



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard

Te Reo Māori Level 2

This exemplar supports assessment against:

Achievement Standard 91285

Kōrero kia whakamahi i te reo o te ao torotoro

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to kōrero kia whai hua i te reo o te ao torotoro.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakaniko i ngā whakaaro • ka rere te kōrero • ka tutuki te pūtake o te kōrero. <p>This student has delivered an oral presentation on the legend of Pānia. There is development of ideas and opinions. It moves from a recount of events to an analysis and reflection of the relevance of legends today. The importance of legends in the retention of language and culture is considered: <i>‘I tuku iho ā-waha mai... kia mau tūturu... mō ngā whakatipuranga whakaheke’</i>.</p> <p>The delivery is clear and confident. The student uses a natural speaking voice and rhythm which is easy to follow. The language is accurate, with deliberate selections of vocabulary and structures that reinforce the ideas and opinions in the presentation. The changing of the view point to include direct speech effectively engages the listening audience.</p> <p>For a more secure Excellence, the student could have identified more lessons she had learnt from her research into the legend, e.g. dealing with feelings of insecurity in a relationship.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to kōrero kia whai kiko i te reo o te ao torotoro.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakaara i ngā whakaaro • ka mārama te kōrero. <p>This student has delivered an oral presentation expressing a personal point of view on a school issue. The conventions of a persuasive text type are evident and confidently applied. The introduction captures the attention of the audience. The stamping of the foot and stress of the voice is used for dramatic effect, e.g. <i>‘ka takahia e rātou te mana o ngā tauira’</i>.</p> <p>A range of techniques are used such repetition, <i>‘e ōrite ngā hē, kia ōrite te whakawā...’</i>. The student directs the speaking to the audience and includes them in the search for a solution, e.g. <i>‘Me aha tātou ki te whakatika i tēnei mahi koretake?’</i>.</p> <p>Ideas are structured and linked throughout the oral presentation. Some statements are supported with explanations and appropriate examples, e.g. <i>‘mehemea ka haututu ētahi tauira, ko te tamaiti Māori ka tangohia ki waha i mua i ētahi atu.... Tekau mā rima ngā tauira ka panaia e te kura...’</i></p> <p>To reach Excellence, the student could consistently develop ideas with further explanation or examples. For example, the statement <i>‘ka takahia e ratou te mana o nga tauira’</i> could be built on with a detailed explanation. There needs to be stronger links made between teacher attitudes and student behaviour.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to kōrero kia whai kiko i te reo o te ao torotoro.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakaara i ngā whakaaro • ka mārama te kōrero. <p>This student has delivered an oral presentation expressing a point of view on why young people should not join a gang. They begin to expand on this point of view with some explanations and examples.</p> <p>The technique of asking and answering questions is successfully used to structure the points made, e.g. <i>‘He aha i hiahia ai ngā taiohi kia uru ki roto i ngā kēnge?’</i>. A range of reasons are given, e.g. <i>‘te ākinga ā hoa, i whānau mai rātou i roto i te ao kēnge, te tino hiahia ki te patua ētahi atu...’</i>.</p> <p>The pace of speaking is easy to follow, with a natural pronunciation. There is a confident use of a variety of language. Inconsistencies in language are minor, and do not affect communication.</p> <p>For a more secure Merit, the student could support their point of view with more evidence. For example, in the introduction it is stated that gang entry causes trouble for young people and their families. This could be developed by adding further details or examples to support the reasons that are outlined by the student.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to kōrero kia whakamahi i te reo o te ao torotoro.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakaputa kōrero e hāngai ana ki te kaupapa • ka whakatakoto whakaaro • ka whai te ia o te kōrero. <p>This student has delivered an oral presentation on a tribal legend. A detailed recounting of the plot is given by listing narrative events and explanation of the origin of the whakataukī is given. Delivery is well paced, and pronunciation is consistently accurate. Tone, pace and vocabulary choices are consistent and used to engage the audience.</p> <p>To reach Merit, the student could move beyond a retelling of the story by expressing a point of view. This could be a personal reflection or analysis, e.g. their personal opinion on the events or relevance of the legend.</p> <p>This student needs to show development of ideas, e.g. why did the tribe want the tohunga dead? An explanation of how the whakataukī links with the legend could show the student's perspective on the proverb and its use.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to kōrero kia whakamahi i te reo o te ao torotoro.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakaputa kōrero e hāngai ana ki te kaupapa • ka whakatakoto whakaaro • ka whai te ia o te kōrero. <p>This student has delivered an oral presentation communicating information on their future plans and ambitions. They mention destinations they would like to visit with simple explanations, e.g. their desire to travel around the world because they want to see new countries and learn about new people and their culture.</p> <p>Some ideas are developed. Future ambitions are expressed with strategies to make them happen, <i>‘Ko taku whakaraupapa hei angitu i tenei, kia kimi i te mahi ki te kōhi moni hei whiwhi putea...’</i>. The student is able to select and recite whakataukī to support her topic.</p> <p>Speaking, while at times is hesitant, can be followed. Minor inconsistencies with pronunciation and rhythm do not affect communication. There is evidence of a variety of curriculum level 7 language.</p> <p>For a more secure Achieved, the student could further develop ideas with more detail or explanation, e.g. a more detailed explanation of why visiting Norway is her greatest wish.</p> <p>The student could give a more detailed explanation of the selected whakataukī, <i>‘ko te whakaaro o te whakataukī kia whai i te mātauranga o te ao’</i>. This could be related to the student’s own experience and ambitions.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to kōrero kia whakamahi i te reo o te ao torotoro.</p> <p>This involves:</p> <ul style="list-style-type: none">• ka whakaputa kōrero e hāngai ana ki te kaupapa• ka whakatakoto whakaaro• ka whai te ia o te kōrero. <p>This student has given a spoken presentation on hui Māori and the meaning is generally understood. The student lists different types of gatherings. There is an attempt to structure ideas, with a start, overview and brief conclusion. Vocabulary and language choices are straightforward. There is evidence of appropriate expression. The pace and tone are appropriate to the audience and purpose.</p> <p>To reach Achieved, the student is required to move further beyond personal experiences. For example, the student could develop the discussion comparing and contrasting practices at hui Māori. The language used needs to more consistently reflect level 7 of the curriculum. Ideas need to be more deliberately connected in a logical way.</p>