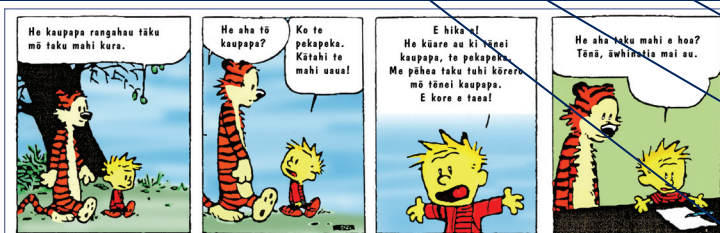


Te Pānui i ngā Ngohe me ngā Hua Aromatawai – Reading the Tasks and Results

The content and instructions for each task, as they were presented to the students, are shown for each task. Students read or heard the task instructions and content in Māori. The content for the English medium version is also shown. The students' results for each task, shown in red, are reported in English.

ABOUT THE TASK

Task:	He Pekapeka
Approach:	Station
Focus:	Information sources, search processing and reporting findings
Resources:	Video recording on laptop computer; cartoon card
Kupu:	pekapeka = bat pakiwaituhi = cartoon



[Video shows four still cartoons in sequence, identical to the cartoon card above; voiceover same as text shown.]

English medium version: Calvin: I've got to do a project study for school.	Hobbes: What's your topic? Calvin: Bats. Can you imagine anything more stupid?	Calvin: Heck, I don't know anything about bats! How am I supposed to do a project study? I know nothing about it! It's impossible!	Calvin: What am I going to do about this study on bats? You've got to help me, Hobbes!
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Questions / instructions:

He mahi rorohiko tenei. Pāwhiria te pūtohu **He Pekapeka**. Whāia ngā tohutohu a te rorohiko. Kei te rangahau a Tama i ngā kōrero e pā ana ki te pekapeka. He mahi tenei mā tana kura. Māu e whakarārangi ngā mahi hei mahi māna, arā,

- ki hea ia rapu kōrero ai?
- he aha te huarahi mō te rapu kōrero e pā ana ki te pekapeka?
- ina kitea he kōrero me aha e ia?

Raupapahia mai āna mahi ki raro nei.

This activity uses the computer.
This activity is called **Bats**. We'll start by watching a short video about Calvin. Calvin has to do a study about bats, and he asks Hobbes to help him. Click the **Bats** button. The video will start.
Hand student cartoon card.
If you were Hobbes, what would you say to Calvin so that he would know how to find information about bats? Where could Calvin go to find information about bats?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

student mentioned initial thought about what information is going to be needed or useful

Sources mentioned:

computer (internet, computer encyclopedia, etc)
encyclopedia (book or not specified)
library
zoo, museum, information centre
experts (museum curator, zookeeper, biologist)
teacher, family, friends
fieldwork finding and looking at bats

Searching processes and resources:

clear account of good searching procedures for more than one resource
clear account of good searching procedure for one resource
yes but vague
none

Uses for information:

evaluating merit of information
after some information has been gathered, thinking about gaps still needing information
note taking
printing (computer) or photocopying
organising, structuring information
discarding less useful information
writing a report
editing the draft
getting feedback from others
producing a final copy (publishing)
presenting report orally
prettifying up
order of list made logical sense (flow of steps)

%
response

19

58

38

27

6

15

50

2

27

8

13

52

4

38

2

8

2

2

8

6

2

0

4

58

Commentary:

Most students were able to identify at least two or more sources of information. Half of the students identified teacher, family and friends as a source of information. This may indicate the students awareness of the paucity of material available from public sources in te reo Māori. Over half of the students were unable to talk about the process they would use in finding information from the sources identified.

Students did this task on their own at a "station", writing their own answers. See page 8 for descriptions of all four approaches used.

What this task was aiming to evaluate.

The resources used in this task.

Words from the task that may be unknown to many students. The administrator checks that the student understands these words before proceeding to ensure that the student is not disadvantaged.

If there are variations in tribal dialect within the text that could impinge on a student's understanding of the task, the administrator may make appropriate substitutions. They do not, however, construct new questions or explanations.

58% of the students mentioned the computer as a source for finding information.

Comments on the task or the results that assist with interpreting the results.

WHAT THE STUDENTS READ OR HEARD (BLUE) STUDENT RESPONSES (RED)

OTHER