

# Review of Achievement Standards

## Internal Assessment Activity 1.1a

Subject English

Activity name Tohutohu

<b>Achievement Standard</b>	<b>1.1 Demonstrate understanding of how verbal language patterns are used for a specific audience and purpose</b>
<b>Credits</b>	5
<b>Assessment Method</b>	A written report or verbal and visual presentation or oral presentation
<b>Teaching and Learning time</b>	<p>There are a variety of approaches to the timing, teaching, and assessing of this activity, three of which are listed below.</p> <ul style="list-style-type: none"> <li>This Assessment Activity may be carried out as a stand-alone activity with the teaching and learning being condensed into a mini-unit.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The teaching and learning may be woven through the year's programme over a much longer period of time, leaving the Assessment Activity itself until the latter half of the year.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>More than one of the Assessment Activities for this standard could be run as teaching and learning activities or as formative assessments, and woven through the year's Teaching and Learning Programme.</li> </ul>

### Curriculum Key Concepts/Content

In this activity students will engage with instructional text to enrich their understanding of how language patterns create meaning.

Students will learn that language is rich and varied, and is shaped by and for context.

Students will learn to explain and justify their interpretation of how language makes meaning in an instructional context.

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## Student Instructions

### Student Activity

In this activity you will demonstrate an understanding of language patterns and their relationship to audience and purpose. You will do this within the context of an instructional text which describes an event of cultural significance.

### Assessment Timeline

**For the teacher to insert.**

### What the student will need to think about before they begin this assessment

Check with your teacher that the text you have chosen is at an appropriate level and will give you the opportunity to justify and potentially demonstrate insightful understanding.

Make sure you have a sound understanding of the terms you will need to use to identify and understand the language patterns.

### What the student needs to do

In this activity you will learn about how verbal language patterns are used to describe the ceremonial aspects of pōwhiri from the text provided by your teacher.

You will select an instructional text which describes another event of cultural significance and using the template provided by your teacher:

- identify the verbal language patterns present
- give specific examples
- explain how and why the language patterns are used in the instructional text:
  - How do they create meaning together?  
and
  - How do the language patterns communicate ideas about a wider context?

When you have completed this process you will:

gather feedback on your findings from peers and teacher  
present your findings in either a written, verbal/visual, or oral form.

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### What evidence the student will provide

A written report. Students should aim to write approximately 350 words

OR a verbal and visual presentation of approximately 3-5 minutes

OR an oral presentation which should be approximately 3-5 minutes.