



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 91288

Waihanga tuhinga auaha, 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 waihanga tuhinga auaha, i te reo o te ao torotoro.</p> <p>This involves the student demonstrating:</p> <ul style="list-style-type: none"> • he pakari te whakawhanake me te kōtui o ngā whakaaro • he nanakia te whakamahi i ngā āhuetanga reo e mau ai te hunga pānui. <p>This student has completed a formal letter to the University Council to express concern at the raising of the literacy and numeracy requirements for university entry.</p> <p>The student has produced writing which is controlled and effective. Ideas are substantially developed with supporting detail and explanation (1) (2). There is evidence of research (7), consideration of the viewpoints of others (8), and reflection on the ideas to form a personal response that holds the attention of the reader.</p> <p>The letter has been planned, following all the conventions of the text type. A variety of curriculum level 7 language is used accurately (5). The use of language features supports the persuasive intent of the text type. For example, the use of whakataukī '<i>mahia ngā mahi...</i>' to support the writer's point of view and use of a question (6) directed at the reading audience.</p> <p>For a more secure Excellence, the student would need to fully develop more ideas with the inclusion of supporting detail and or explanation. For example, there needs to be a stronger connection between the cost of going to university and the increased literacy and numeracy requirements (3) or more detail on why raising the entry requirements will mean more Māori will be uneducated (4).</p> <p>Note: Evidence from at least one other piece of writing that is at a similar level will be needed before the standard can be awarded.</p>

Student 1: Low Excellence

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He reta tēnei ki te kaunihera o Te Whare Wānanga.

8 Tēnā koutou e ngā rangatira o te kaunihera. Nō te kaunihera kura o tōku kura ahau. E tuhi ana ahau nā te mea ki ō mātou whakaaro, he tino uaua mō ngā tauira ki te uru ki te whare wānanga i Aotearoa nā te whakapiki o ngā whakaritenga whakauru. E penei ana ō mātou whakaaro.

Ko tō mātou whakaaro tuatahi, he nui rawa te utu kia haere ki te whare wānanga. Kōira tētahi take, kāore e taea e ētahi ākonga Māori te haere ki te whare wānanga, Nō reira, ki te kore mātou e haere ki te whare wānanga, kāore e taea e rātou te whiwhi i ngā mahi pai.

7 Hei whakamārama tō mātou whakaaro tuarua. E ai ki te Mana Tohu Mātauranga o Aotearoa 2 kia uru ai mātou, arā, ngā ākonga o tēnei kura ki ngā whare wānanga, me whiwhi mātou i te 5 taumata mātauranga-ā-motu mō te kōeke tuatoru. Āpiti atu ki tēnei, me riro i a mātou ngā 1 waitohu tekau mō te reo matatini arā, literacy, me te numeracy arā, te mahi nama. I ngā tau 5 o mua i hiahiatia mai e waru ngā waitohu. Ki ahau nei, ehara tēnei i mea pai mō ngā ākonga 4 o tōku kura me ngā ākonga Māori i Aotearoa.

7 Hei tā te Te Tari Tatauranga o Aotearoa, ka taea e rua tekau mā rima paiheneti noa iho o 1 ngā tauira Māori te uru ki te whare wānanga. Mehemea ka piki ake te taumata, ka heke iho 4 ngā tatauranga. Tāpiri atu ki tērā, mehemea ka piki te taumata, ka piki atu te nama o ngā Māori kūware.

6 I a mātou e tipu ake ana, i kī mai ō mātou kaumātua “mahia nga mahi kei tamariki ana”. Heoi 2 anō, me pēhea? Mehemea kāore e taea e mātou te uru ki te whare wānanga? Me pēhea 8 mātou e kai ana i te mātauranga?

Ngā mihi nui ki a koutou,

Nāku

Nā _____

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to waihanga tuhinga auaha kia whai kiko ngā whakaaro, i te reo o te ao torotoro.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakawhanake, ka honohono i ngā whakaaro • ka āta whakamahi i ngā āhuetanga reo. <p>This student has written a convincing film review that fulfils the requirements of the text type and intended audience. Ideas are developed and linked in a credible way. There is a clear introduction, body and conclusion.</p> <p>This student has understood and responded to the main themes and ideas of the film. For example, they have given a personal response to a scene in describing what Pai did (1), with a reflection of how it affected them (2). There is deliberate use of vocabulary to describe details (3) and express emotions. The student has purposely selected less familiar vocabulary (4).</p> <p>There is careful use of appropriate language features (5) to give a strong personal voice.</p> <p>To reach Excellence, the student needed to show better evidence of planning. A focus on a personal response rather than a detailed plot summary is required.</p>

Kō tēnei kōrero he pūrongo mō tētahi pikitia ko “Kaieke tohorā” te ingoa. Ko Niki Caro te kaiwhakahaere o tēnei pikitia. Nō Te Whanganui-ā-Tara ia.

Ko tētahi kōtiro te tuahangata matua o te pikitia. Ko Paikea tōna ingoa. Tekau mā rua ana tau. Ko Paikea te ingoa hoki o tōna tupuna, he tangata kaieke wēra. I tana whānautanga ka mate tana māhanga tūngane me tō rāua whaea. Ko tōna koro te rangatira o te iwi. Ka riri ia nō te mea kāore he tama kia taki i te iwi. He kōtiro noa iho te pepi. He upoko mārō a Koro, arā, ki tana whakaaro, ko ngā tama anake ngā kaiārahi. Nō reira i tīmataria tētahi kura e Koro mō ngā taitama o te iwi. Engari ka tūtei a Pai i ngā akoranga. I whakapai a Koro i tētahi whakamātautau whakamutunga. Ka whakaepa ia i tana rei puta ki roto i te moana. Engari, kore ētahi o ngā tama i kite i taua rei puta. Nā tēnei ka matekiri a Koro.

I tētahi rā anō, ka haere a Pai ki te moana, ā, ka kite i te rei puta. Ka eke a Paikea ki runga i tētahi wēra e ōrite ana ki tōna tupuna. Nō reira, i te mutunga o te pikitia ka mōhio a Koro i te hiranga o Pai ki te iwi nei.

Ki tōku nei whakaaro, he tino pai te pikitia nei nō mea, he tino pai te kaupapa. Ka kite ahau i te aroha i waenganui i a Paikea rāua ko Koro. Tuatahi, kāore a Koro i harikoa i te whānautanga o te kōtiro, engari i te mutunga o te pikitia, ka kitea tōna aroha mō tana mokopuna.

Ko te konohete he wāhi tino motuhake. He tino pai ki ahau nō te mea ka kōrero a Pai mō tōna aroha mō tōna koro ahakoa kāore ia i reira. I a ia e kōrero ana ka heke iho ngā roimata. Ahakoa āna mahi tūkinu ki a ia ka kitea tonutia tona aroha mōna. Tata ana ahau ki te tangi hoki.

Ki ōku nei whakaaro he pikitia rawe tēnei mō te whānau katoa. Nō Aotearoa ngā kaiwhakaari katoa. He wāhi ātaahua a Whangarā. He kōtiro maia a Pai, ahakoa ngā piki me ngā heke e kore ia i tūohu, ka tutuki ōna whāinga.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to waihanga tuhinga auaha kia whai kiko ngā whakaaro, i te reo o te ao torotoro.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakawhanake, ka honohono i ngā whakaaro • ka āta whakamahi i ngā āhuetanga reo <p>This student has written an opinion piece on the value of national Māori Language Week. They have begun to construct a persuasive argument by making points which are supported with some explanation and examples (2). There is a structure to the writing with an introduction, body and conclusion.</p> <p>A variety of language features have been deliberately used to support the writer's point of view. The whakataukī relates to the context (3), although it is not referred to in the body of the writing. Questions directed to the reader are posed throughout the text (1). Kīwaha (4) and personal reflection support the writer's ideas (5).</p> <p>For a more secure Merit, the student needs to further re-work writing. Language content is at a Merit level but further editing is required to produce a planned and crafted text.</p> <p>Writing conventions need to be consistently applied. A greater number of paragraphs would allow the ideas to be separated and developed. Inconsistencies in language and auto formatting need to be corrected as part of the editing process.</p>

Student 3: Low Merit

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3
1 4
3 5
2

Ko tōku reo tōku ohooho

Ko tōku reo tōku mapihi maurea

He mea nui ko te wiki o Te Reo Māori ki ahau Ana! He mea tino whakahirahira tēnei wiki ki ahau. Ki ōku nei whakaaro, ki te kore he wiki kia whakanui i tōu tātou Reo Māori, ka ngaro katoa te reo o ngā mātua tupuna. He whakaaro hirahira mō ngā kura tuarua katoa o Aotearoa whānui kia noho tuturu, kia whakaako tonu i te reo Māori ki ngā kura katoa. Kīhai mō tētahi wiki noa iho. Me rite tōna nohonga ki te reo tauwiwi. Ki au nei, ki te pēnei te whakatakotoranga o te reo Māori ki rō kura, ka ahei ngā tauira katoa te ako, te kōrero, te mau hoki i tōu tātou reo, ahakoa te aha, Māori mā, Pākeha mā, ngā lwi kē Hoki.

2 5
3

Ko tōu tātou reo, he reo ataahua, he reo ngāwari, he reo Rangatira hoki. Ehara i te mea mo Ngai tātou anake te kōrero ai. He pai ki te kite i ngā tāngata nō wāhi kē e ako ana, e kōrero ana, a, e whakaora ana i tōu tātou reo. Engari me pehea ngā lwi Māori? Kia pēnei ōku whakaaro. Mehemea he toto Māori tō te tangata, e tika ana me ako tonu i te reo kia kōrerotia, kia whāngaitia. Kia taea te nuinga o tōku whānau te kōrero Māori, engari kīhai te nuinga e korero ai, ahakoa ka kaha te whakahau ki a mātou e tōku koroua.

1 5


Nā reira ka hoki au ki te patai nei, he mea nui ko te wiki o Te Reo Māori? Ehara i te mea māku, mōu rānei, engari mō tātou katoa.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to waihanga tuhinga auaha, i te reo o te ao torotoro.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakawhanake i ngā whakaaro e hāngai ana ki te tuhinga • ka whakamahi i ngā āhuatanga reo e hāngai ana ki te pūtake me te hunga pānui <p>This student has written an expressive piece on kapa haka for a non Māori audience. They have described aspects of kapa haka for the intended audience for example, its importance to Māori (1), origin (2) and meaning of the name (3).</p> <p>There is a variety of language, for example some use of passive verbs (4), a relative clause (5), kīwaha (6). There is intentional use of vocabulary, for example hiranga (7) mura o te ahi (8).</p> <p>To reach Merit, the student should link ideas to create a more more connected whole. While information is listed, there needs to be more explanations and examples to show further development. For example, why are the mentioned adult groups very famous (9). The student states haka (10) is their favourite item without further explanation or example to support the point of view.</p>

Student 4: High Achieved
NZQA Intended for teacher use only

- 6 Ko te kapa haka he mahi hiranga mō te ao Māori. Pakeke mai, rangatahi mai. Ko te kapa haka he taonga mai i ngā mātua tūpuna. Ka tū koe hei rangatira mō tō whānau mō tō kura, tō iwi rānei. 1
- 2 Ko Tāne rore te atua o te kapa haka. Ko te kupu “kapa” te kupu mō te rōpu e mahi ana. He tino rongonui ētahi kapa haka pakeke, arā ko Waka Huia, Ko Mātārae i orehu me ērā atu. Hei tērā tau ka tū te whakataetae (Matatini) mō ngā pakeke. Ko the kupu “haka” kāore mō te haka anahe. Ko ngā mahi katoa te kupu “haka”. Ka titoa ngā waiata me ngā haka e te kaitito. 3
9
- 4 Ko te kaiako te tangata nāna i ako nga waiata ki te ropu kapa haka. Ki tōku nei whakaaro he rawe tō mātou kaiako mō tō tātou kapa haka. He mema ia nō tētahi kapa e haere ana ki Matatini i Ōtautahi. Ka mau te wehi! 5
- 6 He roa te mahi whakangungu mō te whakataetae. He noho marae, e hia kē ngā haora e whakangungu ana. I ngenge au. Engari, ka taea e au te tū. Mō te whakataetae ka tū te kapa haka i runga i te atamira, te mura o te ahi. Ka noho ngā kaimātakitaki kei mua. Ka noho ngā kaiwhakawā e tata ana ki te atamira. Whā tekau te rahi o ngā kaihaka i runga i te atamira. E ono ngā mahi. Ko te waiata tira, te whakaeke, te waiata ringa, te poi, te haka me te whakawātea. Ko te haka te tino mahi ki a au. Kei roto i ngā mahinga arā, te waiata me te haka he kōrero o ngā tūpuna. Ka mau ngā tikanga me ngā kōrero o neherā. 1
- 4 Kia tū rangatira ka mau ngā kaihaka i ngā kākahu ātaahua. Ka mau moko, ka mau taonga perā i te pounamu, ngā wheua whakairo. Ko ngā kākahu pai rawa atu aua kākahu ngā kaitātaki wahine, tāne i mau ai. Ko ngā taitātaki ngā kaiārahi o te kapa. He whero, he pango ngā tae i whakakākāhia to mātou kura.
- 4 Ka kitea te wairua, te ihi me te mana i runga i te atamira. Aē rā, ka tū koe hei rangatira. 6

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to waihanga tuhinga auaha, i te reo o te ao torotoro.</p> <p>This involves:</p> <ul style="list-style-type: none">• ka whakawhanake i ngā whakaaro e hāngai ana ki te tuhinga• ka whakamahi i ngā āhuatanga reo e hāngai ana ki te pūtake me te hunga pānui <p>This student just sufficiently developed and structured their ideas about the pros and cons of Facebook for young people. There is some evidence of planning, with an introduction, body and conclusion. Drafting is not included in this extract but there was evidence of some re-working.</p> <p>A point of view is expressed. The issue of cyber bullying is referred to throughout the writing (1), and the last sentence (3) leaves the reader with a final caution which connects with the reader.</p> <p>For a more secure Achieved, the student should edit work carefully to reduce language inconsistencies such as spelling, grammar and auto formatting errors (2). Ideas need to go beyond listing.</p>

Student 5: Low Achieved
 Intended for teacher use only

E hia nga rangatahi ki runga pukamata? Tokohia ngā tauira e whakaaro ana koe, e hawene ana ki runga I te pukamata? Ki tōku nei whakaaro, he pai te pukamata te kōrero I runga I te rorohiko ki ngā whanaunga hurihia ki te ao, engari he nui ngā whakakāhoretanga mai I ngā whārangi pukamata nā te mea o te putanga ki nga tāngata atu.

① Ko te raru tuatahi, he nui ngā tāngata e hawene. Ko te raru tuarua e hāngaia ana ngā whārangi tipatipa nā ētahi tāngata. Ko te raru tuatoru, ka taea e hoa te ngau tuarā.

② ① Hawenetia; kāore he mea pai. I ētahi wā, ka kitea au ki runga I te pukamata ngā tohetohe o ngā tangata, kia tākina tēnei kit e hawenetia. He tino kino te mahi hawene. ①

Tokonui ngā tāngata e mahi whārangi rūkahu runga pukamata, ā, e honoa ana ngā hoa ki te whārangi pukamata. He mahi nanakia tēnei.

② E tino māngere I ētahi rangatahi mai pukamata, kei rāhui I ētahi tangata ki te tākaro ki waho heoi anō, kāore ngā tāngata ki te whakapakari tinana mō tō rātou hauora.

Nā reira, Me whakatūpato ngā tangata ki runga pukamata. ③

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to waihanga tuhinga auaha, i te reo o te ao torotoro.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakawhanake i ngā whakaaro e hāngai ana ki te tuhinga • ka whakamahi i ngā āhuatanga reo e hāngai ana ki te pūtake me te hunga pānui <p>This student has written a plot summary of the movie <i>Boy</i>, giving some details about events and characters. There is an attempt to use a range language at the appropriate curriculum level. Language features have been attempted although inconsistencies in language affect communication.</p> <p>To reach Achieved, the student needs to draft and plan a movie review. A review requires a personal response which is supported with an explanation. Ideas should be separated into paragraphs. Writing conventions need to be evident. For example, paragraphing, accurate use of macrons, spelling, and auto-formatting errors.</p>

Student 6: High Not Achieved

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Te kaupapa mō tēnei, kō te pikitia a “Bōy”. Kō Taika Waititi te kaiwhakatipu o tēnei pikitia. Te kaupapa mō tēnei pikitia nei kō tēnei tama a “Bōy”. Te tinō ingōa o “Bōy” Kō Alamein, tēnei te ingōa o tana pāpa. E nōhō ana ia i te taha rawhiti o Aōtearōa. Ki te taha o tana kuia me tana teina ā “Rōcky” me whā kaihana. Puta nōa tenei pikitia “Bōy” me tana teina a Rōcky rapunga mō rātōu pitōmata, me te tikanga o tenei kupu. He tinō kaiwhaiwhai a “Bōy” o Michael Jacksōn me ngā kanikani mū o Michael Jacksōn. E whakapōnō ā Rōcky ki te whakārō tērā he mana whakahirahira ia. E puta mai tēnei whakārō nō te tika o te mate o tana māma, inahōki ka mate ia nō te whānautanga o “Rōcky”. He whakārō a “Rōcky” he tinō kaha ia hei puta i wahō o tana māma ā ka mate ia. E haere ana te kuia o “Bōy” ki tetahi tangihanga. Kā whakakitea te pāpa o “Rōcky” me “Bōy”. Kāōre he kitea tōna pāpa mō whetu tau. I nōhō ana ā Alamein ki rōtō i te whareherehere mō whetu tau. Kāōre he whakapōnō ā “Bōy” ki tēnei kōrerō. Ka whakapōnō ā “Bōy” ki te whakārō ā Alamein hei takihaere tana pāpa mō mahi mō te tūpōu ki rarō i te mōana rānei he pākanga hōia rānei he whanaunga o Michael Jacksōn. Te kōrerō tara mō te pikitia ka haere mai te pāpa o enei tamariki ē rua me kite te tinō āhua o tō rāua pāpa, me anga tō rāua pāpa.