



## POUAKO GUIDANCE BOOKLET

# TE REO MĀORI



### LEVEL 1

92095 | Te tuhi e pā ana ki tētahi horopaki e taunga ana.  
(Credits: 5)

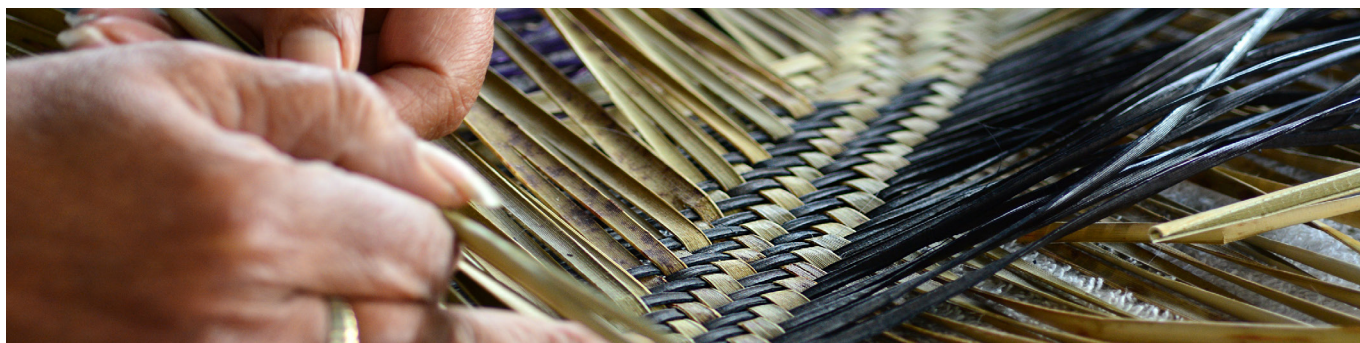
**Submission Close Date: Term 4–29 October, 2025**

**NZQA**

Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

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## He Kete Manarua

Ko te **KETE** i pū mai i te pā harakeke, ā, he whakapapa tōna.

He **MANA** tōna, ā, e **RUA** hoki ōna āhuatanga. Ko ngā taonga tuku iho ka kohikohia e te ākonga, ka tahi. Ka rua, ko te whakapiki i te mana motuhake o te ākonga, o ōna hapū, o ōna iwi hoki.

He tāpaetanga ā-matihiko te āhua o te **KETE MANARUA** ka tukuna mai e te kura, ā, he kōpaki, he kiriata, he kōrero ā-waha, he rauata, he tuhinga, he pūrongo, he whakaaturanga, he rātaka, he mahi rangahau, he aha atu, he aha atu ngā momo tāpaetanga.

Acknowledgements:

Wilson, B. [*The kete on the front cover*].



# Te Reo Māori

92095 Te tuhi e pā ana ki tētahi horopaki e taunga ana

(Level 1, Credits: 5)

Achievement with Excellence	Achievement with Merit	Achievement
Communicate skilfully in written reo Māori relating to a familiar context.	Communicate capably in written reo Māori relating to a familiar context.	Communicate in written reo Māori relating to a familiar context.

# The Assessment Task



*Kākariki-taurewa.*

## The Instructions

For this Kete Manarua, the candidate must produce a piece of writing.

Both you and the candidate will determine the form of writing to be produced. Forms of writing could be report writing, a Facebook post, diary writing, letter writing, informal writing, blog writing, and so forth.

Both you and the candidate will also determine the context.

Some context suggestions could be: formal settings, informal settings, family gatherings, school gatherings, tribal meetings, a competition, an excursion, or other another setting of your choice.

## The Assessment Task Criteria

Evidence to be submitted via the Digital Portfolio must include:

1. The brainstorm,
2. a first draft,
3. a second draft, and
4. the final copy.

The candidate must demonstrate the writing process, beginning with the brainstorm, a first draft, a second draft, and the final copy. The final copy should be in the vicinity of **200–300 words**. The candidate may also determine the language they use when constructing the brainstorm, first draft and second draft but **the final copy must be written entirely in te reo Māori**. The candidate must explain an experience from the past through to the present day in their writing.

The brainstorm, first draft, second draft, and final copy must all be uploaded via the digital submission portal, MyNZQA. All evidence must be submitted in PDF format only.

**Please note**, if the candidate submits the final copy only, they will receive a 'Not Achieved'.

Acknowledgements:

Gibbs, M. *Kākariki-taurewa*.

# The Achievement Standard

<b>Subject Reference</b>	Te Reo Māori 1.4		<b>Version</b>	3	
<b>Title</b>	Te tuhi e pā ana ki tētahi horopaki e taunga ana.				
<b>Level</b>	1	<b>Credits</b>	5	<b>Assessment</b>	External
<b>Subfield</b>	Reo Māori				
<b>Domain</b>	Te Reo Māori				
<b>Status</b>	Registered	<b>Status date</b>	December 2023		
<b>Planned review date</b>	December 2028	<b>Date version published</b>	December 2023		

## Purpose

Students will communicate in written reo Māori relating to a familiar context.

## Achievement Criteria

Achieved	Merit	Excellence
Communicate in written reo Māori relating to a familiar context.	Communicate capably in written reo Māori relating to a familiar context.	Communicate skilfully in written reo Māori relating to a familiar context.

## Explanatory Notes

- 1 *Communicate in written reo Māori relating to a familiar context* involves:
- using language to express relevant information, ideas, and opinions
  - referring to events or experiences in the present, as well as the past
  - achieving overall communication despite errors.

- Communicate capably in written reo Māori relating to a familiar context* involves:
- using a range of language
  - building on aspects of the information, ideas, and opinions expressed
  - achieving communication that is not significantly hindered by errors.

- Communicate skilfully in written reo Māori relating to a familiar context* involves:
- using a range of language successfully to enhance communication
  - connecting information, ideas, and opinions cohesively
  - achieving communication that is not hindered by errors.

- 2 *Language* refers to the elements and characteristics of written reo Māori that enable communication and convey meaning appropriate to this level and the chosen context. Examples include vocabulary, sentence structure, spelling and punctuation.

Using *a range of language* refers to showing evidence of variety in written language use.

Examples include:

- breadth in vocabulary use
- using different sentence patterns
- coverage of different communicative functions appropriate to the context (for example, simple description, instructions, sequencing, etc).

*Using a range of language successfully to enhance communication* refers to demonstrating consistent mastery of quality written language appropriate to the level and chosen context.

Examples include:

- generally accurate production of language overall
- well-chosen and varied vocabulary and expressions which add interest
- controlled use of reo Māori sentence patterns.

- 3 *Connecting information, ideas, and opinions cohesively* involves:
- linking information, ideas, and opinions effectively within the points communicated and across the piece of communication as a whole
  - showing logical flow or coherent structure in the chosen context

- 4 A *familiar context* can be formal and informal contexts that students engage with regularly. This includes family and immediate community settings (school, marae, sports teams etc) and experiences and events present or past.

- 5 *Errors* are mistakes which affect overall communication or clarity of message.

Examples include:

- word choice
- sentence structure
- spelling or punctuation.

- 6 This achievement standard is intended to assess students who are acquiring skill in te reo Māori. The level it describes is designed to be accessible to those who only begin formal study of the language in junior secondary school.

- 7 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and the objectives at Level 6 of *Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki*.

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## Replacement Information

This achievement standard and 92092-92094 replaced 91085-91089.

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## Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference      0233

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# The External Assessment Specifications



The Achievement Standard	92095
The Achievement Standard Title	Te tuhi e pā ana ki tētahi horopaki e taunga ana
The Credits	5
The Curriculum	NZ Curriculum Kaupapa Ako Māori: <a href="#">Te Reo Māori</a>
The Learning Subject	<a href="#">Tukutuku Ako</a>
The Assessment Mode	<a href="#">Kete Manarua</a>
The Digital File Types	Text Files – .PDF
The Submission Date	Tem 4 – The 29th of October, 2025
The Assessment Timetable	<ol style="list-style-type: none"> <li><a href="#">The Exam Timetable 2025</a></li> <li><a href="#">The Assessment Dates 2025</a></li> </ol>

## External Assessment Specifications

This external assessment requires candidates to produce a piece of writing. The school will determine the form of writing to be produced, which may include report writing, letter writing, informal writing, and so forth. The school will also determine the context.

The candidate, alongside the teacher, will select an appropriate context to fit the task. The final product, along with all evidence will be uploaded via the digital submission portal, MyNZQA.

Evidence to be submitted via the Digital Portfolio must include:

1. The brainstorm,
2. a first draft,
3. a second draft, and
4. the final copy.

Candidates must provide evidence of the writing process, from the initial brainstorm through to the final copy. It is recommended that candidates should aim to write in the vicinity of 200–300 words in the final copy.

Candidates may write the brainstorm, first draft and second draft in te reo Māori, English, or both, but the final copy must be entirely in te reo Māori. This includes common place names (e.g., Palmerston North = Te Papaioea), activities (e.g., tennis = tēnehi), and simple terms easily found in online te reo Māori dictionaries such as [Te Aka](#) or [Paekupu](#). The only exception are personal names (e.g., John Smith).



Additionally, in the final copy, candidates must use either macrons **or** double vowels i.e. Te Reo Māori/Te Reo Maaori, Mātauranga/Maatauranga.

**Please note**, if the candidate submits the final copy only, they will receive a 'Not Achieved'.

Candidates must upload:

- the brainstorm,
- a first draft,
- a second draft, and
- the final copy.

Please check the Kete Manarua website here: [Kete Manarua](#).

The Kete Manarua displays some examples as options for the teacher. It is for the teacher to decide whether to use these example(s), whether to use practice work, or whether to prepare another Assessment Task.

## External Assessment Conditions

This is an individual student assessment; evidence is provided for an external assessment. This is a Digital Assessment Portfolio only.

In order to meet the requirements of a Digital Assessment Portfolio:

- any writing(s) must be submitted as a PDF;
- file size must not exceed 5GB to enable smooth submission to the [Online Digital Submission Portal](#);
- all pages must be in the correct order;
- correct format and layout of work must be observed.

[Using the new digital submission portal.](#)

## Ākonga Authenticity Statement

How will the authenticity of the work by the ākonga be authenticated? A process and evidential trail must be evident in order to demonstrate the authenticity of a student's work. The students, teachers and school community should be aware of the authenticity process.

Plagiarism is an easy error to avoid. The ākonga may cite the people and bodies of works referred to in their work.

**For example:**

- a brief sentence showing the origins of the work
- a reference page is attached at the end of the written task
- an acknowledgement to the person, or source of assistance
- the different forms of information support;

- » oral communication: interviewing elders, adults, leaders, experts
- » published works
- » unpublished works
- » websites and hyperlinks.

Further information can be found on the NZQA website:

- [Authenticity: NZQA](#)
- [Myth 3 Managing authenticity: NZQA](#)
- [Authenticity of externally assessed standards: NZQA](#)
- [Guidance on the acceptable use of Artificial Intelligence: NZQA](#)

## Submission and Authenticity

All Assessment Portfolio submissions will utilise the new digital submissions tool (this can be found on the home page of MyNZQA).

Digital assessment portfolio work will not be returned to the ākonga. If there any issues pertaining to the submission or authenticity of the work, NZQA will contact the school.

If you require assistance with submissions to the Assessment Portfolio:

- email us at [assessment.service.centre@nzqa.govt.nz](mailto:assessment.service.centre@nzqa.govt.nz), or
- phone NZQA Contact Centre 0800 687 296.

# The External Assessment Schedule

Te Reo Māori 92095: Te tuhi e pā ana ki tētahi horopaki e taunga ana.

Kairangi (KR) Achievement with Excellence (E)	Kaiaka (KA) Achievement with Merit (M)	Paetae (P) Achievement (A)
Communicate skilfully in written reo Māori relating to a familiar context.	Communicate capably in written reo Māori relating to a familiar context.	Communicate in written reo Māori relating to a familiar context.

## The Assessment Criteria

Kairangi   Achievement with Excellence	Kaiaka   Achievement with Merit	Paetae   Achievement
<p>Communicate skilfully in written reo Māori relating to a familiar context involves:</p> <ul style="list-style-type: none"> <li>• using a range of language successfully to enhance communication.</li> <li>• connecting information, ideas, and opinions cohesively.</li> <li>• achieving communication that is not hindered by errors.</li> </ul>	<p>Communicate capably in written reo Māori relating to a familiar context involves:</p> <ul style="list-style-type: none"> <li>• using a range of language.</li> <li>• building on aspects of the information, ideas, and opinions expressed.</li> <li>• achieving communication that is not significantly hindered by errors.</li> </ul>	<p>Communicate in written reo Māori relating to a familiar context involves:</p> <ul style="list-style-type: none"> <li>• using language to express relevant information, ideas, and opinions.</li> <li>• referring to events or experiences in the present and/or the past.</li> <li>• achieving overall communication despite errors.</li> </ul>