

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>17170</b>				
<b>Title</b>	Draw a conclusion after investigating a hypothesis on an aspect of Pacific society with consultation				
<b>Level</b>	3	<b>Credits</b>	6	<b>Version</b>	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 hypothesis selection, key questions, and range of available sources.
- Research steps and procedures for collecting, selecting and recording information.
- Summarising findings.
- Presenting and justifying conclusions.

## AWARD OF GRADES



- For award with **Achieved**, learners must with consultation: plan an investigation into an aspect of Pacific society based on a hypothesis; collect and record information in accordance with the plan; draw a conclusion based on evidence collected during the investigation, which either refutes or validates the hypothesis.
- For award with **Merit**, learners must with consultation: plan an investigation into an aspect of Pacific society based on a hypothesis; collect and record detailed information in accordance with the plan; draw a conclusion based on evidence collected during the investigation with relevant supporting reasons for refuting or validating the hypothesis.
- For award with **Excellence**, learners must with consultation: plan an investigation into an aspect of Pacific society based on a hypothesis; collect and record comprehensive information in accordance with the plan; draw a conclusion based on evidence collected during the investigation with justification of supporting reasons for refuting or validating the hypothesis.

## 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 consultation:

1. Plan an investigation on the basis of a hypothesis on an aspect of Pacific society.
2. Collect and record information according to the plan.
3. Draw a conclusion based on the information collected which either refutes or validates the hypothesis, including supporting reasons and a justification.

*Consultation:* The learner will initiate/seek clarification with the assessor/teacher as required.

**Note:** If the learner has been awarded unit standards 17168, *Draw a conclusion after an investigation into an aspect of Pacific society with direction* and 17169, *Draw a conclusion after an investigation into an aspect of Pacific society with guidance* the same research must not be used.

## Assessment Schedule

<b>Unit standard</b>		<b>17170</b>			
<b>Title</b>	Draw a conclusion after investigating a hypothesis on an aspect of Pacific society with consultation				
<b>Level</b>	3	<b>Credits</b>	6	<b>Version</b>	3

<b>Outcome</b>	<b>Evidence/Judgements for Achievement</b>	<b>Evidence/Judgements for Achievement with Merit</b>	<b>Evidence/Judgements for Achievement with Excellence</b>
Assessment will have taken place under <i>Consultation</i> where the learner had initiated/sought clarification with the assessor/teacher as required.			
ER 1.1	A plan is provided that includes a hypothesis, key questions, and procedures for collection of information from a range of different sources.  The hypothesis needs to be relevant to Pacific society.  See sample answers for Task 1.	A plan is provided that includes a hypothesis, key questions, and procedures for collection of information from a range of different sources.  The hypothesis needs to be relevant to Pacific society.  See sample answers for Task 1.	A plan is provided that includes a hypothesis, key questions, and procedures for collection of information from a range of different sources.  The hypothesis 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 which either refutes or validates the hypothesis.  See sample answers for Task 3.	A conclusion is made based on evidence collected during the investigation with relevant supporting reasons for refuting or validating the hypothesis.  See sample answers for Task 3.	A conclusion is made based on evidence collected during the investigation with justification of the reasons for refuting or validating the hypothesis.  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

<b>1. Name :</b>
<b>2. Hypothesis to be investigated :</b>
The Cook Islands language is dying.
<b>3. Key questions (what do I want to find out about my hypothesis?)</b>
<ul style="list-style-type: none"><li>• What is the usage of the language – who, where, why, how?</li><li>• What are people's perceptions on whether the language is dying?</li><li>• What is being done to keep the language alive?</li></ul>
<b>4. Information sources and collection procedures (Where and how will I find the information?)</b>
<ul style="list-style-type: none"><li>• Interview key people in both school, home and the community (prepare a list of questions)</li><li>• Internet – Google, keywords Cook Islands Māori language, dying language, statistical data</li><li>• Moving images – YouTube, TVNZ Ondemand – Tangata Pasifika, NZ Onscreen</li><li>• Library – search computer, check reference section, encyclopaedias, INNZ</li></ul>
<b>5. Evidence collection (How will I record my information?)</b>
<ul style="list-style-type: none"><li>• Summarise my interview results</li><li>• Hard copies of searched information (highlighting relevant points)</li><li>• Notes of documentaries viewed and books read</li></ul>

## 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**

The language is being used by Cook Island born elders and is used mainly around the home and at Church. Events/occasions include the formal language for a small part of the time. English is mainly used.

Of the eight people interviewed they all felt that knowing the language is important, but have acknowledged that it is dying.

Cook Islands language nests in the ECE sector have been set up in areas where there is a high population of Cook Islanders in New Zealand. There is a Cook Islands language week held in New Zealand. However, there are no known initiatives in place in the Cook Islands.

#### For **Merit**

My research supports that the language is dying because there is not enough people using the language and not a lot being done to keep it alive.

Fewer than 5% of NZ born can speak the Cook Islands language. The language is being used by Cook Island born elders and is used mainly around the home and at Church. Events/occasions include the formal language such as greetings and pe'e (traditional chants) for a small part of the time. English is mainly used because the Cook Islands language is not necessarily understood by all.

Of the eight people interviewed they all felt that knowing the language is important, but have acknowledged that it is dying. They feel that if it was spoken more by their parents/elders the situation would be different. Other discussion forums I read also agreed that parents need to take greater responsibility in teaching the language to children.

Cook Islands language nests in the ECE sector have been set up in areas where there is a high population of Cook Islanders in New Zealand. For example, in Tokoroa there are five nests, and one primary bi-lingual unit, an intermediate extension programme and two colleges that offer Cook Islands language from Year 9 to Year 13. There is a Cook Islands language week held in New Zealand. However, there are no known initiatives in place in the Cook Islands because its government doesn't see it as a government priority.

### For ***Excellence***

Most of my sources were reliable such as census statistics, conference papers and University research, and gave me similar information providing justification that the language is dying, and without any intervention or initiatives will disappear completely.

Fewer than 5% of NZ born can speak the Cook Islands language. The language is being used by Cook Island born elders and is used mainly around the home and at Church. Events/occasions include the formal language such as greetings and pe'e (traditional chants) for a small part of the time. English is mainly used because the Cook Islands language is not necessarily understood by all. The 2012 census shows there has been a .05% decline in CI speakers since 2006 to 8124 speakers. This is a continuing trend.

Of the eight people interviewed they all felt that knowing the language is important, but have acknowledged that it is dying. They feel that if it was spoken more by their parents/elders the situation would be different. Other discussion forums I read also agreed that parents need to take greater responsibility in teaching the language to children. Parents while they see the need and importance of the language don't actively engage in strategies or they seem to be waiting for this to be initiated by someone else.

It appears that the Cook Islands Government are not present or proactive in sustaining the language in Rarotonga or beyond the reef. The drive for the language has been predominantly lead by small pockets of communities such as Porirua and Tokoroa who have established Cook Islands language nests in ECE as a way of revitalising the language. For example, in Tokoroa there are five nests, and one primary bi-lingual unit, an intermediate extension programme and two colleges that offer Cook Islands language from Year 9 to Year 13. PPTA annual conference are advocating for a national language policy and a Pasifika language strategy. The government removed all Pasifika language resources for schools because they believe that language should be driven by the communities, and the Cook Islands language week was established in New Zealand in 2012 to provide a chance for Pacific languages to be promoted and maintained.