



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

Pukapuka mā te Kaiako

– Assessor Booklet



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Disclaimer: Te Pōkaitahi Reo (Rumaki, Reo Rua) (Kaupae 2) may only be gained through an approved programme leading to the qualification stated. Learners may however, be awarded the unit standards after successful completion of the assessment tasks in this booklet.

Assessor Information

This is your Assessor booklet to assess ākonga who have completed 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. Although each Tūmahi have specific Tipako and Paearu Mahi that align to each Mātāpono, it is important to note that **all** Tūmahi reinforce and consolidate the learning within the Tipako and Paearu Mahi. The Tūmahi cover all the specific requirements for the following Mātāpono outlined in the qualification:

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

Kōrero	Pānui	Tuhituhi	Whakarongo
<ul style="list-style-type: none"> • 30751 • 30752 • 30753 • 30754 	<ul style="list-style-type: none"> • 30755 • 30756 • 30757 • 30758 	<ul style="list-style-type: none"> • 30759 • 30760 • 30761 • 30762 	<ul style="list-style-type: none"> • 30763 • 30464 • 30765 • 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>

Aromatawai

The following aromatawai in these resources are **GUIDELINES ONLY**.

You are welcome to use the resources until you have developed your own **OR** use the activities as a template and change the context/contexts in the tasks to suit your teaching program and kaupapa. The Tūmahi and Ngohe in this booklet mirror what is outlined in the ākongā booklet.

- There are **SEVEN** tūmahi. Once the ākongā has correctly completed the Ngohe and Tūmahi, the assessor must complete the assessment schedule (Mahere Aromatawai) for each ākongā, which is included in this assessor's booklet.
- All aromatawai must be completed in te reo Māori.
- Sample Answers (**Hei Whakatauirā**) are provided for each Tūmahi.

Tūmahi

- Tūmahi 1: Kei te aha?
- Tūmahi 2: He Tohutohu Haere
- Tūmahi 3: Whai Tohutohu
- Tūmahi 4: He Tino Hararei
- Tūmahi 5: He Rātaka Hararei
- Tūmahi 6: Tōku Tūrangawaewae
- Tūmahi 7: Tangata Rongonui

Ākongā 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

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T1 Kei te aha?

Hei Whakatauirā

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?

Kei te tākaro whutupōro te tama.

Tuhia tāu ake rerenga kōrero i te reo Māori.

Kei te mātakitaki ngā tamariki i te kēmu whutupōro.

Whakapākehātia tāu rerenga kōrero.

The children are watching the rugby game.

TŪMAHI 1



Kei te aha rātou?
<i>Kei te haka rātou.</i>
<i>Tuhia tāu ake rerenga kōrero i te reo Māori.</i>
<i>Kei te pūkana ngā tāne.</i>
<i>Whakapākehātia tāu rerenga kōrero.</i>
<i>The men are performing the pūkana.</i>



Kei te aha rāua?
<i>Kei te eke pahikara rāua.</i>
<i>Tuhia tāu ake rerenga kōrero i te reo Māori.</i>
<i>Kei te menemene ngā tama.</i>
<i>Whakapākehātia tāu rerenga kōrero.</i>
<i>The boys are smiling.</i>

The activities in Tūmahi 1 Ngohe 1 assess the evidence requirements for:			Tick
Mana Reo	Pānui	30755 - 2. 2.1, 2.2	
	Tuhituhi	30759 - 1. 1.2 2. 2.1, 2.2	

TŪMAHI 1

T2 He Tohutohu Haere Hei Whakatauirā

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.*

1. *Me puta atu i te tūnga waka ki tōku whare.*

2. *Me huri whakamatau i te tiriti o Eruera.*

3. *Haere torotika kia tae atu ki ngā rama.*

4. *Huri whakamaui i te huarahi matua o Ormond kia tae atu koe ki te pito.*

5. *Me huri whakamatau i te tiriti o Waiapu kia kite koe i tōku kura i te taha mauī.*

The activities in Tūmahi 2 Ngohe 1 assess the evidence requirements for:			Tick
Mana Ao Tūroa	Tuhituhi	30760 - 1. 1.1	

TŪMAHI 2

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:

Whakarite tēpu

1. Tikina atu kia 4 ngā perēti.
2. Pūrua ngā perēti ki runga i te tēpu.
3. Tikina atu kia whā ngā naihi, kia whā ngā paoka. Pūruā i ngā taha o ia perēti.
4. Tikina atu kia whā ngā karaihe, pūrua ki runga i te tēpu.
5. Tikina atu te tote me te pepa, pūrua ki waenganui i te tēpu.
6. Haria ngā kai ki te tēpu.
7. Horahia ngā kai.
8. Whakapai te kai.
9. E kai.

The activities in Tūmahi 3 Ngohe 1 assess the evidence requirements for:			Tick
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	

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 tāu 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 tāu 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.

TŪMAHI 4

Tuhia tāu kōrero ki raro nei:



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Tēnā koutou katoa. Kei te mihi ake ki a koutou e whakarongo mai ana i tēnei rangi. Ko te kaupapa o taku kōrero ko taku tino hararei.

Ko te wāhi pai mō taku tino hararei ko Āwherika ki te Tonga. Ka haere mātou ko tōku whānau ki reira mō ngā wiki e rua. Tokorima mātou e haere ana. Ko tōku pāpā, ko tōku māmā me aku teina. Ko tēnei te wā tuatahi mā mātou ki te haere ki tāwāhi. Nō reira kei te tino hiamō mātou.

Ā tērā wiki mātou haere ai ki tāwāhi. Ā te Rāhina, ā te rua tekau mā iwa o Mahuru tōku whānau wehe atu ai. Mā runga waka rererangi mātou haere ai ki Āwherika ki te Tonga engari ka haere hoki mātou ki tētahi moutere iti mā runga poti.

He nui te utu mō tēnei hararei. E rua mano tāra te utu mō ngā tīkiti waka rererangi. E toru mano tāra te utu mō te hōtera me ngā mahi tūruhi ki reira.

Kei te pirangi ahau ki te tūtaki i ngā iwi taketake o reira me te kite atu i ngā tūmomo kararehe pēnā i ngā hipohipo, i ngā raiona, me ngā kakī roa o taua wāhi.

Ā te tekau mā tahi o Whiringa ā-Nuku mātou hoki mai ai ki te kāinga.

He hararei pārekareka mā mātou ko tōku whānau.

Nō reira, tēnā koutou i whakarongo mai nā.

Tēnā koutou katoa.

4

TŪMĀHI

The activities in Tūmahi 4 Ngohe 1 assess the evidence requirements for:			Tick
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	

T5 He Rātaka Hararei Hei Whakatauirā

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 Hamoa. 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.

TŪMĀHI 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.	Nō te rā rua tekau o Haratua.
e.	Nō te rā tuaiwa o Huitanguru.
i.	Nō tērā wiki.

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

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

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

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

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

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

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

The activities in Tūmahi 5 Ngohe 1 assess the evidence requirements for:			Tick
Mana Reo	Pānui	30755 - 1. 1.1, 1.2	
	Tuhituhi	30759 - 1. 1.3	
Mana Ao Tūroa	Pānui	30756 - 1. 1.1, 1.2 2. 2.2	

T6 Tōku Tūrangawaewae Hei Whakatauirā

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 tōu 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 **mihī** 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 **mihī whakakapi**. *Closing farewell.*
- Kia **1 - 2** meneti te roa o te kōrero. *1 - 2 minutes in length.*
- **Hoatu** tētahi kape o tōu 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

Tēnā koutou katoa.

Tēnei ahau e mihi atu nei ki a koutou katoa kua huihui mai nei i tēnei rangi.

I te taha o tōku pāpā, ko Hikurangi te maunga, ko Waiapu te awa, ko Horouta te waka, ko Ruataupare te marae, ko Te Whānau a-Ruataupare te hapū. Ko Kerehi Waiariki te tupuna. Ko Ngāti Porou te iwi. Kei Tūpāroa tōku tūrangawaewae.

Ki tōku māmā taha, ko Pūtauki te maunga, ko Ōhinemataroa te awa, ko Mataatua te waka, ko Pūkeko te marae, ko Pūkeko te rangatira. Ko Ngāti Pūkeko te iwi. Kei Poroporo tōku tūrangawaewae. He mokopuna ahau o Porourangi me Awanuiarangi nō reira kei te mihi ake ki a koutou.

Ko Te Kōtuku Tere tōku ingoa. Nō te Tairāwhiti ahau. I whānau mai ahau i te tau e rua mano mā toru ki te tāone o Tūranganui a Kiwa. I tipu ake au ki reira. Kei Tūranga tonu au e noho ana. Tekau mā ono ōku tau ināiane. E haere ana ahau ki te kura tuarua o Tūranga Tāne.

I te wā i tipu ake au, ka haere mātou ko tōku whānau ki Tūpāroa noho ai, kite ai hoki i te whānau. Kei te takutai tēnei wāhi nō reira, ko te mahi pai ki ahau i taua wā, ko te kaukau ki te puna wai me te mahi hī tuna, hī ika hoki i te taha o tōku pāpā.

Ahakoā kei Tūpāroa tōku tūrangawaewae, i tipu ake ki rō tāone, ki Tūranganui a Kiwa. Ko ngā āhua o tōku kāinga tupu, he wāhi pai ki te tākaro i te mea he ruarua noa ngā whare i ngā taha o tōku whare. He nui ngā puke hei piki ake hei retireti hoki. He miharo tōku kāinga tupu.

Nō reira koinei tōku tūrangawaewae. Tēnā koutou i whakarongo mai rā i tēnei wā. Tēnā koutou, tēnā koutou, tēnā tātou katoa.



TŪMĀHI

T6 Tōku Tūrangawaewae Hei Whakatauirā

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>	<i>Ko Te Kotuku tōku hoa.</i>
1. Nō hea ia?	<i>Nō te Tairāwhiti ia.</i>
2. I whānau mai i hea?	<i>I whānau mai ia ki Tūranganui a Kiwa.</i>
3. Ko wai tōna hapū?	<i>Ko Te Whānau a Ruataupare tōna hapū.</i>
4. Kei hea tōna tūrangawaewae?	<i>I te taha o tōna pāpā kei Tūpāroa tōna tūrangawaewae.</i>
5. Kei hea ia e noho ana?	<i>Kei Tūranganui a Kiwa ia e noho ana.</i>
6. Tuhia tētahi āhua o tōna kāinga tupu, kāinga tupu rānei?	<i>He wāhi pai ki te tākaro. He nui ngā puke hei piki ake hei retireti hoki.</i>
7. He aha te mahi pai ki a ia i te wā i tipu ake ia?	<i>Ko te mahi pai ki a ia i te wā i tipu ake, ko te kaukau me te mahi hī tuna, hī ika hoki i te taha o tōna pāpā.</i>

The activities in Tūmahi 6 Ngohe 1 & 2 assess the evidence requirements for:			Tick
Mana Reo	Tuhituhi	30759 - 1. 1.1	
	Whakarongo	30763 - 1. 1.3 2. 2.1, 2.2, 2.3	
Mana Ao Tūroa	Kōrero	30752 - 2. 2.1	
	Whakarongo	30764 - 1. 1.3	
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	

Please note: Tūmahi 6 & 7 combined, assess the LO/PC requirements for Kōrero 30753, Tuhituhi 30761, Tuhituhi 30762 and Whakarongo 30766 [He kōrero mō te ākongā, mō tētahi atu tangata anō hoki]

TŪMĀHI 6

T7 He Tangata Rongonui (1) Hei Whakatauirā

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

Rangahau 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 whakatauākī 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 7

TŪMĀHI 7

Tēnā koutou katoa kua huihui mai nei i tēnei rā. Tuatahi, he mihi nui ki te runga rawa. Tēnā koe. He mihi tēnei ki ngā mate, rātou kua ngaro ki te pō, haere, haere, haere atu rā. Rātou ki a rātou, koutou te hunga ora ki a koutou otirā, ki a tātou, tēnā tātou koutou. Kei te mihi ake ki aku hoa mahi. Tēnā koutou. Kei te mihi atu ki a koe Kōkā Ana. Nō reira, tēnā koutou katoa. He rotarota tēnei nāku i waihanga hei tīmata taku kauhau:



He maunga whakahī a Hikurangi

He wai āio a Waiapu

Tū tonu te Whānau a Ruataupare ki Tūpāroa.

Ngāti Porou tū tonu, mō ake tonu atu!

Ko te tangata rongonui i whiriwhiri ahau ko Robert Ruha e kiia nei ko Rob Ruha. Nō Wharekāhika ia. Ko Hikurangi tōna maunga ko Waiapu tōna awa ko Ngāti Porou me Te Whānau Apanui ōna iwi.

I whānau mai a Rob i Tūranganui a Kiwa. Nō te tau kotahi mano e iwa rau, e waru tekau, nō te tekau mā whitu o Kohitātea a Rob i whānau mai ai.

He tāne Māori a Rob. He mataora tōna. Kātahi te moko ataahua ko tēnā!

He kaiwaiata rongonui a Rob puta noa i Aotearoa me te ao whānui. Ko Paremata Mene, ko Kalega, ko Tiki Tapu, ko Waiaroha ētahi o āna waiata. Kāore e kore, he nui ōna pukenga. He kaitito waiata a Rob, he kaihaka hoki. He kairāanga ia. He kaipeita hoki ia. I te tau e rua mano tekau mā whitu, i riro i a Rob i tōna Tohu Paerua i te Whare Wānanga o Waikato. Ko te Mātauranga Māori te kaupapa.

I tipu ake a Rob i te Tairāwhiti. Kei Wharekāhika tōna papa tupu. He nui ōna maumaharatanga i te wā i tipu ake ia arā, ko ngā raumati roa, ko ngā whiore reme, ko te moana me te mahi kapa haka i te marae ētahi mahi pai ki a ia.

He ngākaunui a Rob ki te reo Māori, ki ngā waiata Māori me te ao Māori katoa. He pāpā ia. He tāne ia. Kei reira tōna whai oranga. He tangata hūmarie a Rob. He tangata manaaki, he tangata kaha ki te waiata i āna waiata hei koha ki ōna iwi me te ao whānui. Kei whea mai!

Ko tēnei taku rangahau mō te tangata rongonui a Rob Ruha. Nō reira, tēnā koutou i whakarongo mai nā i tēnei wā. Tēnā tātou katoa.

Ngā Tohutoro

- <https://www.stuff.co.nz/entertainment/69432647/>
- <https://www.thearts.co.nz/artists/rob-ruha>
- <https://www.geni.com/people/Robert-Ruha/6000000064855807170>
- Image retrieved from: https://www.facebook.com/pg/robruhamusic/photos/?ref=page_internal

T7 He Tangata Rongonui (2) Hei Whakatauirā

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.	<i>Tuatahi rā e mihi ana ki a koutou otirā ki a tātou i tēnei wā.</i>
Whakahoki mihi ki te kaikōrero.	<i>Tuarua ki a koe e te kaikōrero a _____, kei te mihi ake koe me āu kōrero tino pai mō Rob Ruha, tēnā koe.</i>
I whānau mai i hea? Tōna tuakiri/pepeha.	<i>I whānau mai a Rob Ruha ki Tūranganui a Kiwa. Ko Hikurangi tōna maunga ko Waiapu tōna awa ko Ngāti Porou me Te Whānau Apanui ōna iwi.</i>
He aha te take matua i rongonui ai te tangata? He aha tāna mahi?	<i>He kaiwaiata rongonui a Rob puta noa i Aotearoa me te ao whānui. Ko Paremata Mene, ko Kalega, ko Tiki Tapu, ko Waiaroha ētahi o āna waiata. He kaitito waiata a Rob, he kaihaka hoki. He kairārangā ia. He kaipeita hoki ia.</i>
Tuhia kia rua ngā kōrero whakanikoniko.	<i>Kāore e kore (No doubt) Kei whea mai! (Awesome!)</i>
Tētahi āhua o tōna hau kāinga me tōna kāinga tupu.	<i>I tipu ake a Rob i te Tairāwhiti. Kei Wharekāhika tōna papa tupu. Ko ngā raumati roa, ko ngā whiore reme, ko te moana me te mahi kapa haka i te marae ētahi mahi pai ki a ia.</i>



TŪMĀHI

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.

E ngā mana e ngā reo tēnā koutou.

E mihi ana ki ōku hoa mahi tēnā koutou. Tēnā koe e te kōkā.

Ko tēnei taku whakarāpopototanga o te kōrero a _____, nō reira, kei te mihi ake ki a koe e hoa, i tū kaha ki te kōrero mō te tangata rongonui a Rob Ruha. Tēnā koe.

I whānau mai a Rob Ruha ki Tūranganui a Kiwa. Ko Hikurangi tōna maunga ko Waiapu tōna awa ko Ngāti Porou me Te Whānau Apanui ōna iwi. He kaiwaiata rongonui a Rob. He nui āna waiata tino pai. He kaitito waiata, he kaihaka, he kairānanga, he kaipeita hoki a Rob. He nui ōna pukenga.

I whānau mai ia i Tūranganui a Kiwa. I tīpu ake a Rob i te Tairāwhiti. Kei Wharekāhika tōna papa tupu. Ko ngā raumati roa, ko ngā whiore reme, ko te moana me te mahi kapa haka i te marae ētahi mahi pai ki a ia.

Ko ngā nuka reo i rongo ahau ko te 'kāore e kore' me te 'kei whea mai'.

Hei whakakāpi tēnei whakarāpopoto, he ngākaunui a Rob ki te reo Māori me te ao Māori. Ko tōna whānau tōna whai oranga. He tangata manaaki a Rob.

Nō reira, tēnā rā koutou katoa.

(207 ngā kupu)

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.

The activities in Tūmahi 7 Ngohe 1 & 2 assess the evidence requirements for:			Tick
Mana Ao Tūroa	Pānui	30756 - 2. 2.1, 2.3	
	Whakarongo	30764 - 2. 2.3	
Mana Tangata	Kōrero	30753 - 2. 2.1, 2.2, 2.3	
	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	

Please note: Tūmahi 6 & 7 combined, assess the LO/PC requirements for Kōrero 30753, Tuhituhi 30761, Tuhituhi 30762 and Whakarongo 30766 [He kōrero mō te ākonga, mō tētahi atu tangata anō hoki]

He kaupapa iti hei whakaaro mōu

A few things for you to think about

- Ākonga 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.

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)

Preparation for Moderation

It is no longer necessary to complete a Moderation Cover Sheet as this information is entered online. If physical materials are sent for moderation, please ensure name of school and standard are included.

Digital submissions can be made directly through the application at any time.

Using the online [External Moderation Application](#), schools and providers must include:

1. a copy of the task and any key supporting resources
2. a copy of the assessment schedule
3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

4. all files must be viewable online
5. URLs, e.g. for student created websites, will need to be submitted as links within a document.



For more information on the digital moderation process, please contact your Principal Nominee or Moderation Liaison (ML).

Mahere Aromatawai

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 that align directly to specific Tūmahi.

Tōku Whānau Mahere Aromatawai				
Tūmahi	Ngā Paearu Mahi	Tūmahi	Ngā Taunakitanga	Kua tutuki
1	Mana Reo 1. 1.2 2. 2.1, 2.2	Tūmahi 1 - Kei te aha? Hurihia ki ngā whārangi 4-5 mō ngā tohutohu aromatawai.	Ka taea e te ākongā te: Tuhi i tētahi tūmomo tuhinga reo. Tuhi i ngā tikanga me ngā hanganga o te reo tuhituhi. Whakamahi i te tikanga o ngā tohutuhi.	Āe Kāore anō
2	Mana Ao Tūroa 1. 1.1	Tūmahi 2 - He Tohutohu Haere Hurihia ki te whārangi 6 mō ngā tohutohu aromatawai	Ka taea e te ākongā te: Tuhi kōrero mō tētahi kaupapa o ia rā, o ia rā. Whakamahi tika i ngā rerenga kōrero e hāngai ana ki te kōrero/kaupapa.	Āe Kāore anō
3	Mana Reo 1. 1.1, 1.2 Mana Ao Tūroa 2. 2.1, 2.2, 2.3, 2.4 1. 1.1, 1.2 2. 2.1, 2.2	Tūmahi 3 - Whai Tohutohu Hurihia ki te whārangi 7 mō ngā tohutohu aromatawai	Ka taea e te ākongā te: Whakarongo ka mārama ki ngā whakahua tika i ngā kupu o te reo Māori. Matapaki kōrero ki tētahi atu. Ka tuku me te whai tohutohu. Whakarongo kia mārama ki ngā kōrero a tētahi atu. Whakarongo kia mārama ki ngā kaupapa pāpori Māori o te ao tūroa.	Āe Kāore anō
4	Mana Reo 1. 1.1.1, 1.2 2. 2.1, 2.2 3. 3.1 Mana Ao Tūroa 1. 1.1, 1.2, 1.3	Tūmahi 4 - He Tino Hararei Hurihia ki te whārangi 8 mō ngā tohutohu aromatawai	Ka taea e te ākongā te: Whakahua tika i ngā kupu o te reo Māori. Whakahua tika i ngā kīanga o te reo Māori. Whakahua tika i ngā rerenga kōrero o te reo Māori. Kōrero i ngā wheako whaiaro. Kia neke atu i te kotahi meneti te roa o te kōrero.	Āe Kāore anō
5	Mana Reo 1. 1.1, 1.2 Mana Ao Tūroa 1. 1.1, 1.2 2.2	Tūmahi 5 - He Rātaka Hararei Hurihia ki ngā whārangi 10-11 mō ngā tohutohu aromatawai.	Ka taea e te ākongā te: Mōhio ki te pānui ā-wahatia i ngā momo tuhinga. Pānui aroātia i ngā hanganga o te reo tuhituhi. Pānui kia mārama ki ngā tuhinga hūhua ki te tātari i ngā kaupapa o te ao tūroa	Āe Kāore anō

Mahere Aromatawai

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

Tōku Whānau Mahere Aromatawai				
Tūmahī	Ngā Paearu Mahi	Tūmahī	Ngā Taunakitanga	
6	Mana Reo 1. 1.1 2. 2.1, 2.2, 2.3 Mana Ao Tūroa 2. 2.1 1.3 Mana Tangata 1. 1.1, 1.2, 1.2 1. 1.1, 1.2, 1.2 Mana Whenua 2. 2.1, 2.2, 2.2, 2.3 2. 2.1, 2.2, 2.2, 2.3	Tūmahī 6 - Tōku Tūrangawaewae Hurihia ki ngā whārangi 12-13 mō ngā tohutohu aromatawai.	Ka taea e te ākongā te: Tuhi i tētahi tūmomo tuhinga reo. Whakarongo kia mārama ki ngā hanganga punga, ki ngā tumu anō hoki. Tuku me te whakahoki pātai. Tuku pātai kia whai māramatanga. Kōrero mō te tangata. Whakawhiwhiti kōrero mō ngā horopaki tūtaki tangata. Tuhi kōrero whakamārama mō te tangata. Kōrero mō te whenua tupu o te tangata. Whitiwhiti kōrero mō ngā āhua o te taiao e taunga ana. Whakamārama i ngā āhua o te taiao. Whakarongo kia mārama ki ngā kōrero mō te āhua o te taiao e taunga ana. Kia 1-2 meneti te roa o te kōrero.	Āe Kāore anō
			Ka taea e te ākongā te: Ka pānui kia mārama ki ngā tuhinga huhua e taunga ana. Ka whakarongo kia mārama ki ngā kaupapa pāpori Māori o te ao tūroa. Kia 2-4 meneti te roa o te kōrero.	Āe Kāore anō
7 (2)	Mana Tangata 1. 2.1, 2.2, 2.3 1. 1.1, 1.2, 1.3 2. 2.1, 2.2, 2.3 Mana Whenua 1. 1.1, 1.2, 1.3 2. 2.1, 2.2, 2.3 1. 1.1, 1.2, 1.2	Tūmahī 7(1) - Tangata Rongonui Hurihia ki te whārangi 14 mō ngā tohutohu aromatawai. Tūmahī 7(2) - Tangata Rongonui Hurihia ki te whārangi 15-16 mō ngā tohutohu aromatawai.	Ka taea e te ākongā te: Whakawhiwhiti kōrero mō ngā horopaki tūtaki tangata. Pānui kia mārama ki i ngā tuhinga huhua mō te tangata. Pānui kia mārama i ngā tuhinga huhua o ngā horopaki tūtaki tangata. Tuhi kōrero whakamārama mō te tangata me te horopaki tūtaki tangata. Whakarongo kia mārama ki ngā kōrero mō te tangata me te horopaki tūtaki tangata. Pānui kia mārama ki ngā tuhinga mō te whenua tupu o te tangata me ngā āhua o te taiao. Whakamārama i te whenua tupu o te tangata. Whakarongo kia mārama te whenua tupu o te tangata me te āhua o te taiao e taunga ana. Kia 100-200 ngā kupu te roa o te whakarāpopototanga.	Āe Kāore anō
			Āe Kāore anō	Āe Kāore anō

Te Whāinga Matua

Kua tutuki te ākongā?

Āe Achieved	
---------------	--

Kāore anō Yet to Achieve	
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Ingoa o te Ākongā		Ingoa o te Kaiako	
-------------------	--	-------------------	--

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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Pitopito Kōrero: