



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 91654**

Waihanga tuhinga whai take 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

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to waihanga tuhinga whai hua i te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• ka kōtui i ngā whakaaro kia tika, kia whai take</li> <li>• ka whakamahi i ngā nuka reo kia whakapakepake, kia mau ai te hunga pānui</li> <li>• he autaiā te tuhinga</li> </ul> <p>This student has produced an effective fictional account of a prison escape set during the New Zealand Wars.</p> <p>The student has produced writing that is controlled and holds the attention of the audience. The imaginary account is assured and the style is appropriate for a narrative tale. The student builds tension with a deliberate and controlled integration of the setting of the scene (1), action (2), dialogue (3) and a resolution (4).</p> <p>Language has been deliberately selected for its dramatic effect, e.g. whakamōti, and taurewa (5). The use of dialogue makes the character of Rewi come to life. The reaction of Rewi who initially turns down the offer of aid, and the use of kīwaha “kaua e ūpoko māro” (6) helps to paint a picture of his personality.</p> <p>For a more secure Excellence, the student could have included additional details such as the reason for the imprisonment. The use of additional language features such as metaphor or simile would paint a more detailed picture. An appropriate whakataukī might have added drama to the conclusion as the group disappear into the night (7).</p>

I te urunga mai o te rā ka puta tētahi toa rangatira me ana ope taua i runga i ngā wāka ki Rēkohu. Anō nei, te whenua taurikura o ngā mātua tūpuna. Ka tonoa rātou e te kuia o Rewi ki te wewete i a Rewi me āna hikuhiku mai i te mauhere o te Kawanatanga o Ingarangi. ①

He tino kaikōhuru tētahi o ngā toa. Ko ia anake te mōrehu mai i te pakanga o ngā Pākehā me ngā iwi o Taranaki. Koinei te take i whakawhiwhia e ia te ingoa Ko Te-Orangatonu-o-te-rangi.

Ka tae atu te ope taua ki te whare herehere, i piki atu rātou i ngā pare. I kōhuru rātou i ngā kaitiaki o te papa taumata, kātahi ka rere iho rātou mā ngā kaupae ki ngā papa o raro, o te whare herehere. I taua wā ka tīrara e rātou i ngā kauhanga kia rapuhia i ngā kī mō ngā herehere. ②

Ka taka te wā ka tīrara e rātou i ngā kauhanga kia rapuhia i ngā kī mō ngā herehere. Ka taka te wā, ka rapuhia te rangatira i ngā kī, me a Rewi, “Kāore au e hiahia ana i tō awhi” e kīa ana e Rewi. “Kaua e ūpoko māro”, te whakahoki o te toa. I whakamutu rāua i te kōrero. Kātahi ka kī a Rewi “Pai, engari ka tae atu tātou ki te tuawhenua, ka wehe mātou aku hikuhiku, nē?” “Aē!” ③ ④ ⑤

I ārahi te rangatira i a Rewi me ana hikuhiku mā ngā kauhanga me ngā kaupae. E toru ngā kaikōhuru ka tonoa e te rangatira hei kōkirikiri kia whakamōti i te toenga o ngā kaitiaki. Whakamōti kau anō ngā kaitiaki ka haere tonu ngā taurewa ki te papa taumata. I whakahoki rātou ki ngā waka, ā, i hoea ngā waka i roto i te pō. ④ ⑤ ⑥ ⑦

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to waihanga tuhinga whai kiko i te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• ka honohono i ngā whakaaro</li> <li>• ka āta whakamahi i ngā nuka reo kia tika te whakatakoto</li> <li>• ka whakamahi i ngā kupu me ngā momo rerenga kōrero kia mārama kehokeho, ka whakawhere te tuhinga ki te hunga pānui.</li> </ul> <p>This student has produced a letter to the Prime Minister about the need for improving heating in state houses that is clear and convincing.</p> <p>The letter is well structured, opening with a vivid description of a damp house and its potential health dangers for families (1). A solution is suggested (2) and the letter concludes with language that has been carefully selected to support the persuasive intent of the writer. For example, if the matter is not resolved, it will result in death (3).</p> <p>There is a controlled use of language features to support the persuasive intent of the writing. For example, the use of kīwaha to strongly react to a government statement about state houses (4). The reaction is further strengthened with the use of a negative ‘e kore au e whakaae...’ (5).</p> <p>To reach Excellence, the student could provide more supporting evidence. While strong emotional statements are made and explained, supporting data would strengthen the point of view.</p>

Student 2: High Merit

NZQA Intended for teacher use only

Tēnā koe e te Minita o whakahiato ora, ngā mihi maioha ki a koe.  
Ngā mihi aroha ki a rātou mā kua haere ki tua o te ārai, okioki mai rā.

Tupu ai te hekaheka i runga i te tāpatu. Kitea ai te hekaheka i runga i ngā matapihi. Nā te wai ki roto i ngā whare, nā te koretake o te mahana ki roto i ngā whare, ka puta mai ngā tahumaero kāore e kitea nuitia i ēnei rā. Hei tauira, ko te waihakihaki. Mā tēnei momo māuiui, ka puta mai ngā tahumaero atewharowharo ki roto i ngā pēpi me ngā tamariki. Kei te haere rātou ki ngā hohipera ia tau mō ngā rongoa. Ko ēnei raru, ka puta mai ki ngā whare kino e puritia ai e te kāwanatanga. ①

④ E ai ki ngā kōrero ki te paetukutuku o te kāwanatanga, “ka taea e mātou te tuku i ngā whare pai Kāwanatanga”. Tēnā rūpahu tēnā! E kore au e whakaae ki tērā! He tino koretake ngā whare kāwanatanga. Ko te hekaheka, kore whakamahana whare, te hau e rere ana ki ngā rūma kātoa. Ko tētahi mea hei whakatika i tēnei raru, ko te whakamahana i ngā whare kātoa o Aotearoa. Ki te pērā, kāore e kore ka ora pai ngā iwi kātoa. ⑤ ②

Ki ōku nei whakaaro, ki te kore tātou e whakatika i nga whare kāwanatanga o Aotearoa, kāore e kore, ka tino mate haere ngā tangata pōhara ki noho ana ki roto i ēnei momo whare. ③

E te Minita, kia aro mai koe ki tāku e korero nei. He kaupapa tino whakahirahira tēnei hei whakatika i tēnei raru.

Nāku noa,  
Nā \_\_\_.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to waihanga tuhinga whai kiko i te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• ka honohono i ngā whakaaro</li> <li>• ka āta whakamahi i ngā nuka reo kia tika te whakatakoto</li> <li>• ka whakamahi i ngā kupu me ngā momo rerenga kōrero kia mārama kehokeho, ka whakawhere te tuhinga ki te hunga pānui.</li> </ul> <p>This student has presented a point of view about teenage health that is clear and convincing for the intended audience.</p> <p>The chosen issues are clearly stated and presented in a structured manner. Relevant ideas are expressed and developed with an explanation and examples (1). Ideas are linked with a variety of connecting phrases (2).</p> <p>There is evidence the student has reflected on the information to form their own opinion. Language has been used in a convincing manner to support the point of view (3).</p> <p>Language features have been used in a deliberate manner in places. For example (4) and the use of 'taniwha' as a metaphor (5). A whakataukī has been manipulated to support the writer's point of view (6).</p> <p>For a more secure Merit, the student could strengthen the argument by explaining some of the evidence further. For example, while information was given there could be an indication of its source (7). Additional information could be provided for some of the points raised. For example, the connection between McDonalds and diabetes (8) could be explained.</p> <p>A clearer introduction outlining the purpose of the writing and/or identifying the target audience could be included.</p>

Student 3: Low Merit

NZQA Intended for teacher use only

Kua ngoikore, kua memeha haere te hauora o nga taiohi o te motu nei o tīrā te ao hurihuri e noho nei tātou. "Tama tū, tama noho, tama noho, tama mate." Ki tōku rangahau ki ngā wā o mua ko te hākinakina te mahi nui e kaingākauria ana e ngā tāngata katoa hei tiaki hauora, heoi i te ao nei, kua ngaro tērā tirohanga. Ko te take o te hākinakina kia tū te tangata i te ao hauora me te noho tahi ki te taha o ētahi atu.

1

Te mutunga kē mai o te mangere o tēnei whakatipuranga nā te maha o nga hangarau e kaha tipu ana, arā ia rā ka noho kāinga ngā tamariki me te kai, noho me te kākaro kēmu. Engari ka tākaro ana mā te ipurangi ka pā ki ngā karu me te roro ngā tamariki ia rā. Ka mamae te roro o te tamaiti nei nā tōna roanga ki te whāwhā haere ki runga i te ngāngara nei.

4

2

2 Ehara tērā te mutunga o ngā kōrero. Whai atu ki ngā kai e kai, pērā i te Makitanara me ērā atu kai. Tokomaha ngā tamariki ki Aotearoa i ngā tau tekau mā ono e patua ana e te mate hukahuka. Anā, kua toko ake tētahi whakataukī ki ahau, "Tama kai huarākau, huawhenua rānei, tama ora, tama kai hukahuka tame mate rawa."

8

7

6

He ōrite ēnei kōrero ki te kai paipa, he maha ngā taitamariki e kai paipa ana nā te mea ka whakaaro rātou he tāne toa, he wahine toa hoki rātou. Kāre au i te mōhio ki te take ka whai rātou i tēnā, kāre i te pai te momi hikareti.

3

Ka ngua te haumanu o te tangata, te mutunga mai o te kino! Te nui hoki o ngā mātua e whakatauria ana i tēnei taniwha nā konei ka whai ngā tamariki i tēnei huarahi i Aotearoa. Ko Ngāi Tātou te iwi Māori e ārahi i tenei taniwha anuanu rawa atu!

5

Inā kē te maha o ngā tāngata ināianei e pakari ai tō rātou tinana ki te whai hauora. Nā tērā, ka ora ai te tinana, Ka ora te wairua, waihoki rā te hinengaro.

2

Hei whakakapi i aku nei kōrero me tū ki te awahi i nga tangata katoa ki te whakakore ai i nga kai kino kia tupu ora ai ngā whakatipuranga o te Ao.

2

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to waihanga tuhinga whai take i te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• ka whakawhanake i ngā whakaaro e hāngai ana ki te momo tuhinga, ki te kaupapa hoki</li> <li>• ka whakamahi i ngā nuka reo e hāngai ana ki te pūtake o te kaupapa, ki te hunga pānui.</li> </ul> <p>This student has produced a flyer about a hypothetical public health scare. A range of relevant information is provided. For example, the key message not to drink tap water is highlighted and explained (1). Guidance is provided on the steps to follow if a person becomes unwell (2).</p> <p>Language features support the intent of the writing. For example, the use of imperatives i.e. 'kaua e...' (1), and the conditional tense 'if' and 'if not' (3) to engage the reading audience. The use of the whakataukī supports the intent of the writing (4).</p> <p>To reach Merit, the student could further develop and link ideas that support the nature of the flyer, such as describing potential symptoms. Language could be more consistently accurate.</p>



## Kia whakatūpato ake koutou!

**Kaua rawa e inu mai i ngā kōrere wai katoa o tēnei rohe!** ①



Tēnā koutou katoa. Kia āta pānuihia tēnei pānui ohorere, whakatūpato anō hoki. Mehemea ka rongu te tangata i te wai paitini, tērā pea ka māuiui haere ia. **Ki te kore koe e inu** i te wai, ka ora koe. ③

### **Ka ahatia?**

**Ina whakapā atu tō waha ki te wai o te kōrere, kaore e kore ka tino māuiui haere koe. Ki te puta mai ētahi āhuatanga o te māuiui me haeretia e koe ki te hōhipera.** ②

## **Me mōhio koe ngā tohu māuiui! He kino rawa!**

**Ina kore koe e haere ki te hōhipera.** Kaore e kore ka tino māuiui haere koe. Kia tere tō haere atu ki te hōhipera tēra pea ka taea te tākuta te awhina koe. ③

Kaua te wai e inu, kāore koutou e hiahia ki te māuiui. Kua mate tētahi kararehe kei te puna wai. Kua para te wai, nā reira **kaua e inu i te wai.** ①

**Kia kaha! Kia manawanui!** Me kaha tātou ki te whakamōhio atu ki te hunga e noho ana ki tēnei hapori kia kaua e inu, e rongu ki te wai, tae noa atu kia whakakorengia te paru. ④

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to waihanga tuhinga whai take i te reo Māori o te ao whānui.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• ka whakawhanake i ngā whakaaro e hāngai ana ki te momo tuhinga, ki te kaupapa hoki</li> <li>• ka whakamahi i ngā nuka reo e hāngai ana ki te pūtake o te kaupapa, ki te hunga pānui.</li> </ul> <p>This student has researched and presented some relevant information about the history of te reo Māori.</p> <p>A range of language initiatives are mentioned such as Kōhanga Reo, Ataarangi and Te Taura Whiri (1).</p> <p>Information given on the Māori language petition is developed through the use of relevant details such as the reasons for the petition, an outline of events and the subsequent outcome (2).</p> <p>Some language features have been used. For example, a whakataukī and kīwaha relevant to the context were selected (3).</p> <p>For a more secure Achieved, the student needs to further develop ideas. For example, while the year that Māori Television was established is given (4) additional information needs to be provided to explain the significance. Factual information is provided, however at this curriculum level students should be able to also express an informed personal opinion, reflection or summary on the topic.</p>

Student 5: Low Achieved
NZQA Intended for teacher use only

He tuinga tēnei mō te hītori o te reo Māori. I mua i te tau 1840 ko te reo matua i Aotearoa ko te reo Māori. Whai muri mai i te tau 1840 i hainatia te Tiriti o Waitangi i te Taitokerau, i te takiwa o Ngapuhi. I nga tau 1850 ka nui ake nga tangata Pakeha i ngā tangata Māori, a, ka heke te mana o te reo Māori, arā, ko te reo Pakeha te matua i Aotearoa. Ko te Native School Act ko te reo Pakeha anake te reo i roto i nga kura. **Aue, taukiri e.** ③

I nga tau 1920 ka timata te Māori kimi rautaki kia ora ai te reo Māori. Ka whakaako a Taa Apirana Ngata I nga iwi ki te whakanui I te reo Māori ki ro whare me o ratou hāpori hoki. Engari, I nga tau 1930 ko etahi rangatira Māori whakapono tonu kia reo Pakeha te reo ki nga kura katoa. **Katahi I te tau 1972 ka haria e nga roopu whakamana i te reo Māori, ara, ko Nga Tamatoa me Te reo Māori Society te petihana reo Māori ki te whare paremata. I hainatia e 30,000 tangata. Kaore i roa ka whakatuwherahia te kura o Ruatoki hei kura reo rua, ko te kura tuatahi penei i Aotearoa, te mutunga kē mai o te pai.** ②

**I te tau 1979 i huaki nga kura o Te Ataarangi mo nga pakeke hei kura reo i tau 1982 i timatahia Te Kohanga Reo.** Katahi, I te tau 1985 I whakatuwheratia Te Kura Kaupapa Māori mo nga tamariki, ko Hoani Waititi tera. I te tau 1987 ka whakaaturia e te paremata ko te reo Māori tetahi o nga reo matua o Aotearoa, a, **ka whakatuwherahia Te Taura Whiri I te reo Māori.** ① ④

I te tau 1993 ka whakatura Te Manga Paho ki te whakatairanga I te reo Māori me ona tikanga. Katahi, 4 tau ki muri mai e 675 nga kohanga I Aotearoa nei. Ara, he 54 nga kura kaupapa Māori. I te tau 2001 ka piki haere nga tangata e korero I te reo Māori, ara he 136,700 tangata.

Katahi I te tau 2004, I te 28 o Maehe, ka timata a Whakaata Māori.

Nō reira, mai i aku rangahau, kua puta mai te mōhio ko **“Tōku reo tōku ohoho, toku reo mapihi maurea, tōku reo tōku whakakai mārihi”** ③

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to waihanga tuhinga whai take i te reo Māori o te ao whānui.</p> <p>This involves:</p> <p>w</p> <ul style="list-style-type: none"> <li>• ka whakawhanake i ngā whakaaro e hāngai ana ki te momo tuhinga, ki te kaupapa hoki</li> <li>• ka whakamahi i ngā nuka reo e hāngai ana ki te pūtake o te kaupapa, ki te hunga pānui</li> </ul> <p>This student has researched and presented some information about Wiremu Ratana. Biographical details are given in a chronological order.</p> <p>There is some use of appropriate language features. For example, the appropriate use of metaphor to describe the death of Rātana (1).</p> <p>To reach Achieved, the student needs to clarify the purpose of the writing. For example, is the focus Rātana the person or the Rātana movement? The information selected should support the intent of the writing. For example, while the post office is mentioned, its significance is not explained (2).</p>

Student 6: High Not Achieved

NZQA Intended for teacher use only

He rangatira a Tahupōtiki Wiremu Rātana. I whānau mai a Wiremu Rātana i te rā rua tekau mā rima o Kohitātea i te tau tahi mano, waru rau whitu tekau mā toru. I whānau mai a Wiremu i Te Kawae e pātata ana ki Te Ara-taumihi. Ko tōna matua ko Wiremu Rātana emōhio whānutia ana i te ingoa a Wiremu Kowhai me Wiremu Urukohai ki te taha o tōna koroua a Rātana Ngahina. Ko ōna iwi a Ngāti Apa, Ngā Wairiki, Ngā Rauru, Ngāti Hine rāua ko Ngāti Ruanui. Ko te whaea a Ratana ko Mere Rikiriki. I whakaoho wairua ki a ia. I whakaako a Mere i a Rātana i ngā mahi me ngā whakaaro o te hāhi mā tēnā he toki ia ki ēnei momo mahi.

I te wā i te kura he iti ngā kaupapa nāna i ako. I te nuinga o te wā e mahi ana ia i te pāmu o ōna mātua. E pai ana a ia ki te whutupōro me te whakataetae hoiho, te hopu witi.

I te tau kotahi mano e iwa rau, rua tekau i timata a Rātana i tētahi nūpepa Māori. I te tau kotahi mano e iwa rau, rua tekau mā rua i tukua ētahi nūpepa ki te ao hurihuri i whiwhi nui ake i te whitu tekau mano reta mai i Aotearoa me te ao mō te rōpu Rātana.

Me hoki ka tika ki te kaupapa i te tau kotahi mano e iwa rau, rua tekau whā i huakina te ao hāhi Rātana ki ngā whenua whānui pēnā ia a Kanata me Amerika. I ngā tau i whai ake he raruraru mō Rātana. I hinga ōna ihi ki te whakaora wairua. Whā ngā tau kua pahure i kī a Rātana ki te hāhi kua mutu ana mahi i roto i tēnei hāhi. **I te tau kotahi mano, iwa rau, rua tekau mā rua i whakatūwhera tētahi poutāpeta mō te temepara.** A muri i te tunga o te poutāpeta kei te ū a Ratana i āna mahi tōrangapū.

**I whetūrangitia ki te korowai o Ranginui** a Wiremu ki Rātana Pā, i te tau kotahi mano, iwa rau, toru tekau mā waru. I nehu a ia ki mua i te temepara i te rā rua tekau mā whā o Whiringa-ā-nuku. He tokomaha ngā rangatira i haere ki tōna tangihanga. Nā te ihi o Wiremu Rātana ka taea e te ao Māori te whakaahuatia i ō rātou whakaaro.

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