

Main changes resulting from the review

- All NZC level 6 (NZQF level 1) outcomes derived from the NZC are now assessed using achievement standards, and any unit standards are no longer linked to NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See table below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were recommended for expiry. See [table](#) below.

For a detailed description of the review of, and the changes to, the *Te Reo Māori* standards see appendix 1 at the end of this report.

Impact on Accreditation and Moderation Action Plan (AMAP)

All new achievement standards have been registered on AMAP 0233.

Impact of changes on [NCEA Exclusions List](#)

For transition purposes, the following exclusions will apply for new achievement standards.

New achievement standard	Existing achievement
91085	90131
91086	90132

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**.

Key to review category	
A	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
B	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
C	Major changes that necessitate the registration of a replacement standard with a new ID
D	Standard will expire and not be replaced

Externally assessed achievement standards categorised as category D expire at the end of	December 2010
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Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2011
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Māori > General Education Māori > Kōrero Me Ngā Reo

ID	Title	Level	Credit	Review Category
18394	Explore the visual language features used in a static image to convey information in te reo Māori	1	4	D
18398	Use Māori communication skills to present information	1	4	D

Māori > Te Reo Māori > Whakarongo

ID	Title	Level	Credit	Review Category
90131	Whakarongo i te reo o tōna ao	1	6	C
91085	Whakarongo kia mōhio ki te reo o tōna ao	1	6	

Māori > Te Reo Māori > Kōrero

ID	Title	Level	Credit	Review Category
90132	Kōrero i te reo o tōna ao	1	6	C
91086	Kōrero kia whakamahi i te reo o tōna ao	1	6	

Māori > Te Reo Māori > Pānui

ID	Title	Level	Credit	Review Category
90133	Pānui i te reo o tōna ao	1	6	D
91087	Pānui kia mōhio ki te reo o tōna ao [Externally assessed]	1	6	New

Māori > Te Reo Māori > Tuhituhi

ID	Title	Level	Credit	Review Category
90134	Tuhituhi i te reo o tōna ao	1	6	D
91088	Tuhi i te reo o tōna ao [Externally assessed]	1	6	New
91089	Waihanga tuhinga i te reo o tōna ao	1	6	New

Appendix

Development of Level 1 Te Reo Māori (TRM) Achievement Standards

Process of Aligning Standards with the New Zealand Curriculum

In recommending changes to the TRM matrix and standards, consideration has been given to:

- successfully managing change as a result of curricula change
- teacher workload issues
- student workload issues
- teaching and learning support.

Guidance has been provided from the Curriculum

- *The New Zealand Curriculum, Learning Languages learning area, Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki (Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium schools: Years 1-13).*
- Essence statement, proficiency descriptors, language modes and associated skills, achievement objectives and key competencies.

NCEA TRM matrix and standards

- TRM matrix framework (*tōna ao, te ao torotoro, te ao whānui*).
- Standards titles, credit values, outcome statements, assessment criteria, explanatory notes.
- The *Kōrero me ngā Reo* unit standards included in the scope of this project.

TRM matrix

Level 1	‘ i te reo o tōna ao’	Language of/from the ‘known’ world
Level 2	‘ i te reo o te ao torotoro’	Language of/from an increasingly new world
Level 3	‘ i te reo o te ao whānui’	Language of/from the wider world

Torotoro – to stretch forth, to explore, to discover.

The conceptual framework underpinning the draft TRM matrix encompasses the idea that as a language learner becomes more competent and confident in using the language, the contexts in which that learning occurs expands outwards from the familiar or ‘known’ world (*tōna ao*), to increasingly less familiar contexts (*te ao torotoro*) through to unfamiliar contexts (*te ao whānui*).

During the review of the standards there were issues around how the outcomes were expressed and further issues in relation to the lack of clarity between the differences in quality of performance required between the different grades. Focusing on how well students could apply skills and knowledge to gain and create meaning, rather than specifically on the skills and knowledge, has helped describe the grade distinctions. In this instance this means that whilst skills are an essential part of the language learning journey for any learner, when it comes to assessment, communication is the focus.

Standards' titles

The titles of the standards include, *tōna ao*, *te ao torotoro* and *te ao whānui*. Some amendments have been made to the standards' titles for *tuhituhi* (AS91088 and AS91089) and *kōrero* (AS91086) to better align with the outcome statements and achievement criteria.

Achievement Criteria

Amendments have been made to the outcome statements to ensure they align with the standards' titles and matrix framework.

Achievement Objectives

The achievement objectives (AOs) from *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki* as well as the generic achievement objectives from the *Learning Languages* learning area were considered. The AOs from the *Learning Languages* learning area are broad and subsume the more specific ones from the curriculum guidelines. By aligning standards with the TRM AOs, the standards were indirectly aligned with the *Learning Languages* AOs.

The AOs from *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki* are articulated quite differently to those in the *Marautanga Te Reo Māori (Marautanga)* from which the current set of TRM matrix and achievement standards derive. The matrix and standards reflect the structure of the *Marautanga* (which is made up of 6 strands) in which individual standards represent four of the six strands. Whilst the new curriculum guidelines have a very different structure to that of the *Marautanga*, the language modes (whakarongo, pānui, mātakitaki, kōrero, tuhituhi, whakaatu) still ensure the currency of the suite of achievement standards and the curriculum guidelines. For that reason it was agreed that the organisation of the current suite of achievement standards need not change.

A new internal writing standard has been developed at Level 1. The title of the standard *Waihanga tuhinga i te reo o tōna ao* has been incorporated into the titles of the internal tuhituhi standards at Levels 2 and 3. There are two reasons for this:

- to ensure consistency across all three NCEA levels
- to distinguish in an overt way, the difference between the internal standards and the external tuhituhi standards.

The Level 1 standards derive from achievement objectives at Level 6 of *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki*.

Addressing Duplication

There were eight unit standards within the scope of this project, all from the field General Education Māori, domain *Ngā Kōrero me ngā Reo*. The unit standards have a visual language focus and are presented as four pairs; each standard in a pair have either a presenting focus, or a viewing focus. The standards progress through Levels 1 to 4 on the DAS. Only the standards at Levels 1, 2 and 3 were considered, as the Level 4 standards sit outside of NCEA in respect to the DAS.

It was agreed that the outcomes in the *whakaatu* (presenting) unit standards duplicated the outcomes in the *kōrero* (speaking) achievement standards. The following factors were considered:

- what students were required to do to meet the outcomes in the unit standards
- what students were required to do to meet the outcomes in the achievement standards
- reviewing the current suite of common assessment tasks on TKI for *kōrero* and what students are required to do
- the degree of ‘distinctiveness’, if any, between student performance.

It was agreed that of the two sets of standards, the *kōrero* achievement standards be recommended to be retained and the *whakaatu* unit standards be recommended to be expired.

It is recognised that all ara reo as they appear in the curriculum guidelines are an integral part of TRM teaching and learning programmes. However, for *qualification purposes*, it is also recognised that the AOs need not be assessed through all of the ara reo.

Therefore, it is recommended that the mātakitaki standards be expired.

Addressing Credit Parity

AS 90189 has been allocated 6 credits. It was agreed that this is a fair and accurate reflection of the time required for students to be adequately prepared to meet the outcomes in the standard.

Level 1 TRM aligned standards – differences between post consultation version and latest drafts (2010)

The table in the report lists the titles, grade distinctions, mode of assessment and credit levels for the final versions of the Level 1 TRM draft aligned standards referred to in the table below. The differences between the versions can be summarised as follows:

	Post consultation version Oct 09	August 2010 version
Matrix framework	tōna ao mōhio	tōna ao A change in the wording of the title necessitated the dropping of ‘mōhio’ from the post consultation version. The change did not affect the overall meaning of ‘familiar context’, ‘known world.’
Titles	Titles and outcomes for achievement did not match.	Titles and grade distinctions amended. Titles and outcomes for achievement are consistent.
Grade distinctions Paetae (A), Kaiaka (M), Kairangi (E)	Wording for some criteria expressed in quantitative terms.	Criteria expressed in qualitative terms.

Explanatory notes	Some of the descriptions expressed in quantitative terms.	Descriptions changed to align with changed outcomes and titles; expressed in qualitative terms.