



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 2 | 60 Credits

Ingoa Name Te Pōkaitahi Reo (Rumaki, Reo Rua)	
Kura School Kaupae 1 60 Credits	
Kaiwhakawā Assessor	
NSN Number Pukapuka mā te K	

– Assessor Booklet

— Pukapuka Aromatawai ā te Ākonga

– Ākonga Assessment Booklet

TĪKAROHIA

MARAMA REALISE YOUR POTENTIAL

Tēnā koe,

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

Te Pōkaitahi Reo (Rumaki, Reo Rua) Kaupae 2 - New Zealand Certificate in Te Reo (Immersion, Bilingual) (Level 2 - 60 Credits)

This is an integrated assessment booklet. The assessment tasks (Tūmahi) cover all the specific requirements for the following Mātāpono outlined in the qualification: The Tūmahi also cover the unit standards (Tipako/Paearu Mahi) outlined in the following domains:

MANA REO

Kawe i ngā whakanakotanga o te reo, ki tōna taumata ā-tumu, i roto i ētahi horopaki kua tohua, me te whakapakari i te whakaaronui ki te mana reo.

(15 ngā whiwhinga)

Apply technical knowledge of foundational level reo Māori in selected contexts and develop an emerging respect for te reo as an expression of mana reo.

MANA AO TŪROA

Kawe i te reo ki tōna taumata ā-tumu, ki te whakatutuki i ētahi mahi i ngā horopaki kua āta tohua mā roto atu i ngā mātāpono hei tohu i te mana ao tūroa.

(15 ngā whiwhinga)

Use foundational level te reo Māori to achieve tasks in specified contexts as an expression of mana ao tūroa.

MANA TANGATA

Kawe i ngā kupu Māori, i ngā hanganga wetereo hoki ki tōna taumata ā-tumu 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 foundational level as an expression of mana tangata.

MANA WHENUA

Kawe i te reo o te taumata ā-tumu mā te kōrero i ōna ake hononga ki te whenua, ki te taiao hoki, ki ngā wāhi me ngā tāngata rongonui o te rohe, hei whakaputanga i te mana whenua.

(15 ngā whiwhinga)

Use foundational level reo Māori to express connections to the land and the environment, prominent places and people of the area, 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
• 30751	• 30755	• 30759	• 30763
• 30752	• 30756	• 30760	• 30464
• 30753	• 30757	• 30761	• 30765
• 30754	• 30758	• 30762	• 30766

For a full breakdown of unit standards, please refer to the following link:

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

Assessment Criteria

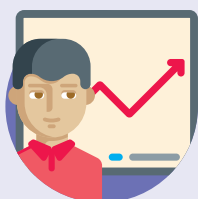
All tasks must be completed in te reo Māori. There are **SEVEN** tūmahi that you must complete correctly to gain the credits for these unit standards. You are required to:



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 Kei te aha?

There is one assessment activity within this Tūmahi.

- **Ngohe 1:** He mahi tuhituhi

Ngohe 1: Mahi Tuhituhi

Tirohia ia pikitia ki raro nā. E toru ngā mahi māu.

1. **Whakautua** te pātai mō ia pikitia (tuhia te roanga o te rerenga kōrero). *Answer the question for each picture (write the long answer).*
2. Tuhia **āu ake rerenga kōrero** e whakamahi ana i te **'Kei te'**. *Write your own sentence about what is happening in each picture using 'Kei te'.*
3. **Whakapākehātia** tāu rerenga kōrero. *Translate your sentence into English.*

Hei tauira: (Example)

- | | |
|------------------------|---|
| Pātai: | Kei te aha ia? |
| Whakautu: | <i>Kei te pānui ia?</i> |
| Rerenga Kōrero: | <i>Kei te pānui a Fred i te pukapuka.</i> |
| Rerenga Pākehā: | <i>Fred is reading the book.</i> |



Kei te aha te tama?

Tuhia tāu ake rerenga kōrero i te reo Māori.

Whakapākehātia tāu rerenga kōrero.

TŪMAHI 1



Kei te aha rātou?

Tuhia tāu ake rerenga kōrero i te reo Māori.

Whakapākehātia tāu rerenga kōrero.



Kei te aha rāua?

Tuhia tāu ake rerenga kōrero i te reo Māori.

Whakapākehātia tāu rerenga kōrero.



TŪMĀHI

T2 He Tohutohu Haere

There is one assessment activity within this Tūmahi.

- **Ngohe 1:** He mahi tuhituhi

Ngohe 1: Mahi Tuhituhi

Tuhia kia rima neke atu ngā **tohutohu haere** mā raro, me tīmata i **tō ake whare** ki tētahi wāhi māu anō e whiriwhiri arā (me whiriwhiri tētahi anake):

Write 5 or more directions by foot, from your own house to a place of your choosing: Choose one destination.

- **Tōu ake kura**
- Tōu ake wāhi mahi
- Tōu marae
- Te Whare Taonga
- Te Toa Hokomaha

Kia tika ngā tohutuhi, i ngā rerenga kōrero hoki. *Ensure your punctuation and sentence structures are correct.*

T3

Whai Tohutohu

Hei Whakatauirā

There are two assessment activities within this Tūmahi.

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

Ngohe 1: Mahi Kōrero/Whakarongo

Rapua he hoa mahi. Tuhia **kia ono neke atu** ngā tohutohu hei **whai** mā tō hoa. Anei e whai ake nei ētahi kaupapa hei whiriwhiri māu:

Find a classmate to work with. Write six or more instructions for your friend to follow. Below are some topics that you may choose from.

- **Whakarite tēpu**
- Tā pikitia
- Korikori tinana
- Tunu kai
- Mahi kapu tī
- He kaupapa anō māu e whiriwhiri

Tuhia āu **tohutohu** ki raro nei:

3

TŪMAHI

T4

He Tino Hararei

Hei Whakatauirā

There is one assessment activity within this Tūmahi.

- **Ngohe 1:** He mahi kōrero

Ngohe 1: Mahi Tuhituhi/Kōrero

Whakaritea tētahi **kōrero ā-waha** hei **whakaatu** ki ō hoa me tō kaiako. Ko te kaupapa o tōu kōrero, ko tētahi tino hararei. Me **whakauru** i ngā kaupapa e whai ake nei:

Prepare a speech to present to your class mates and your kaiako. The topic of your speech is a dream holiday. Please include the following in your speech:

- Tētahi mihi ki te hunga whakarongo.
- Ka haere koutou ki hea?
- Āhea koe haere ai?
- Mā hea koe haere ai ki reira?
- Pēhea te roa o te hararei?
- Ko wai e haere ana ki tō taha?
- He aha te utu mō te hararei?
- Ka aha koe/koutou?
- Āhea koe hoki mai ai?
- He kōrero anō āu.

He tohutohu anō:

- Kia neke atu i te **kotahi meneti** te roa o tēnei kōrero.
- Hoatu tētahi **kape** o tōu kōrero ki te 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 kōrero will be recorded by your kaiako.

Tuhia tāu kōrero ki raro nei:



This Photo by Unknown Author is licensed under [CC BY-NC](#)

A large, empty white rectangular area with a slight drop shadow, intended for writing the response to the prompt above.



TŪMAHI

T5 He Rātaka Hararei

Ngohe 1: Mahi Pānui

Āta pānuitia te rātaka hararei a te whānau Tere i raro iho nei, kātahi ka whakautua ngā pātai. *Carefully read the Tere family itinerary below and then answer the questions:*

I tērā marama, i te rā tuaiwa o Huitanguru i haere te whānau Tere ki tāwāhi mō tētahi hararei ki Hāmoa. I wehe atu te whānau i te taunga waka rererangi i Tāmaki Makaurau. Mā runga waka rererangi rātou haere atu ai ki Upolu ki te tāone o Apia. Ko Faleolo te ingoa o te taunga waka rererangi ki Apia. E whitu ngā rā te roa o te hararei ki Hāmoa.

	Ngā Hāora	Ngā Tūmomo Mahi
MANE/RĀHINA 9 Huitanguru	8am 1pm 2pm 6pm	Ka wehe atu i Tāmaki Makaurau mā runga waka rererangi. Ka tae atu ki te taunga waka rererangi o Faleolo ki Apia. Ka tae atu ki te hōtera, ka haerere haere. Kai o te pō.
TŪREI/RĀTŪ 10 Huitanguru	8am 9am 2pm 7pm	Kai o te ata. Ka haere ki te hī ika. Ka haere ki ngā mākete. Ka mātakitaki i ngā kaikanikani Hāmoa.
WENEREI/RĀAPA 11 Huitanguru	9am 12pm 2pm 6pm	Ka haere ki te kauhoe. Kai o te rā nui. Ka hurihuri haere i te motu o Upolu. Kai o te pō (He umu).
TAITE/RĀPARE 12 Huitanguru	8am 9am 10.30	Kai o te ata. Ka haere atu ai ki te moutere o Savaii mā runga poti. Ka hurihuri haere. Ka noho te whānau mō tētahi pō ki Savaii.
PARAIRE/RĀMERE 13 Huitanguru	7am 8am 11am 6pm	Kai o te ata. Ka hoki atu ai ki Apia mā runga poti. Ka hurihuri haere i te motu o Upolu mā runga pahi. Kai o te pō.
HĀTAREI/RĀHOROI 14 Huitanguru	8am 9am 7pm 9pm	Kai o te ata. Ka haere ki te hoko kākahu. Ka whakarite umu mō te hākari. Ka haere ki te whare pikitia.
RĀTAPU 15 Huitanguru	8am 9am 12pm 5pm	Kai o te ata. Karakia (Lotu). Hākari (Tona'i). Ka hoki atu ai ki Aotearoa.

TŪMARI 5

Āta **tirohia** te **rātaka hararei** a te whānau Tere kātahi, ka **porowhita** i te reta hei tohu i te **whakautu tika**. *Look carefully at the Tere family itinerary then circle the letter to show the correct answer.*

1. Nōnahea te whānau Tere i wehe atu ai i Tāmaki Makaurau?	
a.	<i>Nō te rā rua tekau o Haratua.</i>
e.	<i>Nō te rā tuaiwa o Huitanguru.</i>
i.	<i>Nō tērā wiki.</i>

2. Mā hea rātou haere ai ki Hamoa?	
a.	<i>Mā runga waka rererangi.</i>
e.	<i>Mā raro.</i>
i.	<i>Mā runga hōiho.</i>

3. Nōnahea te whānau i tae atu ai ki te taunga waka rererangi o Faleolo?	
a.	<i>Nō te ono karaka i te pō.</i>
e.	<i>Nō te tekau mā tahi karaka.</i>
i.	<i>Nō te tahi karaka i te ahiahi.</i>

4. Kei hea te taunga waka rererangi o Faleolo?	
a.	<i>Kei Apia ki Upolu.</i>
e.	<i>Kei Aotearoa.</i>
i.	<i>Kei Rarotonga.</i>

5. Ināhea te whānau Tere i haere ai ki te hī ika?	
a.	<i>I te rua karaka.</i>
e.	<i>I te iwa karaka.</i>
i.	<i>I te tekau mā rua karaka.</i>

6. Mā hea rātou haere atu ai ki te moutere o Savaii?	
a.	<i>Mā runga poti.</i>
e.	<i>Mā runga tereina.</i>
i.	<i>Mā runga motokā.</i>

7. I haere te whānau ki hea i te Hātarei?	
a.	<i>I haere rātou ki te hoko kākahu.</i>
e.	<i>I haere rātou ki te whare pikitia.</i>
i.	<i>E tika ana ngā whakautu e rua ki runga nā.</i>

8. Nōnahea te whānau Tere i hoki atu ai ki Aotearoa?	
a.	<i>Nō te Tūrei/Rātū.</i>
e.	<i>Nō te Rātaṃu, nō te tekau mā rima o Huitanguru.</i>
i.	<i>Nō tērā tau.</i>



TŪMARI

T6 Tōku Tūrangawaewae

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. Ko te kaupapa matua o te kōrero, ko tō **Tūrangawaewae**. Me **whakauru** i ngā kaupapa e whai ake nei i roto i tō kōrero:

Prepare a speech to present to your class mates and kaiako. Your speech will be about your Tūrangawaewae. You must include the following in your speech:

- Tētahi **mihi** ki te hunga whakarongo. *An appropriate greeting to your audience.*
- **Ko wai** tō ingoa? **Nō hea** koe? **I whānau mai** koe i hea? *Who are you? Where are you from? Where were you born.*
- **I tipu** ake koe i hea? Kei hea koe **e noho ana**? *Where did you grow up? Where do you live?*
- I a koe **e tipu ake ana** ka aha koe? He aha te **mahi pai** ki a koe i taua wā? *What did you like to do when you were growing up?*
- Kei hea tō **tūrangawaewae**? *Where is your tūrangawaewae?*
- Tō **pepeha**, arā; maunga, awa, waka, marae, hapū, iwi, rangatira o tō iwi whānau rānei. *Your pepeha.*
- Whakamārama i **ngā āhua** o tō kāinga tupu, o tō hau kāinga rānei. *Explain aspects of your home town or where you grew up.*
- Tētahi **mihi whakakapi**. *Closing farewell.*
- Kia **1 - 2** meneti te roa o te kōrero. *1 - 2 minutes in length.*
- **Hoatu** tētahi kape o tō kōrero ki tō kaiako. *Submit a written copy of your speech 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 kōrero will be recorded by your kaiako.

TŪMAHI 6



TŪMAHI 6

T6 Tōku Tūrangawaewae

Ngohe 2: Mahi Whakarongo

Rapua he hoa mahi. Me āta whakarongo ki tō hoa e kōrero ana mō tōna tūrangawaewae. Kātahi, **whakautua** 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 tūrangawaewae and answer the questions below in Māori. Write your answers in full.

<i>Tuhia te ingoa o tō hoa</i>	
1. Nō hea ia?	
2. I whānau mai i hea?	
3. Ko wai tōna hapū?	
4. Kei hea tōna tūrangawaewae?	
5. Kei hea ia e noho ana?	
6. Tuhia tētahi āhua o tōna kāinga tupu, kāinga tupu rānei?	
7. He aha te mahi pai ki a ia i te wā i tipu ake ia?	

T7 He Tangata Rongonui (1)

There are two assessment activities within this Tūmahi.

- **Ngohe 1:** He whakaaturanga (kōrero ā-waha)
- **Ngohe 2:** He mahi pānui, tuhituhi, kōrero

Ngohe 1: Mahi Kōrero

Rangahaua tētahi **tangata rongonui** nō tōu ake wāhi noho hapori rānei, hei kaupapa kōrero mō tētahi whakaaturanga, kātahi whakaatungia ōu **kitenga** ki ō hoa me tō kaiako.

Research a famous person from within your region or community as a topic for a presentation. You must then present your findings to the class and kaiako.

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

- Me waihanga tētahi **rotarota**, tētahi waiata paku rānei nāu anō i waihanga mō ngā tohu whenua o te **taiao** hei tīmatanga mō tāu whakaaturanga.
You will create a poem or short waiata about the land or environment to begin your presentation?
- 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 ki tō kaiako, 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, your kaiako 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 ia e noho ana? *Who is he/she? Where is she/he from? Where does he/she live?*
 - I **whānau mai** ia i hea? **Nōnahea** ia i whānau mai ai? *Where and when was he/she born?*
 - Ko tōna **pepeha** me tōna **whānau**? *What is his/her pepeha and whānau?*
 - Kōrerohia te **āhua** o tōna **kāinga tupu** me tōna **hau kāinga**. *Talk about an aspect of where he or she grew up and where he or she is from.*
 - He aha tāna **mahi**? Whakamāramahia **te take matua** i **rongonui** ai ia? *What does he/she like to do? Explain why he/she is famous?*
 - Me whakauru **kia rua** ngā momo kōrero **whakanikoniko** hei **kīnaki** i tāu kōrero. Hei tauira: kīrehu, kīwaha, pepeha, whakataukī whakatauāki hoki.
 - He **kōrero anō** āu. *Anything else you would like to add.*
- Kia **2-4** meneti te roa o te kōrero. *2-4 minutes in length.*
- **Hoatu** tāu tuhinga ki tō kaiako. *Give your kaiako a copy of your presentation.*



TŪMĀHI

T7 He Tangata Rongonui (2)

Ngohe 2: Mahi Pānui | Tuhituhi | Kōrero

Mā te kaiako tētahi tuhinga o te Ngohe 1 e hoatu ki a koe. Me āta **pānui** i taua tuhinga e pā ana ki tētahi tangata rongonui. Kātahi, ka tuhi i tētahi kōrero **whakarāpopoto** hei kōrero atu ki te **akomanga**.

Your kaiako will give you a copy of your class mates kōrero from Ngohe 1. Carefully read the kōrero about a famous person and write a brief summary to share with the class.

He pai noa te tuhituhi kōrero ki raro nei. *You can write notes below.*

Whakahoki kōrero mihimihi.	
Whakahoki mihi ki te kaikōrero.	
I whānau mai i hea? Tōna tuakiri/pepeha.	
He aha te take matua i rongonui ai te tangata? He aha tāna mahi?	
Tuhia kia rua ngā kōrero whakanikoniko.	
Tētahi āhua o tōna hau kāinga me tōna kāinga tupu.	

TŪMAHI 7

Tuhia tāu **whakarāpopototanga** i konei:

Kia 100-200 ngā kupu te roa o tāu whakarāpopototanga. Me pānui tāu whakarāpopototanga ki ō hoa me tō kaiako. Kaua e wareware ki te tuku mihi ki te akomanga me te kaikōrero.

Write your summary here. Your summary should be at least 100-200 words in length. You will read your summary to the class. Don't forget to mihi to the class and a mihi to the speaker.

HE KŌRERO ANŌ HEI ĀWHINA:

- *Review the notes you have written to construct your summary.*
- *Remember to use correct grammar and punctuation within your summary.*

7

TŪMARIHI

He kaupapa iti hei whakaaro mōu

A few things for you to think about

- You will be recorded visually for the kōrero component of these aromatawai tasks.
- For moderation purposes, a transcript of the passage used for listening is required. This might be a written transcript or a URL or USB.
- If you have any pātai, or are unsure about anything, kōrero ki tō kaiako. Kia kaha!

Referencing

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

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)

Ākonga Overall Achievement

Due to the integrated nature of these tūmahi, the LO & PC requirements may be met across multiple aromatawai however, the table below shows the LO's & PC's that align directly to specific Tūmahi.

Tūmahi 1 - Kei te aha?	Mātāpono	Wāhanga	Tīpako/Paearu Mahi	Āe	Kāore anō
Ngohe 1: Mahi Tuhituhi	Mana Reo	Pānui 30755	2. 2.1, 2.2		
		Tuhituhi 30759	1. 1.2 2. 2.1, 2.2		
Tūmahi 2 - He Tohutohu Haere					
Ngohe 1: Mahi Tuhituhi	Mana Ao Tūroa	Tuhituhi 30760	1. 1.1		
Tūmahi 3 - Whai Tohutohu					
Ngohe 1: Mahi Kōrero	Mana Reo	Whakarongo 30763	1. 1.1, 1.2		
	Mana Ao Tūroa	Kōrero 30752	2. 2.2		
Tuhituhi 30760		2. 2.1, 2.2, 2.3			
Whakarongo 30764		1. 1.1, 1.2 2. 2.1, 2.2			
Tūmahi 4 - He Tino Hararei					
Ngohe 1: Mahi Kōrero	Mana Reo	Kōrero 30751	1. 1.1, 1.2 2. 2.1, 2.2 3. 3.1		
	Mana Ao Tūroa	Kōrero 30752	1. 1.1, 1.2, 1.3		
Tūmahi 5 - He Rātaka Hararei					
Ngohe 1: Mahi Pānui	Mana Ao Tūroa	Pānui 30756	1. 1.1, 1.2 2. 2.2		
	Mana Reo	Pānui 30755	1. 1.1, 1.2		
		Tuhituhi 30759	1. 1.3		

Ākonga Overall Achievement

Due to the integrated nature of these tūmahi, the LO & PC requirements may be met across multiple aromatawai however, the table below shows the LO's & PC's that align directly to specific Tūmahi.

Tūmahi 6 - Tōku Tūrangawaewae

Ngohe 1: Mahi Kōrero	Mana Reo	Tuhituhi 30759	1. 1.1		
		Whakarongo 30763		1. 1.3 2. 2.1, 2.2, 2.3	
Ngohe 2: Mahi Pānui/ Whakarongo	Mana Ao Tūroa	Kōrero 30752	2. 2.1		
	Mana Tangata	Kōrero 30753	1. 1.1, 1.2, 1.3		
		Tuhituhi 30761	1. 1.1, 1.2, 1.3		
	Mana Whenua	Kōrero 30754	1. 1.1, 1.2. 2. 2.1, 2.2, 2.3		
	Tuhituhi 30762		2. 2.1, 2.2, 2.3		
	Whakarongo 30766		2. 2.1, 2.2, 2.3.		

Tūmahi 7 - Tangata Rongonui

Ngohe 1: Mahi Kōrero	Mana Ao Tūroa	Pānui 30756	2. 2.1, 2.3		
		Whakarongo 30764		2. 2.3	
Ngohe 2: Mahi Whakarongo		Kōrero 30753	2. 2.1, 2.2, 2.3.		
	Mana Tangata	Pānui 30757	1. 1.1, 1.2, 1.3 2. 2.1, 2.2, 2.3		
		Tuhituhi 30761	2. 2.1, 2.2, 2.3		
		Whakarongo 30765	1. 1.1, 1.2, 1.3 2. 2.1, 2.2, 2.3		
	Mana Whenua	Kōrero 30754	1. 1.3		
	Pānui 30758		1. 1.1, 1.2, 1.3 2. 2.1, 2.2, 2.3		
	Tuhituhi 30762		1. 1.1, 1.2, 1.3		
	Whakarongo 30766		1. 1.1, 1.2, 1.3		

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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<p>.....</p> <p>.....</p> <p>.....</p>
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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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Pitopito Kōrero:

Pitopito Kōrero:

Pitopito Kōrero: