

NZQA Assessment Support Material

Unit standard	17168				
Title	Draw a conclusion after an investigation into an aspect of Pacific society with direction				
Level	1	Credits	5	Version	3

Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. This assessment resource without modification may mean that students' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.

Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The evidence requirements and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

Over the weeks prior to this assessment, learners should have had sufficient teaching and learning opportunities on the following:

- Planning to research including topic selection, key questions, and range of available sources.
- Research steps and procedures for collecting, selecting and recording information.
- Summarising findings.
- Presenting conclusions.

AWARD OF GRADES



- For award with **Achieved**, learners must with direction: plan an investigation into an aspect of Pacific society; collect and record information in accordance with the plan; draw a conclusion based on evidence collected during the investigation.
- For award with **Merit**, learners must with direction: plan an investigation into an aspect of Pacific society; collect and record detailed information in accordance with the plan; draw a conclusion based on evidence collected during the investigation that makes links to the information collected.
- For award with **Excellence**, learners must with direction: plan an investigation into an aspect of Pacific society; collect and record comprehensive information in accordance with the plan; draw a conclusion based on evidence collected during the investigation that makes insightful links to the information collected.

CONDITIONS OF ASSESSMENT



This is an **open book assessment**. Learners may use other information and independent research to help them complete the task(s). All answers must be in their own words.

Assessment activity

This standard requires the learner to complete the following three tasks, with direction:

1. Plan an investigation on an aspect of Pacific society.
2. Collect and record information according to the plan.
3. Draw a conclusion based on the information collected.

Direction: The assessor will give learners the planning template and specific advice and instructions on how to carry out the investigation.

Assessment Schedule

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Outcome	Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Assessment will have taken place under <i>Direction</i> where the assessor had provided the learner with a planning template and specific advice and instructions on how to carry out the investigation.			
ER 1.1	A plan is provided that includes the topic, key questions, and procedures for collection of information from a range of different sources. The topic needs to be relevant to Pacific society. See sample answers for Task 1.	A plan is provided that includes the topic, key questions, and procedures for collection of information from a range of different sources. The topic needs to be relevant to Pacific society. See sample answers for Task 1.	A plan is provided that includes the topic, key questions, and procedures for collection of information from a range of different sources. The topic needs to be relevant to Pacific society. See sample answers for Task 1.
ER 1.2	Information is collected and recorded in accordance with the plan. See guidance given for Task 2.	Detailed information is collected and recorded in accordance with the plan. See guidance given for Task 2.	Comprehensive information is collected and recorded in accordance with the plan. See guidance given for Task 2.
ER 1.3	A conclusion is made based on evidence collected during the investigation that includes a summary and statement of conclusion. See sample answers for Task 3.	A conclusion is made based on evidence collected during the investigation that includes a summary and statement of conclusion. The conclusion makes links to the information collected. See sample answers for Task 3.	A conclusion is made based on evidence collected during the investigation that includes a summary and statement of conclusion. The conclusion makes insightful links to the information collected. See sample answers for Task 3.

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.



Sample answers/guidance

Task One

Research Plan

1. Name:

2. Topic to be investigated:

The Cook Islands Māori Language

3. Key questions (what do I want to find out about my topic?)

- What is fundamental to the language?
- Why is it important to learn the language?
- What strategies have been put in place to maintain the language?

4. Information sources and collection procedures
(Where and how will I find the information?)

- Interview key people in both school, home and the community (prepare a list of questions)
- Internet – Google, keywords Cook Islands Māori language, dying language, statistical data
- Moving images – YouTube, TVNZ Ondemand – Tangata Pasifika, NZ Onscreen
- Library – search computer, check reference section

5. Evidence collection (How will I record my information?)

- Summarise my interview results
- Hard copies of searched information (highlighting relevant points)
- Notes of documentaries viewed and books read

Task Two

Learner attaches any supporting evidence e.g. survey results, notes, interview transcripts, images, digital files, links. This might include a Research log.

INFORMATION COLLECTED/RECORDED INCLUDES:

- For **Achieved**
Factual information that answers the questions in the form of lists, brief statements.
- For **Merit**
Factual information with detailed descriptions around aspects such as statistics, community perspectives, initiatives/resources (such as language programmes), customs, legends and stories.
- For **Excellence**
Factual, comprehensive information. Coherency/logical flow to research evidenced by refined searches.

Task Three

Note: The examples below relate to only part of what is required.

CONCLUSION

For **Achieved**

There are 13 letters in the Cook Islands alphabet and only differ from island to island. The common and most widely dialect used is Rarotongan.

The Cook Islands Māori language is important to learn because it is our identity, it is who we are.

Communities in New Zealand started with the establishment of Language Nests to teach children their language through songs.

For **Merit**

The Cook Islands Māori language was an oral language and only after 1821 did records of the language begin to appear in written text. There are 13 letters in the Cook Islands alphabet and these differ from island to island. The common and most widely used dialect is Rarotongan.

The Cook Islands Māori language is important to learn because it is our identity, it is who we are. We must speak our language in order for it to survive. Parents must take responsibility to teach both the language and culture.

Communities in New Zealand started with the establishment of Language Nests to teach children the Cook islands Māori language through songs and activities. In 2012, the New Zealand government launched Cook Islands Language Week in support and acknowledgement of our Pasifika communities.

For **Excellence**

The Cook Islands Māori language was an oral language and only after 1821 did records of the language begin to appear in written text, especially with the translation of the Cook Islands bible and this being a major resource to the teaching and learning of the Cook Islands Māori language. There are 13 letters, a, e, ng, l, k, m, n, u, o, p, r, t, u, v. in the Cook Islands alphabet and these differ from island to island, for example, Manihiki uses the h, f, and s. The common and most widely used dialect is Rarotongan, although in Tokoroa more and more speak Aitutakian and Mangaian.

The Cook Islands Māori language is important to learn because it is our identity, it is who we are. We must speak our language in order for it to survive. Parents must take responsibility to teach both the language and culture. We are a unique people who need to be the drivers of our own language and because it is our heritage, we have an obligation to our children and our nation's future to hold onto it.

Communities in New Zealand started with the establishment of Language Nests to teach children the Cook islands Māori language through songs and activities. In Tokoroa there are 4 Punanga Reo as the community believes that this is a strategy to teach the language. It also has a bilingual unit and both Secondary schools offer Cook Islands language classes from Year 9 to Year 13. In 2012, the New Zealand government launched Cook Islands Language Week in support and acknowledgement of our Pasifika communities. We have now seen a resurgence of ways to incorporate the language in everyday activities with the wider New Zealand Community getting involved in the showcase of language and culture.