

# Te Reo Māori

## Level 1 Expected Learner Response



**Expected Learner Response for Internal Achievement Standard**

**Te Reo Māori Level 1**

**Achievement Standard 92093 (1.2)**

Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo

**An expected learner response is an example of an acceptable learner response for this standard. An annotated exemplar for this standard will be developed as NZQA receive ākongā evidence through moderation.**

	<b>Grade: Achieved</b>
1.	<p>For Achieved, the ākongā is required to communicate in te reo Māori in relation to a language vitality context.</p> <p>This involves using relevant language to express information, ideas, and opinions relevant to the language vitality context, and referring to events or experiences in the present, past or future. Communication will be achieved overall despite inconsistencies.</p> <p>The student can share information and ideas and opinions that is appropriate to the language vitality context and their chosen communicative format, this could be written, spoken or a combination of both. There will be evidence of using language up to and including level 6 of the curriculum.</p> <p>The student will be able to structure information and begin to expand on information, for example: incorporating simple details such as describing an event or experience (<i>I tū te noho marae ki Te Aroha ...</i>), reasons (<i>ia tau ia tau ka tū tētahi hui reo ki reira</i>) and experiences (<i>ko tēnei te wā tuatahi ka haere au ki tērā hui</i>).</p> <p>The student can produce language which can be understood. For spoken production, there may be inconsistencies with pronunciation, stress, rhythm, and intonation.</p> <p>For written production, there is some control over the selection of vocabulary, sentence construction and grammar. There is use of writing conventions, punctuation and the use of macrons or long vowels when applicable.</p> <p>The student can independently use resources to produce original spoken/ and or written language.</p>



	<b>Grade: Merit</b>
2.	<p>For Merit, the ākonga is required to communicate capably in te reo Māori in relation to a language vitality context.</p> <p>This involves using a range of language and building on aspects of information, ideas, and opinions expressed, and referring to events or experiences in the present, past or future. Communication will not be significantly hindered by inconsistencies.</p> <p>The student can communicate on their selected language vitality context and in their chosen communicative format. There is evidence of language at level 6 of the curriculum. Vocabulary is varied and well chosen.</p> <p>The student can build on aspects of the information, ideas and opinions by providing details, examples and by giving reasons, for example, <i>“I te wiki o te reo Māori ka tae mai tētahi kaumatua ki te kura ki te kōrero mō tōna haerenga reo, i tipu ake ia i te tāone. Nā tēnei, ki ōna whakaaro, kāore i te pai tōna reo.”</i></p> <p>The student can express feelings (<i>tino pōuri ahau ki te kite atu</i>), connect sentences with linkers to produce some complex sentences (<i>ahakoa ngā raruraru, ka tū rangatira mātou i taua rangi</i>) and sequence ideas to produce a planned whole.</p> <p>There is a range of different language features which meet the communicative functions appropriate to the language vitality context. Examples include kīwaha, whakataukī - a variety of vocabulary appropriate to the context.</p> <p>The student can independently use resources to produce original spoken/ and or written language.</p>



	<b>Grade: Excellence</b>
3.	<p>For Excellence, the ākonga is required to communicate skilfully in te reo Māori in relation to a language vitality context.</p> <p>This involves using a range of language successfully and connecting information, ideas, and opinions cohesively. They can skilfully flow from the present to talking or writing about past events and or experiences. Communication is clear and there is no pattern of errors that affect the clarity of the message.</p> <p>The student can link information, ideas and opinions effectively within the points communicated and across the piece of communication as a whole. There is a logical flow or coherent structure in the chosen language vitality context.</p> <p>There is a skilful use of language features that are relevant to the language vitality context and strengthen the expression of meaning. For example, the student uses a relevant whakataukī and successfully develops an explanation as to how it relates to the chosen context.</p> <p>The student can produce reo Māori accurately. There is control over vocabulary selection, sentence construction and grammar and oral features such as pronunciation, stress, rhythm, intonation where appropriate of spoken production and or writing conventions such as spelling punctuation and the use of macrons or long vowels where appropriate.</p> <p>The student can independently use resources to produce original spoken/ and or written language.</p>

