



MĀORI QUALIFICATIONS SERVICES
NGĀ RATONGA TOHU MĀTAURANGA MĀORI

TĪKAROHIA TE MARAMA REALISE YOUR POTENTIAL

Assessment Support Material

REO MĀORI

Te Pōkaitahi Reo (Rumaki, Reo Rua)

Kaupae 1 | 60 Credits

Ingoa Name	
Kura School	
Kaiwhakawā Assessor	
NSN Number	

~ Pukapuka Aromatawai ā te Ākonga
– Ākonga Assessment Booklet



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY

Tēnā koe,

This is your assessment booklet to complete the unit standards required for the following qualification:

Te Pōkaitahi Reo (Rumaki, Reo Rua) Kaupae 1 - New Zealand Certificate in Te Reo (Immersion, Bilingual), (Level 1 - 60 Credits).

This is an integrated assessment booklet. The assessment tasks (Tūmahi) cover all the specific requirements for the following Mātāpono (Principles) outlined in the qualification:

MANA REO

Kawe i ngā whakanakotanga o te reo, ki tōna taumata tūāpapa, i roto i ngā āhuatanga o ia rā, me te whai whakaaronui ki te mana o te reo, hei tohu i te mana reo.

(15 ngā whiwhinga)

Apply technical knowledge of basic reo to everyday use, and develop respect for te reo, as an expression of mana reo.

MANA AO TŪROA

Kawe i te reo ki tōna taumata tūāpapa, ki te whakatutuki i ētahi mahi i ngā horopaki e taunga nei ia mā roto atu i ngā mātāpono hei tohu i te mana ao tūroa.

(15 ngā whiwhinga)

Use te reo at a basic level to achieve tasks in familiar contexts as an expression of mana ao tūroa.

MANA TANGATA

Kawe i ngā kupu Māori, i ngā hanganga wetereo hoki ki tōna taumata tūāpapa mā roto atu i ngā mātāpono hei tohu i te mana tangata.

(15 ngā whiwhinga)

Use te reo Māori vocabulary and grammatical structures at a basic level as an expression of mana tangata.

MANA WHENUA

Kawe i te reo tūāpapa hei kōrero i ōna ake hononga ki te whenua, ki te taiao hoki hei whakaputanga i te mana whenua.

(15 ngā whiwhinga)

Use basic reo to talk about themselves and their own connections to the land and the environment as an expression of mana whenua.

The assessment tasks (Tūmahi) also cover the unit standards (Tipako/Paearu Mahi) outlined in the following domains:

Kōrero	Pānui	Tuhituhi	Whakarongo
• 30735	• 30739	• 30743	• 30747
• 30736	• 30740	• 30744	• 30478
• 30737	• 30741	• 30745	• 30749
• 30738	• 30742	• 30746	• 30750

For a full breakdown of unit standards, please refer to the following link and click on each domain:

<https://www.nzqa.govt.nz/framework/explore/sub-field.do?frameworkId=76154>

Assessment Criteria

All tasks must be completed in te reo Māori. There are **FIVE** tūmahi that you must complete correctly to gain the credits for these unit standards. You are required to:



Read and research



Listen and answer questions



Research and present research to an audience



Prepare and present a speech



Compile and gather information

- You may be expected to work individually, in pairs or in a group. Your kaiako will tell you more about this.
- Your kaiako will also discuss the length of time you have to complete these aromatawai.
- **PLEASE** remember to reference where you get your information from. Your kaiako will also discuss this with you.

T1 Ko Wai Ahau? (1)

There are two assessment activities within this Tūmahi.

- **Ngohe 1:** He mahi kōrero
- **Ngohe 2:** He mahi whakarongo

Ngohe 1: Mahi Kōrero

Whakaritea tētahi **kōrero ā-waha** hei whakaatu ki ō hoa mahi me tō kaiako. Me whakauru koe i ngā kaupapa e whai ake nei i roto tonu i tōu kōrero:

Prepare a speech to present to your class mates and kaiako. You must include the following in your speech:

- Tētahi **mihi** ki te hunga whakarongo (*An appropriate greeting to your audience*)
- Tō **pepeha**, arā; maunga, awa, waka, marae, hapū, iwi, tūrangawaewae, rangatira o tō iwi, whānau rānei (*Your pepeha*)
- Tō **whānau**, arā, ko wai ō tūpuna mātua, mātua, tuākana, tēina, tamariki, a wai atu, a wai atu (*Your family, including at least 3 generations*)
- Kōrero mō tō **kāinga/marae**. (*Aspects of your environment, your home and or marae etc.*)
- Tētahi **mihi whakakapi** (*Closing farewell*)
- Kia **1 - 2** meneti te roa o te kōrero (*Speak for 1 - 2 minutes*)
- **Hoatu** tētahi kape o tōu kōrero ki tō kaiako (*Submit a written copy of your speech to your kaiako*)

HE KŌRERO ANŌ HEI ĀWHINA:

- Try and learn your pepeha by heart. Although cue cards may be used, you must not read your speech.
- You can be as creative as you like by using visual aids to enhance your speech; such as photo's, digital media or a digital multimedia presentation i.e. PowerPoint, Padlet etc.
- You can practice your kōrero ā-waha by recording yourself on your own digital device.
- Your kōrero will be recorded for moderation purposes.

T1 Ko Wai Ahau? (2)

Ngohe 2: Mahi Whakarongo

Rapua he hoa mahi. Me **āta whakarongo** ki tō hoa e kōrero ana mōna anō. Kātahi, ka **whakautu** ngā pātai ki raro iho nei i te reo Māori. Tuhia ngā **whakautu roa**.

Find a classmate to work with. Listen carefully to their speech about their pepeha and answer the questions below in Māori. Write your answers in full.

Tuhia te ingoa o tō hoa	
1. Ko wai te/ngā maunga?	
2. Ko wai te/ngā awa?	
3. Ko wai te/ngā waka?	
4. Ko wai te/ngā marae?	
5. Ko wai tōna māmā?	
6. Ko wai tōna pāpā?	
7. Ko wai tōna tīpuna?	
8. Ko wai tōna hapū?	
9. He aha tētahi āhua o tōna kāinga, tōna marae rānei?	
10. Ko wai tōna iwi?	



TŪMAHI

T2 Ko Te Whānau Tere

Ngohe 1: Mahi Pānui | Mahi Tuhituhi

Pānui ā-waha te kōrero i raro iho nei mō te whānau Tere. Kātahi, ka **whakautu** ngā pātai i te reo Māori.

Read aloud the story below about the Tere family and then answer the questions in Māori.

Tēnā koutou katoa.

Ko tēnei te whānau Tere. He whānau rawe tēnei ki ahau.

Ko Hōhā tōku ingoa. He ngeru ahau. Ko au te mōkai a te whānau.

Ko Kaiārahi te mātāmua o te whānau. Ko Te Kōtuku te pōtiki.

Ko Kahurangi rāua ko Aria ngā mātua o Kaiārahi rāua ko Te Kōtuku.

Nō Tūranganui a-Kiwa rāua.

Ko Parehuia te wahine a Kaiārahi. Nō Ngāti Awa ia. He wahine ātaahua ia.

Ko Waiariki te tama a Kaiārahi rāua ko Parehuia. E rua ōna tau.

Ko Whare te koro o te whānau, nō Ruatōria ia. Ko ia te pāpā o Kahurangi.

Ko Ngāti Porou tōna iwi.

Ko Poihaere te tipuna whaea o te whānau. Ko ia te māmā o Kahurangi.

Ko Rongowhakaata tōna iwi.

Kei Tūranganui a-Kiwa mātou e noho ana.

Tēnā koutou katoa.

Whakautua ngā pātai mō te **whānau Tere** ki te reo **Māori**. Tuhia te **whakautu roa**. Whakaurua hoki i ngā tohu tuhituhi ki ngā wāhi e tika ana.

Answer the questions about the Tere whānau in Māori. Write the answers in full. Include correct punctuation where appropriate.

1. Ko wai te mātāmua o te whānau?

.....

2. Ko wai te koro o te whānau?

.....

3. Ko wai te māmā o Waiariki? Nō hea ia?

.....

4. Ko wai te tama a Kaiārahi rāua ko Parehuia?

.....

5. Ko wai te tipuna whaea o Kaiārahi rāua ko Te Kōtuku?

.....

6. E hia ngā tau o Waiariki?

.....

7. Ko wai te mōkai a te whānau?

.....

8. Ko wai te tuakana o Te Kōtuku?

.....

9. Ko wai te iwi o Poihaere?

.....

10. Kei hea te whānau Tere e noho ana?

.....



TŪMĀHI

T3 Ko Tōku Whānau (1)

There are two assessment activities within this Tūmahi.

- **Ngohe 1:** He mahi kōrero
- **Ngohe 2:** He mahi pānui/tuhituhi

Ngohe 1: Mahi Kōrero

Waihangatia tētahi **kiriata** e pā ana ki tō **whānau** me ngā **mahi pai** ki a koe hei whakaatu ki ō hoa mahi me tō kaiako. Me **whakauru** koe i ngā kaupapa i raro iho nei, i roto tonu i tō kiriata.

Construct a creative digital/graphic presentation about your family and the things that you like to do. You must include the following in your digital presentation:

- **Whakamārama** mai ko wai kei roto i tō whānau. (*Who are your family members?*)
- **Tokohia** o tuākana tēina, irāmutu hoki. (*How many siblings, nieces/nephews do you have?*)
- **Nō hea** koutou? (*Where are you from?*)
- He aha te/ngā **mahi pai** ki tō **whānau**? (*What does your family like to do?*)
- He aha te **mahi pai** ki a **koe**? (*What do you like to do?*)
- He aha te **pae pāpāho pāpori pai** ki a koe? (*What social media platform do you like?*)
- He **kōrero anō** āu? (*Any further information you would like to include?*)
- **Hoatu** tētahi kape o tāu kiriata ki te kaiako. (*Give a copy of your presentation to your kaiako.*)

HE KŌRERO ANŌ HEI ĀWHINA:

- You can be as creative as you like by using photo's, flash cards, digital media or a digital multimedia presentation i.e. poster, PowerPoint, Padlet etc.
- You can practice your presentation by recording yourself on your own digital device.
- Remember, your kaiako will record your kōrero for moderation purposes.

T3 Ko Tōku Whānau (2)

Ngohe 2: Mahi Pānui | Mahi Whakarongo

He **uiui** tēnei mahi. He mahi **takitoru**.

This is an interview activity. You will work in groups of three people.

- **Rapua** kia **rua** ngā hoa mahi. (Find two class mates to work with.)
- **Whiriwhiria** kia **6** ngā pātai ki raro iho nei kātahi ka **uiui** ki ō hoa. (Choose 6 of the questions below and interview your two classmates.)
- Tuhia ngā **whakautu**, kia tika te whakatakotoranga o ngā rerenga kōrero. (Record your answers and ensure they are grammatically correct.)
- Ka mutu te uiui ka **pānui ā-waha** ngā kōrero o ngā uiui ki te kaiako, kia mōhio, kia mārama ai ki ngā kōrero whānau o ētahi atu. (When you have completed your interview, read your findings aloud to the kaiako.)
- I a koe e pānui ana me āta whai i ngā **tohu tuhituhi**, me āta whakahua i ngā kupu, i ngā kīanga, i ngā rerenga kōrero nei. (You need to pay attention to the punctuation of the words, phrases and sentences.)
- Kia **50 - 100** kupu te roa. (50 - 100 words in length.)

Anei ngā pātai hei whiriwhiri māu:

(Me maumahara, me whiriwhiri **kia 6** noa ngā pātai ki raro nei)

Ko wai tō ingoa? Nō hea koe?	Ko wai ō hapū?
Ko wai ō waka?	Ko wai ō iwi?
Ko wai ō mātua? Or Ko wai ō tīpuna mātua?	He aha te mahi pai ki a koe?
Ko wai tō maunga?	He aha te mahi pai ki tō whānau?
Ko wai tō awa?	He aha te pae pāpāho pāpori pai ki a koe?
Ko wai ō marae?	Tokohia ngā tamariki o tō whānau?



TŪMĀHI

T3 Ko Tōku Whānau (2)

Tuhia āu **pātai** me ngā **whakautu** ki raro iho nei: *(Write your questions and answers below)*

Tuhia te ingoa o tō hoa tuatahi	Tuhia te ingoa o tō hoa tuarua
Tuhia ngā pātai ki raro nei:	
Pātai 1:	
Pātai 2:	
Pātai 3:	
Pātai 4:	
Pātai 5:	
Pātai 6:	

T4 Te Ao Matihiko (1)

There are two assessment activities within this Tūmahi.

- **Ngohe 1:** He mahi tuhituhi
- **Ngohe 2:** He mahi pānui

Ngohe 1: Mahi Tuhituhi

Whakaritea tētahi **paku kōrero** hei tuku atu ki tētahi pae ipurangi, tētahi **pae pāpāho pāpori** rānei arā, ko te Pukamata, ko te Paeāhua, ko te Pae Tihau, ko te Atapaki, ko te aha kē rānei. Kia **50-100** ngā kupu te roa.

Prepare a brief message to post on a digital platform or social media of your choosing such as Facebook, Instagram, Twitter, Snap Chat etc. You must include the following in your post:

- Ko **wai** koe? E **hia** ō tau? Ko wai **tō kura**? E **pēhea** ana koe? (*Who are you? Which school do you attend? How old are you? How are you?*)
- He aha tāu **tino kai**? Tāpirihia tētahi whakaahua o te kai pai ki a koe. (*What is your favourite kai? You must include a picture as well.*)
- He aha te **pae ipurangi, pae pāpāho pāpori** rānei pai ki a koe? **He aha i pērā ai?** (*What is your preferred digital or social media platform and why?*)

Tuhia tāu kōrero ki raro iho nei:



TŪMAHI

T4 Te Ao Matihiko (2)

Ngohe 2: Mahi Pānui

Rapua he hoa mahi. **Pānui ā-waha** kōrua ko tō hoa i ngā kōrero nā kōrua anō i tuhi. Whakawhitiwhiti kōrero, **matapakihia** hoki i ngā kōrero kia hua mai ngā kaupapa kōrero i roto i te mahi tuhituhi.

Kia **50-100** ngā kupu te roa o te tuhinga:

Find a friend whom you both ask and answer each other questions about the posts you wrote. Discuss the posts and exchange ideas. Here are some sample questions.

Anei ētahi pātai **hei ārahi** i tā kōrua **matapaki**:

Ko wai tō ingoa?

- *Ko wai tō kura?*
- *E hia ō tau?*
- *He aha te kaupapa matua o tāu kōrero tuhinga?*
- *He aha tāu tino kai?*
- *Me pēhea te whakarite i taua kai?*
- *He aha te pae pāpāho pāpori pai ki a koe? He aha i pērā ai?*

Tuhia ngā whakautu ki konei:

T5 He Kaupapa Kōrero (1)

There are two assessment activities within this Tūmahi.

- **Ngohe 1:** He whakaaturanga (kōrero ā-waha)
- **Ngohe 2:** He mahi whakarongo/tuhituhi

Ngohe 1: Mahi Kōrero

Rangahaua tētahi **haurongo** mō tētahi tangata tipuna rānei e taunga ana ki a koe. Kātahi, ka whakaritea tētahi **whakaaturanga** hei whakaatu ki ō hoa mahi me tō kaiako.

Research a biography of a person or ancestor that you are familiar with. You must then present your findings to the class and kaiako.

Me **whakauru** koe i ngā kaupapa i raro iho nei, ki roto tonu i tō whakaaturanga.

- Ko ngā **momo mihimihi**: He mihimihi ki te ao tūroa, ki te atua rānei, he mihi ki ngā mate, he kōrero honohono, he mihi ki te hunga mātakitaki, he mihi atu anō āu. *(Include different types of acknowledgements such as to the environment or spiritual entity, those who have passed on, those who remain, those who are listening to your kōrero etc.)*
- Whakamārama mai i ngā **āhuatanga o te tangata** nāu anō i rangahau: *(Explain the following aspects of the person you have researched)*
 - **Ko wai ia? Nō hea ia?** Kei hea e noho ana? Te āhua o tōna **nohoanga taiao, tūrangawaewae** rānei. *(Who is he/she? Where is she/he from? Where does he/she live? What is their environment or home like?)*
 - Ko wai **tōna pepeha** me **tōna whānau?** (**Whakapaparanga e toru**) He aha tōna **rangatiratanga** ki te whenua? *(What is his/her pepeha and whānau? (3 generations) What is his/her connections to the land?)*
 - He aha **tāna mahi?** He aha te **mahi pai** ki a ia? *(What does he/she do, and/or like to do?)*
 - Whakamārama mai i ōna **kare ā-roto** me te āhua o te tangata. *(Describe his/her feelings, emotions or inner thoughts, describe any physical attributions.)*
 - He **kōrero anō** āu? *(Anything else you would like to add?)*
- Kia **1 - 2** meneti te roa o te kōrero. *(Speak for 1 - 2 minutes.)*
- **Hoatu** tāu tuhinga ki tō kaiako. *(Give your kaiako a copy of your presentation.)*

5

TŪMAHI

T5 He Kaupapa Kōrero (2)

Ngohe 2: Mahi Whakarongo/Tuhituhi

Rapua he hoa mahi. Me **āta whakarongo** ki tō hoa e kōrero ana mō tētahi haurongo. Kātahi, ka tuhi tētahi kōrero **whakarāpopoto** e pā ana ki te haurongo a tō hoa.

Find a classmate to work with. Listen carefully to their biography. You must write a brief summary of their kōrero.

Ka **whakaaetia** te **tuhituhi kōrero** i a ia e kōrero ana.

*You may write **NOTES** below whilst your friend is speaking.*

Kia rua ngā momo mihimihi	
Tōna ingoa/Nō hea ia?	
Tōna maunga, awa iwi, marae (Rangatiratanga ki te whenua) Tōna nohoanga taiao Tūrangawaewae	
Whakapaparanga e 3	
Tāna mahi Ōna kare ā-roto	
Te āhua o te tangata?	
He kōrero anō āu?	

TŪMAHI 5

T5 He Kaupapa Kōrero (2)

Tuhia tāu **whakarāpopototanga** i konei:

Write your summary here

TŪMAHI 5

He kaupapa iti hei whakaaro mōu

A few things for you to think about

- You will be recorded visually for the kōrero components of these aromatawai tasks.
- Your kaiako will discuss how and when this will occur.
- If you have any pātai, or are unsure about anything, kōrero ki tō kaiako. Kia kaha!

Referencing

These aromatawai require the ākonga to reference his/her information sources. For the purposes of these tasks, the following are examples of reference styles:

1 **Book with one author**

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 **Course handout/Lecture notes (electronic version)**

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 **Film/TV**

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 **Magazine/Newspaper article – popular/trade/general interest**

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 **Personal Communication (letters, telephone conversations, emails, interviews, private social networking)**

N.B. No reference list entry as the information is not recoverable.

6 **Webpage**

M. P. K. Sorrenson. 'Ngata, Apirana Turupa', Dictionary of New Zealand Biography, first published in 1996. Te Ara - the Encyclopedia of New Zealand. Retrieved from: <https://teara.govt.nz/en/biographies/3n5/ngata-apirana-turupa> (accessed 9 April 2019)

Ākongra Overall Achievement

Tūmahi 1 - Ko wai ahau?	Mātāpono	Wāhanga	Tīpako/Paearu Mahi	Kua tutuki	Kāore anō
Ngohe 1: Mahi Kōrero	Mana Reo Mana Whenua	Kōrero 30735	1. 1.1. 2. 2.1. 3. 3.1. 4. 4.1. 5. 5.1		
		Kōrero 30738	1. 1.1, 1.2. 2. 2.1, 2.2. 3. 3.1.		
Ngohe 2: Mahi Whakarongo	Mana Reo	Whakarongo 30747	1. 1.1, 1.2. 2. 2.1, 2.2. 3. 3.1, 3.2. 4. 4.1, 4.2. 5. 5.1, 5.2		

Tūmahi 2 - Ko te Whānau Tere

Ngohe 1: Mahi Pānui/Tuhituhi	Mana Reo	Pānui 30739	1. 1.1, 1.2. 2. 2.1, 2.2. 3. 3.1, 3.2. 4. 4.1, 4.2. 5. 5.1, 5.2		
		Tuhituhi 30743	1. 1.1. 2. 2.1. 3. 3.1. 4. 4.1. 5. 5.1		

Tūmahi 3 - Tōku Whānau

Ngohe 1: Mahi Kōrero	Mana Ao Tūroa	Kōrero 30736	1. 1.1. 2. 2.1, 2.2. 3. 3.1, 3.2		
Ngohe 2: Mahi Whakarongo		Whakarongo 30748	1. 1.1. 2. 2.1. 3. 3.1.		

Tūmahi 4 - Te Ao Matihiko

Ngohe 1: Mahi Tuhituhi	Mana Ao Tūroa	Tuhituhi 30744	1. 1.1. 2. 2.1. 3. 3.1.		
Ngohe 2: Mahi Pānui		Pānui 30740	1. 1.1, 1.2. 2. 2.1, 2.2. 3. 3.1, 3.2		

Tūmahi 5 - He Kaupapa Kōrero

Ngohe 1: Mahi Whakaturanga (Kōrero)	Mana Tangata	Kōrero 30737	1. 1.1. 2. 2.1. 3. 3.1.		
		Pānui 30741	1. 1.1, 1.2. 2. 2.1, 2.2. 3. 3.1.		
		Tuhituhi 30745	1. 1.1. 2. 2.1. 3. 3.1.		
		Whakarongo 30749	1. 1.1, 1.2. 2. 2.1, 2.2. 3. 3.1.		
Ngohe 2: Mahi Whakarongo, Mahi Tuhituhi	Mana Whenua	Pānui 30472	1. 1.1, 1.2. 2. 2.1, 2.2. 3. 3.1.		
		Tuhituhi 30746	1. 1.1. 2. 2.1. 3. 3.1.		
		Whakarongo 30750	1. 1.1. 2. 2.1. 3. 3.1.		

Te Whāinga Matua

Kua tutuki te ākongā?

Āe Achieved	
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Kāore anō Yet to Achieve	
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Ingoa o te Ākongā		Ingoa o te Kaiako	
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Waitohu o te Ākongā		Waitohu o te Kaiako	
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Te Rā Whakaoti	
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Te rā hei tuku atu anō (resubmit)	
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Āe Achieved	
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Kāore anō Yet to Achieve	
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Waitohu o te Ākongā		Waitohu o te Kaiako	
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Pitopito Kōrero:

Pitopito Kōrero: