



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 91651

Kōrero kia whakamahi i 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

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| | Grade Boundary: Low Excellence |
| 1. | <p>For Excellence, the student needs to kōrero kia whai hua i te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka rere te kōrero <ul style="list-style-type: none"> • ka āta whakapuaki i ngā kōrero hei whakaniko, hei taunaki, he whakaū hoki i ōna whakaaro • ka āta whakamahi i ngā nuka reo kia whakapakepake, kia kapo ai te hunga whakarongo • ka rere te mita o te reo • This student has presented an effective debate, arguing against the proposition ‘Ko te Māori tūturu, he kōrero Māori!’ <p>Speaking is confident, ideas are developed and confidently expressed. For example, painting a picture of a whānau hui and directing the audience, <i>‘anei ētahi āhuatanga hei whakaaro ake mā koutou’</i> or supporting a comment with statistical information, <i>‘ki te Tari Tatauranga o Aotearoa, 79 pai heneti o ngā tāngata Māori’</i>.</p> <p>The development is controlled. Ideas are relevant to the student’s viewpoint and link in a coherent manner. The conclusion re-inforces the viewpoint, <i>‘Hei tāku, ko te whai i te tikanga, ko ngā uara Māori, waihoki, ko tō ngākau Māori’</i>.</p> <p>Language features are used persuasively to capture the attention of the listening audience. For example, the use of questions directed to the audience, <i>‘Kei te tika tērā? He aha kē rātou?’</i> and kīwaha such as <i>‘tēnā pōhēhā tēnā!’</i>, <i>kāore he mea i tū atu’</i>.</p> <p>Speaking is fluid, with pronunciation and intonation that is natural.</p> <p>For a more secure Excellence, the student could express their viewpoint more skillfully by exploring the importance of culture and values.</p> |

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| | Grade Boundary: High Merit |
| 2. | <p>For Merit, the student needs to kōrero kia whai kiko i te reo o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakawhanake, ka whakaraupapa, i ngā ariā, i ngā whakaaro <ul style="list-style-type: none"> • hono haere i ngā ariā matua, i ngā taunakitanga, i ngā whakamārama, me ngā whakatau • ka hāpai ngā nuka reo i te kaupapa. <p>This student has presented an original taniwha story. The conventions of a pakiwaitara are evident, i.e. setting, character, plot, conflict and resolution.</p> <p>Ideas are developed with relevant supporting evidence. For example, the description of the taniwha and the unsuccessful attempt to kill Whiro. Linking phrases such as, 'ā'; 'nō reira' and 'kāore i roa" connect ideas.</p> <p>Language features are used in a controlled manner. Examples include, '<i>te weriweri hoki o tōna āhua!</i>' and '<i>rite tonu ōna waewae ki ngā rākau teitei</i>'. Adjectives are purposely selected for effect, for example, '<i>ehara tēnei i te iwi harikoa, tino pōuri, tino riri hoki kē</i>', '<i>unahi pīataata</i>'.</p> <p>The delivery is clear and well-paced.</p> <p>To reach Excellence, the student could give more detail and elaboration around the poisoning of the taniwha.</p> |

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| | Grade Boundary: Low Merit |
| 3. | <p>For Merit, the student needs to kōrero kia whai kiko i te reo o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakawhanake, ka whakaraupapa, i ngā ariā, i ngā whakaaro <ul style="list-style-type: none"> • hono haere i ngā ariā matua, i ngā taunakitanga, i ngā whakamārama, me ngā whakatau • ka hāpai ngā nuka reo i te kaupapa. <p>This student has presented a convincing argument on the relevance of the marae as a place of learning language and customs in society today. A broader viewpoint has been explored to show the interconnection that exists between the marae, home and school.</p> <p>Ideas are developed and structured with expansion and relevant examples. There is a clear introduction and conclusion.</p> <p>A variety of language features are used to support the speaker's point of view. These include the deliberate use of strong negatives '<i>e kore au e whakaae...</i>', emotive language '<i>whakaaro rorirori, whakaaro kūware</i>' and rhetorical questions '<i>me pēhea mātou e ako?</i>', '<i>ka ahatia?</i>'.</p> <p>For a more secure Merit, the student could include more vocal variety, for example, varying tone, volume and speed of delivery to engage the audience.</p> |

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| | Grade Boundary: High Achieved |
| 4. | <p>For Achieved, the student needs to kōrero kia whakamahi i te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakamahi i te reo e hāngai ana ki te hunga whakarongo me te kaupapa <ul style="list-style-type: none"> • whakapuaki i ngā ariā me ngā kaupapa matua e hāngai ana ki te kaupapa o te kōrero • ka hāngai ngā nuka reo ki te kaupapa. <p>This student has given a presentation on the issue of car accidents caused by overseas tourists.</p> <p>Relevant information is expressed. Ideas are supported with explanation. For example, <i>Taraiwa ai mātou ki te taha mauī o te rōri. Kei te taha matau kē i Amerika. Ka whakawhiti rōri te turuhi ā, ka tukia te motoka e haere tōtika’.</i></p> <p>The student explores the issue and presents evidence to support their opinion. For example, they have given statistical information and make reference to Transport New Zealand, <i>‘E rima rau, e rima tekau mā waru i aituā’, and ‘hei tā Te Mana Marutau Waka he nui ngā āhuatanga pērā’.</i></p> <p>Language features support the student’s point of view. For example, they use adjectives with a strong emotion to engage the audience such as <i>‘he mea mōrearea’, ‘ko te mea nui he rōri haumaru mō tātou’.</i></p> <p>To reach Merit, the student could develop more ideas, viewpoints and solutions.</p> |

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| | Grade Boundary: Low Achieved |
| 5. | <p>For Achieved, the student needs to kōrero kia whakamahi i te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakamahi i te reo e hāngai ana ki te hunga whakarongo me te kaupapa <ul style="list-style-type: none"> • whakapuaki i ngā ariā me ngā kaupapa matua e hāngai ana ki te kaupapa o te kōrero • ka hāngai ngā nuka reo ki te kaupapa. <p>This student has given a presentation on whether tāmoko Māori should only be worn by Māori.</p> <p>The student expresses a point of view that to Māori tāmoko has a strong cultural meaning that is connected with whakapapa, '<i>Nā tenei, he mahi tapu te tāmoko</i>'. The value to Pākehā is briefly mentioned as an superficial adornment, '<i>ka pōhēhē he whakarākei noa iho</i>', 'ka whiriwhiria he whakaahua pai ki ngā karu'.</p> <p>Some language features support the student's point of view. For example, the student uses a simile, '<i>I te wā ka tāngia te ngīra ki runga i te kiri rite tonu ki te whakaahua whakapapa kua whakairotia ki runga i tō kiri mō ake tonu</i>'.</p> <p>For a more secure Achieved, the student could express more detailed and relevant ideas on the topic.</p> |

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| | Grade Boundary: High Not Achieved |
| 6. | <p>For Achieved, the student needs to kōrero kia whakamahi i te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ka whakamahi i te reo e hāngai ana ki te hunga whakarongo me te kaupapa <ul style="list-style-type: none"> • whakapuaki i ngā ariā me ngā kaupapa matua e hāngai ana ki te kaupapa o te kōrero • ka hāngai ngā nuka reo ki te kaupapa. <p>This student has attempted to create a modern pakiwaitara. There is a simple plot about the separation of twins at birth and their eventual reunion. Events are expressed in a logical order.</p> <p>Some language features such as direct speech have been used. For example, ‘E Mā, ko wai ēnei pēpi māhanga?’</p> <p>To reach Achieved, the student needs to present a story with a purpose, such as an idea or theme. To fulfill the requirements of a creative story, a connection needs to be made with the listening audience beyond the simple retelling of events.</p> |