



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

Exemplar for Internal Achievement Standard

Te reo Māori Level 3

This exemplar supports assessment against:

Achievement Standard 91650

Whakarongo kia mōhio ki te reo Māori o te ao whānui

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 whakarongo kia mātau ki te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka mātau ki te matū o ngā whakaaro • ka kōtui i ngā aria matua o te kōrero, i ngā whakaaro, i ngā tirohanga rānei i whakamahia hei kawē i te kōrero. <p>The standard requires evidence from a minimum of two listening tasks – one piece is exemplified here.</p> <p>This student demonstrates comprehensive understanding of the issue being discussed. They have given detailed and accurate information about the issue of whether traditional customs need to change in order for the culture and language to survive (1).</p> <p>The student distinguishes between the perspectives of Chris, the father, who thinks traditional customs need to change (2) and Tūpoutahi, the son who disagrees (3). The subtleties of both points of view are highlighted and explained with the supporting evidence from the listening passage (4).</p> <p>In the final discussion, the student concludes that the issue is complex and there may be no simple solution.</p> <p>For a more secure Excellence, the student could have supported their viewpoint (5) with evidence from the passage to support their response.</p>

All names in this work are fictitious

Student 1: Low Excellence

NZQA Intended for teacher use only

Why do Chris and Tūpoutahi believe a change to marae protocol is needed?

There are a lot of problems. There are not enough people to carry out traditional tikanga on the marae now. Members of the tribe are not coming back to their marae to help with the running of things and so this is the serious problem (te wā o te korekore) that needs a solution. If there are not enough people who have the knowledge of language and tikanga to carry out roles on the marae they can't follow proper tikanga. ①

Change is needed or tikanga will die, if tikanga dies the language will die as well. There will be no one to welcome manuhiri onto the marae.

What solution is suggested by Chris and what reasons are given to support his argument?

Traditional customs need to be changed to ensure tikanga is not lost.

He thinks people who are fluent speakers and have knowledge of tikanga should be allowed to do things that were traditionally done by elders and grown ups, eg. a son could whaikōrero beside his father or a daughter could karanga with her mother. He doesn't think people should worry about old rules. If young people have the skills to do these roles that is the main thing. ②

What is Tūpoutahi's response to his father's suggestion?

He disagrees with the idea of changing tikanga. He wants the rules to be kept as they are because the marae is the most sacred place in the Māori world. It is the sacred place of Tūmātauenga. ③

He doesn't think Māori should change tikanga just because of the problem of people who don't have language or tikanga knowledge to know what to do on the marae. ④

What is the solution suggested by Tūpoutahi?

He thinks people should be paid to speak on the marae. If you paid the younger generation they would return home. Tūpoutahi says if he was paid he would return home and be at the marae every day. He thinks that by paying people the marae would be supporting its people. ③

What is Chris's response to his son's suggestion?

He doesn't agree. He thinks if you make it about money you are breaking tikanga. This will make the marae about money not about aroha. ④

To what extent do you agree or disagree with what has been discussed? Use evidence or examples from the passage to support your response.

I think it is a hard problem with no easy answer. Either way we will have to make compromises. Both speakers have identified valid points with solutions that could work but I agree more with Chris than Tūpoutahi. ⑤

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to whakarongo kia mārama ki te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka mārama ki te kiko o ngā kōrero • ka tautohu i ngā kōrero pono, i ngā whakaaro me ngā tirohanga o te kōrero. <p>The standard requires evidence from a minimum of two listening tasks – one piece is exemplified here.</p> <p>This student demonstrates a clear understanding of the issue being discussed. They have given a detailed and accurate response about the issue of whether traditional customs need to change in order for the culture and language to survive (1).</p> <p>The student distinguishes between the perspectives of Chris, the father, who thinks traditional customs need to change (2) and Tūpoutahi, the son who disagrees (3). Some relevant information has been selected to support the view points (4).</p> <p>In the final discussion, the student has formed an opinion related to the issue and used evidence from the passage to support their response (5).</p> <p>To reach Excellence, the student could identify more subtle details to demonstrate a comprehensive understanding of the listening passage. For example, the student could have mentioned that by paying people to look after the marae (6) it will make tikanga about money and not love.</p>

All names in this work are fictitious

Student 2: High Merit

NZQA Intended for teacher use only

Why do Chris and Tūpoutahi believe a change to marae protocol is needed?

Most Māori have moved to cities and don't return home enough to support their marae. This means there are only a few people to do everything that needs to happen on the marae – karanga and whaikōrero. Will tikanga live or die? They call it "te wā o te korekore". The problem is serious and something needs to be done or the old ways will be lost.

1

What solution is suggested by Chris and what reasons are given to support his argument?

He thinks it's time to let young people who have the skills and knowledge stand up and do the jobs even though following tradition they are not allowed. It shouldn't be left to the older generation.

2

Now girls can't karanga and boys can't whaikōrero even if they can speak Māori and know what to do.

4

What is Tūpoutahi's response to his father's suggestion?

He does not want the old traditions to be changed at all.

3

The marae is the most sacred place in a Māori world. He blames people who don't speak Māori for the problems.

What is the solution suggested by Tūpoutahi?

Paying people to speak on the marae.

3

He thinks we live in a world that needs money to put bread and butter on the table and so people can pay their bills. If marae could pay then the young city Māori would go back to live with their tribe. He would be there everyday.

4

What is Chris's response to his son's suggestion?

He thinks it's sad for it just to be about the money.

6

To what extent do you agree or disagree with what has been discussed? Use evidence or examples from the passage to support your response.

I agree with Chris but I also like the points that Tūpoutahi says about not changing things because they are tapu. Are there enough young people who know tikanga and have reo and want to live away from the city?

5

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to whakarongo kia mārama ki te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka mārama ki te kiko o ngā kōrero • ka tautohu i ngā kōrero pono, i ngā whakaaro me ngā tirohanga o te kōrero. <p>The standard requires evidence from a minimum of two listening tasks – one piece is exemplified here.</p> <p>This student demonstrates a clear understanding of the issue being discussed. They have given a detailed response about the issue of whether traditional customs need to change in order for the culture and language to survive (1).</p> <p>The student distinguishes between the perspectives of Chris, the father, who thinks traditional customs need to change (2) and Tūpoutahi, the son who disagrees (3). Some information has been selected to support the view points (4).</p> <p>In the final discussion, the student has formed an opinion related to the issue (5).</p> <p>For a more secure Merit, the student would need to give additional detail to demonstrate an in depth understanding of the whole passage. For example, the student could have added that young people who have language and cultural knowledge should be allowed to take up roles on the marae.</p>

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Student 3: Low Merit

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Why do Chris and Tūpoutahi believe a change to marae protocol is needed?

Maraes do not have enough people to make sure they run properly. Most Māori live in cities and don't return home enough to help. This means there are only a few people to do everything that needs to happen on the marae – karanga and whaikōrero. Will tikanga live or die? They call it "te wā o te korekore". There is a problem so change is needed.

1

What solution is suggested by Chris and what reasons are given to support his argument?

He thinks it's time to let young people do the jobs even though, following tradition, they are not allowed.

2

It shouldn't be left to the older generation. Girls can't karanga and boys can't whaikōrero even if they can speak Māori and know what to do.

4

What is Tūpoutahi's response to his father's suggestion?

He does not want the old traditions to be changed.

The marae is the most sacred place in a Māori world. He blames people who don't speak Māori for the problems.

3

What is the solution suggested by Tūpoutahi?

Paying people to speak on the marae. He thinks we live in a world that needs money to put bread and butter on the table and so people can pay their bills. If marae could pay then the young city Māori would go back to live with their tribe. He would be there everyday.

4

What is Chris's response to his son's suggestion?

He thinks it should be about the aroha and being able to look after your visitors.

To what extent do you agree or disagree with what has been discussed? Use evidence or examples from the passage to support your response.

I think it is a good idea to pay people so they can find a job at home because jobs are hard to get out of towns.

5

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to whakarongo kia mōhio ki te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whai i te ia o ngā kōrero • ka mōhio te pūtake, ki ngā ariā matua hoki o te kōrero. <p>The standard requires evidence from a minimum of two listening tasks – one piece is exemplified here.</p> <p>This student demonstrates an understanding of the issue being discussed. They have given a response about the issue of the problem around the shortage of speakers on the marae (1).</p> <p>The student briefly outlines the viewpoint of Chris, the father (2), and Tūpoutahi, the son (3). Some information has been selected to support the view points (4).</p> <p>Some responses contain examples of the detail expected at Merit level. For example, the student has correctly identified Chris’s belief that it does not matter what age the person is, as long as they know what to do (5). He says even though this is not allowed, it should be (6).</p> <p>To reach Merit, the student could identify additional information to show a clear understanding of the listening passage and use examples to support their response.</p>

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Student 4: High Achieved

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Why do Chris and Tūpoutahi believe a change to marae protocol is needed?

There are not many people sitting on the paepae now and this is the problem they talk about. ①
What happens if there is no one to speak on the marae? Chris says fathers and their sons should be able to whaikōrero together and the same for mothers and daughters doing the karanga?

What solution is suggested by Chris and what reasons are given to support his argument?

Chris says boys or girls should be able to karanga and whaikōrero. ②

⑤ If they are fluent speakers AND have been taught so they know what to do even if they are young.

⑥ He knows this is not allowed but he thinks its time for it to happen now. ④

What is Tūpoutahi's response to his father's suggestion?

He doesn't agree with his father. ③

To him the marae is a special place of Tūmātauenga and that it is dangerous for things to change as they are tapu. He wants things to stay the same but people should learn te reo. ④

What is the solution suggested by Tūpoutahi?

Payment -he thinks that by paying people to speak on the marae that it would make sure more people wanted to do these things on the marae. He is young and would go home and if this happened he would be at the marae every day. ④

What is Chris's response to his son's suggestion?

He thinks you should do it for love not for money.

To what extent do you agree or disagree with what has been discussed? Use evidence or examples from the passage to support your response.

I don't really know. I thought there were enough kaumatua to look after the marae.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to whakarongo kia mōhio ki te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whai i te ia o ngā kōrero • ka mōhio te pūtake, ki ngā ariā matua hoki o te kōrero. <p>The standard requires evidence from a minimum of two listening tasks – one piece is exemplified here.</p> <p>This student demonstrates an understanding of the issue being discussed. They have given a response about the issue of the shortage of speakers on the marae (1).</p> <p>The student briefly outlines the viewpoint of Chris, the father (2), and Tūpoutahi, the son (3). Some information has been selected to support the view points (4) although some responses lack accuracy. For example, the student states there is no one to welcome people onto the marae which is incorrect (5).</p> <p>For a more secure Achieved, the student could show understanding by identifying more information from the listening passage with greater accuracy.</p>

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Student 5: Low Achieved
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Why do Chris and Tūpoutahi believe a change to marae protocol is needed?

There are not old people sitting on the paepae. Because most Māori are now living in towns and don't go back to their marae to help out. ①

What solution is suggested by Chris and what reasons are given to support his argument?

He wants young people to be able to do more – like karanga and whaikōrero. They can do it with their fathers, mothers or elder sisters or brothers if they can speak Māori. It is time for the old ways to be replaced by the younger generation. ②

What is Tūpoutahi's response to his father's suggestion?

He doesn't want traditions to be changed. ③

The marae is tapu and belongs to Tū, leave it alone. It's the real Māori world and shouldn't change. ④

What is the solution suggested by Tūpoutahi?

Payment for living on the marae. He is fluent and can speak on the paepae. He will help out on the marae if he is paid. He will be there every day. ④

What is Chris's response to his son's suggestion?

He doesn't like the talk of money. He likes love. When you come to the marae there is no one to speak for you, even if there are just two people. ⑤

To what extent do you agree or disagree with what has been discussed? Use evidence or examples from the passage to support your response.

Chris seems to want to take care of the marae and people and the son seems to be about the money.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to whakarongo kia mōhio ki te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none">• ka whai i te ia o ngā kōrero• ka mōhio te pūtake, ki ngā ariā matua hoki o te kōrero. <p>The standard requires evidence from a minimum of two listening tasks – one piece is exemplified here.</p> <p>This student identifies some of the main ideas for each speaker. For example, they have identified the purpose of the discussion (1) and some of the ideas expressed by each speaker (2).</p> <p>To reach Achieved, the student needs to demonstrate an overall understanding of the listening passage by outlining the viewpoints of both speakers in relation to the issue being discussed.</p>

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Student 6: High Not Achieved

NZQA Intended for teacher use only

Why do Chris and Tūpoutahi believe a change to marae protocol is needed?

Marae's don't have enough people to do all the jobs like the karanga and whaikōrero. Not enough people are living near their marae – they now live in cities.

1

What solution is suggested by Chris and what reasons are given to support his argument?

Let anyone do the jobs - a son beside his father, a girl and her mother, younger brothers and older brothers, younger sisters older sisters. Don't worry about the rules.

2

What is Tūpoutahi's response to his father's suggestion?

He does not like it because the marae is tapu to the Māori world and not the place for young people.

2

What is the solution suggested by Tūpoutahi?

Payment – if you want the job done pay someone. He wants money to put bread on the table and to pay his bills. He needs a job.

2

What is Chris's response to his son's suggestion?

What about the aroha? What about the manuhiri on the marae?

To what extent do you agree or disagree with what has been discussed? Use evidence or examples from the passage to support your response.

I agree with them both.