Look at the newspaper, teletext, NZ Meteorological Services and other relevant media
- Ngā tohu huarere

**Edit each draft so that it is:**

- no longer than 60 seconds in duration
- uses sentence structures, plurals, personal pronouns, possessive markers in accordance with Te Taura Whiri i te Reo Māori conventions
- appropriately uses new words, dialects and a diverse vocabulary in accordance with the kaupapa and Te Taura Whiri i te Reo Māori conventions
- in accordance with the radio station's editorial standards such as format, technical treatment, all within deadline at pre-production, production and post production stages.

Include information in your portfolio that shows the method of feedback you used and what the audience comments were. Your evidence could be written or in audio form (MP3, tape, CD etc).

**Kia kaha kia manawanui!**

## Notes: