

Kaiako Guidelines for Using Te Reo Māori Practice Exams: Tuhituhi

He mihi

Tēnei te mihi ki ngā kaiako e hautū ana i te waka o te reo Māori i roto i ngā kura. Mā koutou anō hoki ā tātou ākongā e poipoi kia pakari anō ai te pupuri i te kakau o te hoe, ā, haere ake nei - tēnā rā koutou katoa.

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GENERAL GUIDELINES

The Te Reo Māori practice exams have been written with three main components in mind:

1. Curriculum guidelines (Te Aho Arataki Marau mō te Ako i Te Reo Māori)
2. Achievement Standard
3. NZQA external examinations from previous years.

Curriculum

The curriculum guidelines **Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki** provide the framework to support planning and delivery of your Te Reo Māori programme. The **achievement objectives** (whāinga paetae) and **language modes** (ara reo) in the curriculum set out the specifics of what ākonga should know, understand, and be able to do at each level of the curriculum. Curriculum Levels 6, 7 and 8 relate to NCEA Levels 1, 2, and 3 respectively.

Achievement Standard

All Te Reo Māori achievement standards have been derived from the curriculum guidelines in **Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki**. It is important for all kaiako reo Māori to be familiar with the achievement standard and its requirements before administering any practice examinations, particularly the following components of the achievement standard:

- The **achievement criteria** (paearu paetae)
- The **explanatory notes** (kōrero āpiti).

Kaiako need to support ākonga to know and understand the requirements of the **achievement standard**, and the **achievement criteria**. The **explanatory notes** outline the significant 'step-ups' between achieved (paetae), merit (kaiaka), and excellence (kairangi). They are useful for explaining and unpacking the achievement criteria with ākonga. Ākonga should be clear about what the expectations are at each level of achievement.

NZQA external examinations from previous years

The NZQA website houses the external examinations from previous years, right back to 2011. You are welcome to use these as practice exams with your ākonga. One thing to be mindful of though, is that when you use an exam from a previous year, and you do not modify it, *the resulting evidence that ākonga produce, cannot be used for a **derived grade**.*

A **derived grade** is a grade reported by a school, instead of NZQA, for a student who is unable to attend the external exam for an approved reason, or who attended the exam but believes their performance was significantly affected (e.g. bereavement). For more information about the derived grade process, please visit [NZQA](#).

LEVEL 1 TUHITUHI PRACTICE EXAM

Curriculum

The Level 1 Tuhituhi practice exam assesses the requirements of AS91088. This achievement standard is derived from Curriculum Level 6 and has been written with consideration to the curriculum **Achievement Objectives** and the **Language Modes** for this level.

The Level 6 Achievement Objectives are:

- 6.1 – give and follow instructions
- 6.2 – communicate about problems and solutions
- 6.3 – communicate about immediate plans, hopes, wishes and intentions
- 6.4 – communicate in formal situations.

The Level 6 Tuhituhi Language Modes are:

- use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy.
- write information on familiar topics, referring to past, present, and future time.
- write a range of text types and more extended texts, for example, formal letters, personal letters, blogs, longer essays, descriptions, and narratives.
- use a range of written planning tools, such as graphic organisers and mind maps.
- use appropriate writing conventions.

Achievement Standard

The full achievement standard AS91088 is available from [NZQA](#).

The Level 1 Tuhituhi practice exam has been written with consideration to the **achievement standard**, **achievement criteria**, and **explanatory notes**.

The Achievement Criteria are:

Paetae	Kaiaka	Kairangi
<ul style="list-style-type: none"> • Tuhi i te reo o tōna ao. 	<ul style="list-style-type: none"> • Tuhi kia whai kiko i te reo o tōna ao. 	<ul style="list-style-type: none"> • Tuhi kia whai hua i te reo o tōna ao.

The **achievement criteria** are further described and explained in the **External Assessment Evidence Gathering Template for AS91088** by [NZQA](#). **Evidence statements** for each grade level have been provided.

The sections of the **explanatory notes** that support understanding the **achievement criteria** are:

- Tuhi i te reo o tōna ao:
 - Ka whakaputa tuhinga e hāngai ana ki te kaupapa
 - Ka whakatakoto whakaaro

Level 1 Tuhituhi Assessment Schedule

Paearu Paetae: Achievement Criteria

Paetae	Kaiaka	Kairangi
<p>Tuhi i te reo o tōna ao.</p> <ul style="list-style-type: none"> • Ka whakaputa tuhinga e hāngai ana ki te kaupapa. • Ka whakatakoto whakaaro. • Ka mārama te ia o te tuhinga. 	<p>Tuhi kia whai kiko i te reo o tōna ao.</p> <ul style="list-style-type: none"> • Ka whakaara i ngā whakaaro. • Ka mārama te tuhinga. 	<p>Tuhi kia whai hua i te reo o tōna ao.</p> <ul style="list-style-type: none"> • Ka whakaniko i ngā whakaaro. • Ka rere te tuhinga. • Ka tutuki te pūtake o te tuhinga.

Taunakitanga: Evidence Statements

Paetae	Kaiaka	Kairangi
<p>The student:</p> <ul style="list-style-type: none"> • has a general understanding of a reading passage from a familiar context. • can identify the main information/ideas and gives some valid information/details without being able to develop explanatory responses/answers or giving fine detail. • shows a basic understanding of the vocabulary and language features up to, and including, curriculum level 6 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki. 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates a clear understanding of the reading passage. • can identify the main ideas/information and shows some understanding of the finer details of the passage. • can link some ideas and personal reflections related to the reading passage. • justifies some responses with supporting detail from the reading passage. • shows a sound understanding of the vocabulary and language features up to, and including, curriculum level 6 of Te Aho Arataki Marau – Kura Auraki. 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates a comprehensive understanding of the reading passage. • can select and expand on relevant information, ideas and opinions from the passage with supporting evidence or detail to give detailed and accurate responses. • identifies most subtle/fine details of the passage. • can justify responses with supporting detail/examples from the reading passage. • can link their ideas and opinions to the listening passage, including any personal reflections. • shows the ability to draw conclusions, summarise and link ideas across the reading passage. • understands vocabulary and language up to, and including, curriculum level 6 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki.

Whakawākanga: Grade Score Descriptors

KIW 1	KIW 2	Paetae 3	Paetae 4	Kaiaka 5	Kaiaka 6	Kairangi 7	Kairangi 8
Kāore he whakaputa tuhinga, he whakatakoto whakaaro.	Iti iho te whakaputa tuhinga e hāngai ana ki te kaupapa.	Ka hāngai ngā whakaaro o te tuhinga ki te kaupapa. Ka mārama te ia o te tuhinga.	Ka hāngai te whakatakoto whakaaro me te tuhinga ki te kaupapa. Ka mārama te ia o te tuhinga.	Ka whakaara whakaaro i roto i te tuhinga. Ka mārama te tuhinga.	Ka āta whakaara whakaaro i roto i te tuhinga. Ka mārama te tuhinga.	Ka whakaniko whakaaro i roto i te tuhinga. Ka rere te tuhinga. Ka hāngai, ka tutuki te pūtake o te tuhinga.	Ka āta whakaniko whakaaro i roto i te tuhinga. Ka rere te tuhinga. Ka hāngai, ka tutuki te pūtake o te tuhinga.
<ul style="list-style-type: none"> attempted a small paragraph or a few sentences related to one of the provided topics. <p>OR</p> <ul style="list-style-type: none"> has demonstrated enough knowledge of te reo for Achievement but has written off topic. 	<ul style="list-style-type: none"> has attempted to write a response in te reo Māori on one of the provided topics, but has not demonstrated enough knowledge of te reo for Achievement has not written the required minimum number of words has written too many nouns, adjectives, and verbs in English – e.g. “Kei te going au ki te park”. 	<ul style="list-style-type: none"> has written a response in te reo Māori on one of the provided topics, but may not have responded to the core question; may not have followed the writing style conventions (e.g. has written a conversation instead of a report) has produced writing that is understandable, and communication 	<ul style="list-style-type: none"> has written a response in te reo Māori on one of the provided topics, and has attempted a limited but adequate response to the core question; but may not have followed the writing style conventions (e.g. has written a conversation instead of a report) has produced writing that is mostly understandable, 	<ul style="list-style-type: none"> has written a response in te reo Māori on one of the provided topics and has attempted a more extended response to the full question, and has adhered to the specific writing genre has produced writing that is understandable, and the communication of ideas is effective demonstrated consistent use of a moderate 	<ul style="list-style-type: none"> has written a response in te reo Māori on one of the provided topics and has provided a competent response to the full question, and has adhered to the specific writing genre has produced writing that is understandable, and the communication of ideas is effective demonstrated consistent use of a wide range of 	<ul style="list-style-type: none"> has written a detailed response in te reo Māori on one of the provided topics and full question, and has shown a thorough understanding of the genre of writing has produced writing where communication of ideas is extensive demonstrated consistent use of a complex range of evidence from Curriculum Levels 	<ul style="list-style-type: none"> has written a comprehensive and in-depth response in te reo Māori on one of the provided topics, and full question, and has shown a thorough understanding of the genre of writing has produced writing where communication of ideas is extensive demonstrated consistent use of a complex range of evidence from

	<ul style="list-style-type: none"> has produced writing that holistically contains too many errors for effective communication to be achieved. 	<p>of ideas is mostly achieved</p> <ul style="list-style-type: none"> demonstrated use of a narrow and inconsistent range of basic evidence from Curriculum Levels 5 or 6. Evidence contains errors, but not enough to hinder comprehension. The candidate may have a few words in English for unknown translations, but these are infrequent has offered simplistic ideas with few details or opinions has written (or exceeded) the required minimum number of words. 	<p>and communication of ideas is mostly achieved</p> <ul style="list-style-type: none"> demonstrated use of a narrow but consistent range of basic evidence from Curriculum Levels 5 or 6. Evidence may contain errors, but not enough to hinder comprehension. The candidate may have a few words in English for unknown translations, but these are infrequent has offered simplistic ideas with few details or opinions has written (or exceeded) the required minimum number of words. 	<p>range of evidence from Curriculum Levels 5 or 6, and has produced a response that is beginning to show in-depth thinking and regularly provides detail and / or opinions has produced writing that contains some errors in more complex structures.</p>	<p>evidence from Curriculum Levels 5 or 6, and has produced a response that shows in-depth thinking and regularly provides extended detail and / or opinions</p> <ul style="list-style-type: none"> has produced writing that contains some errors in more complex structures. 	<p>5 or 6, and has produced a well-crafted response that is convincing; reasons, opinions or descriptions are explained, and validate the candidate's ideas</p> <ul style="list-style-type: none"> has produced writing that contains some errors in more complex structures. 	<p>Curriculum Levels 5 or 6, and has produced a sophisticated, extended response that is convincing; reasons, opinions or descriptions are expanded on, and validate the candidate's ideas</p> <ul style="list-style-type: none"> has produced writing that contains minimal errors in more complex structures.
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KIW 0 – Kāore he aha noa iho

LEVEL 2 TUHITUHI PRACTICE EXAM

Curriculum

The Level 2 Tuhituhi practice exam assesses the requirements of AS91287. This achievement standard is derived from Curriculum Level 7 and has been written with consideration to the curriculum

Achievement Objectives and the **Language Modes** for this level.

The Level 7 Achievement Objectives are:

- 7.1 – communicate about future plans
- 7.2 – offer and respond to advice, warnings, and suggestions
- 7.3 – express and respond to approval and disapproval, agreement, and disagreement
- 7.4 – offer and respond to information and opinions, giving reasons
- 7.5 – read about and recount actual or imagined events in the past.

The Level 7 Tuhituhi Language Modes are:

- use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy.
- write in te reo Māori about a range of topics, using words and expressions that are appropriate for the purpose and intended audience.
- begin to use language to entertain and persuade as well as to inform.

Achievement Standard

The full achievement standard AS91287 is available from the [NZQA](#).

The Level 2 Tuhituhi practice exam has been written with consideration to the **achievement standard**, **achievement criteria**, and **explanatory notes**.

The Achievement Criteria are:

Paetae	Kaiaka	Kairangi
<ul style="list-style-type: none"> • Tuhi i te reo o te ao torotoro. 	<ul style="list-style-type: none"> • Tuhi kia whai kiko i te reo o te ao torotoro. 	<ul style="list-style-type: none"> • Tuhi kia whai hua i te reo o te ao torotoro.

The **achievement criteria** are further described and explained in the **External Assessment Evidence Gathering Template for AS91287** by [NZQA](#). **Evidence statements** for each grade level have been provided.

The sections of the **explanatory notes** that support understanding the **achievement criteria** are:

- Tuhi i te reo o te ao torotoro:
 - ka whakaputa tuhinga e hāngai ana ki te kaupapa
 - ka whakatakoto whakaaro
 - ka mārama te ia o te tuhinga.
- Tuhi kia whai kiko i te reo o te ao torotoro:
 - ka whakaara i ngā whakaaro
 - ka mārama te tuhinga.
- Tuhi kia whai hua i te reo o te ao torotoro:
 - ka whakaniko i ngā whakaaro
 - ka rere te tuhinga
 - ka tutuki ngā whāinga o te tuhinga.

Key vocabulary used in the **achievement criteria** and **explanatory notes** include:

- | | |
|--------------------------------|--|
| • ia | gist, sense, general picture |
| • (e hāngai ana ki te kaupapa) | purposeful (writing) |
| • rere (kōrero) | flow |
| • te ao torotoro | the exploratory world, ie it includes both familiar and less familiar contexts |
| • whakaara | extend, increase, advance |
| • whakaniko | enhance, improve, embellish |
| • whakatakoto whakaaro | express ideas/opinions |

Specific instructions for Kaiako administering the Level 2 Tuhituhi Practice Exam

The ākonga is required to produce ONE piece of writing (min. 250 words) and demonstrate their writing skills and knowledge pertinent to a topic from a less familiar context.

The context for the Level 2 Tuhituhi practice exam is: **Te Ao Torotoro**.

- Ākonga are required to write about **ONE** topic (that they select from **FIVE** provided topics).

It is recommended that ākonga have **60 minutes** to complete the Level 2 Tuhituhi practice exam.

Level 2 Tuhituhi Assessment Schedule

Paearu Paetae: Achievement Criteria

Paetae	Kaiaka	Kairangi
<p>Tuhi i te reo o te ao torotoro.</p> <ul style="list-style-type: none"> ka whakaputa tuhinga e hāngai ana ki te kaupapa ka whakatakoto whakaaro ka mārama te ia o te tuhinga. 	<p>Tuhi kia whai kiko i te reo o te ao torotoro.</p> <ul style="list-style-type: none"> ka whakaara i ngā whakaaro ka mārama te tuhinga. 	<p>Tuhi kia whai hua i te reo o te ao torotoro.</p> <ul style="list-style-type: none"> ka whakaniko i ngā whakaaro ka rere te tuhinga ka tutuki ngā whāinga o te tuhinga.
<p>Writes in the language of the exploratory world.</p> <ul style="list-style-type: none"> produces an essay that relates to their chosen topic expresses their ideas and opinions demonstrates understanding of the gist of the writing. 	<p>Writes substantially in the language of the exploratory world.</p> <ul style="list-style-type: none"> expands on their ideas and opinions (i.e. why they have these ideas and opinions, but not in depth) demonstrates understanding of the writing. 	<p>Writes comprehensively in the language of the exploratory world.</p> <ul style="list-style-type: none"> expands further on their ideas and opinions (reasons for their views are provided in a more detailed explanation) produces writing that flows from one idea to the next meets the purpose of the essay.

Taunakitanga: Evidence Statements

Paetae	Kaiaka	Kairangi
<ul style="list-style-type: none"> • Writes a minimum of 250 words in te reo Māori on a topic drawn from te ao torotoro, the exploratory world (a familiar or less familiar context). • Expresses ideas, information, and opinions generally relevant to the task. • Structures some ideas in a planned/logical sequence to suit the text type. • Uses a variety of up to, and including, curriculum level 7 language and language features. (Te Aho Arataki Marau mō te Ako i Te Reo Māori-Kura Auraki). • Is generally successful in communicating ideas. The writing can be followed and understood. Inconsistencies relating to spelling, language conventions, or language features do not significantly interfere with communication. 	<ul style="list-style-type: none"> • Writes a minimum of 250 words in te reo Māori on a topic from the exploratory world. • Expresses ideas, information, opinions relevant to the task. • Develops most information, ideas and opinions using explanations, relevant details and/or examples. • Justifies some ideas and opinions by providing supporting evidence to support a point of view. • Structures and builds on ideas so they are connected in a credible way to meet the requirements of the text type and the writing topic. • Writing can be followed and understood. • Uses a variety of up to, and including, curriculum level 7 language and uses language features (from Te Aho Arataki Marau mō te Ako i Te Reo Māori-Kura Auraki) to support the intent of the writing. • Communicate ideas. Minor inconsistencies do not interfere with communication. 	<ul style="list-style-type: none"> • Writes a minimum of 250 words in te reo Māori on a topic from the exploratory world. • Effectively expresses and develops ideas, information and opinions that are sustained across the writing. • Justifies ideas and opinions by providing detailed supporting evidence to create a point of view. • Structures and builds on ideas to create a coherent whole. The writing flows from one idea to the next. The requirements of the text type and writing topic are fully met. • Uses a variety of up to, and including, curriculum level 7 language and deliberately uses language features (from Te Aho Arataki Marau mō te Ako i Te Reo Māori-Kura Auraki) to support the intent of the writing. • Communicates ideas. There are limited inconsistencies in language.

Whakawākanga: Grade Score Descriptors

KIW 1	KIW 2	Paetae 3	Paetae 4	Kaiaka 5	Kaiaka 6	Kairangi 7	Kairangi 8
Kāore ia i te tuhi i te ao torotoro.		Tuhi i te reo o te ao torotoro.		Tuhi kia whai kiko i te reo o te ao torotoro.		Tuhi kia whai hua i te reo o te ao torotoro.	
<ul style="list-style-type: none"> has not met the requirements of the assessment task has not demonstrated any usage of te reo Māori has not used basic vocabulary or language features in te reo Māori has produced writing that is unrelated to the chosen topic has not conveyed the gist of the topic or shown general recognition of basic language features has not used writing conventions, grammar, or punctuation 	<ul style="list-style-type: none"> has not met the requirements of the assessment task has demonstrated little usage of te reo Māori has made some use of very basic vocabulary or language features in te reo Māori has produced writing that has little relevance to the chosen topic has shown very little general recognition of basic language features has made very little use of writing conventions, grammar, or punctuation 	<ul style="list-style-type: none"> has written in te reo Māori on one of the provided topics, but may not have followed the writing style conventions (e.g. the student may have written a conversation instead of a report) has produced writing that is understandable, and has generally been able to communicate ideas has produced basic evidence from Levels 5–6 of the curriculum; evidence may be minimal and contain errors; there may be a few words in English for 	<ul style="list-style-type: none"> has written in te reo Māori on one of the provided topics, but may not have followed the writing style conventions (e.g. the student may have written a conversation instead of a report) has produced writing that is understandable, and has mostly been able to communicate ideas has produced a range of basic evidence from Level 7 of the curriculum; evidence may be minimal and contain errors; there may be a few words in 	<ul style="list-style-type: none"> has written on the chosen topic and has adhered to the specific writing genre has produced writing that is understandable, with effective communication has used complex evidence from Levels 5–6 of the curriculum has produced writing with few errors has produced a response that shows depth and provides detail and / or opinions regularly. 	<ul style="list-style-type: none"> has written on the chosen topic and has adhered to the specific writing genre has produced writing that is understandable, with effective communication of ideas has used a range of complex evidence from Level 7 of the curriculum has produced writing with few errors has produced a response that shows depth and provides detail and / or opinions regularly 	<ul style="list-style-type: none"> has produced a comprehensive piece of writing on the chosen topic, and has shown a thorough understanding of the genre of writing has produced writing where communication of ideas is extensive has used sophisticated evidence from Levels 5–6 of the curriculum has produced writing with minimal errors has produced a well-crafted response that is convincing; reasons and opinions are effectively placed 	<ul style="list-style-type: none"> has produced a comprehensive piece of writing on the chosen topic, and has shown a thorough understanding of the genre of writing has produced writing where communication of ideas is extensive has used a wide range of sophisticated evidence from Level 7 of the curriculum has produced writing with minimal errors has produced a well-crafted response that is convincing; reasons and opinions are

<ul style="list-style-type: none"> • has produced writing of insufficient length. 	<ul style="list-style-type: none"> • has produced writing of insufficient length 	<p>unknown translations, but these are infrequent</p> <ul style="list-style-type: none"> • has produced simplistic ideas with few details or opinions • has written the required minimum number of words. 	<p>English for unknown translations, but these are infrequent</p> <ul style="list-style-type: none"> • has produced simplistic ideas with few details or opinions • has written the required minimum number of words. 			<p>and validate the candidate's ideas.</p>	<p>effectively placed and validate the candidate's ideas.</p>
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KIWI 0 – Kāore he aha noa iho

LEVEL 3 TUHITUHI PRACTICE EXAM

Curriculum

The Level 3 Tuhituhi practice exam assesses the requirements of AS91653. This achievement standard is derived from Curriculum Level 8 and has been written with consideration to the curriculum **Achievement Objectives** and the **Language Modes** for this level.

The Level 8 Achievement Objectives are:

- 8.1 – communicate about certainty and uncertainty, possibility and probability.
- 8.2 – develop an argument or point of view, with reasons.
- 8.3 – recount a series of events to inform, persuade or entertain.
- 8.4 – communicate the same information in different ways for different audiences.
- 8.5 – respond to selected and adapted texts in te reo Māori that are about te reo and tikanga Māori, for example, texts from recorded speeches, literature, film, newspapers, magazines, television, video, DVD and radio.

The Level 8 Tuhituhi Language Modes are:

- use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy.
- write about a range of topics across a wide range of text types, selecting words and expressions that are appropriate for the purpose and intended audience.
- adapt written texts to suit different audiences and purposes.
- use te reo Māori to entertain and to persuade as well as to inform.

Achievement Standard

The full achievement standard AS91653 is available from [NZQA](#).

The Level 3 Tuhituhi practice exam has been written with consideration to the **achievement standard, achievement criteria, and explanatory notes**.

The Achievement Criteria are:

Paetae	Kaiaka	Kairangi
<ul style="list-style-type: none"> • Tuhi i te reo Māori o te ao whānui. 	<ul style="list-style-type: none"> • Tuhi i te reo Māori kia whai kiko o te ao whānui. 	<ul style="list-style-type: none"> • Tuhi i te reo Māori kia whai hua o te ao whānui.

The **achievement criteria** are further described and explained in the **External Assessment Evidence Gathering Template for AS91653** by [NZQA](#). **Evidence statements** for each grade level have been provided.

The sections of the **explanatory notes** that support understanding the **achievement criteria** are:

- Tuhi i te reo Māori o te ao whānui
 - ka whakamahi i ngā kupu, i ngā nuka reo hoki e hāngai ana ki te kaupapa
 - ka whakaputa i ngā ariā rānei, i ngā whakaaro rānei, i ngā tirohanga rānei.
- Tuhi i te reo Māori kia whai kiko o te ao whānui
 - ka whakawhanake, ka whakaraupapa, i ngā ariā rānei, i ngā whakaaro rānei, i ngā tirohanga rānei
 - ka hono haere i ngā ariā matua, i ngā taunakitanga, i ngā whakamārama, me ngā whakatau.
- Tuhi i te reo Māori kia whai hua o te ao whānui
 - ka kōtui haere i ngā kōrero o te tuhinga kia rere, kia whai take
 - ka āta whakatakoto i ngā kōrero hei whakaniko, hei taunaki, hei whakaū hoki i ōna whakaaro.

Key vocabulary used in the **achievement criteria and explanatory notes** include:

- | | |
|-----------------------|---|
| • ariā | idea, concept |
| • ariā matua | main ideas |
| • āta whakatakoto | carefully construct (with deliberation) |
| • huahuatau | metaphor |
| • kīanga whakarite | simile |
| • kīanga whakatangata | personification |
| • kīwaha | idiom |
| • kōtui | integrate, synthesise |
| • nuka reo | language features |
| • pepeha | aphorisms |
| • reo whakaahua | imagery |
| • taunaki | support with evidence or examples |
| • taunakitanga | evidence or examples |
| • tirohanga | perspective |
| • whakaniko | elaborate, embellish, enhance |
| • whakamārama | explanation |
| • whakaraupapa | sequence logically |
| • whakatau | conclusion, resolution |
| • whakataukī | proverbs |
| • whakawhanake | develop |
| • whakaū | reinforce |

Specific instructions for Kaiako administering the Level 3 Tuhituhi Practice Exam

The ākonga is required to produce ONE piece of writing (min. 400 words) and demonstrate their writing skills and knowledge pertinent to a topic from an unfamiliar context.

The context for the Level 3 Tuhituhi practice exam is: **Te Ao Whānui**.

- Ākonga are required to write about **ONE** topic (that they select from **FOUR** provided topics). This practice exam follows the same format as that used in previous years.

It is recommended that ākonga have **60 minutes** to complete the Level 3 Tuhituhi practice exam.

Level 3 Tuhituhi Assessment Schedule

Paearu Paetae: Achievement Criteria

Paetae	Kaiaka	Kairangi
<p>Tuhi i te reo Māori o te ao whānui.</p> <ul style="list-style-type: none"> • Ka whakamahi i ngā kupu, i ngā nuka reo hoki e hāngai ana ki te kaupapa. • Ka whakaputa i ngā ariā, i ngā whakaaro, i ngā tirohanga rānei. 	<p>Tuhi i te reo Māori kia whai kiko o te ao whānui.</p> <ul style="list-style-type: none"> • Ka whakawhanake, ka whakaraupapa, i ngā ariā rānei, i ngā whakaaro rānei, i ngā tirohanga rānei. • Ka hono haere i ngā ariā matua, i ngā taunakitanga, i ngā whakamārama, me ngā whakatau. 	<p>Tuhi i te reo Māori kia whai hua o te ao whānui.</p> <ul style="list-style-type: none"> • Ka kōtui haere i ngā kōrero o te tuhinga kia rere, kia whai take. • Ka āta whakatakoto i ngā kōrero hei whakaniko, hei taunaki, hei whakaū hoki i ōna whakaaro.
<p>Candidate writes in te reo Māori about topics from a local, national, or global perspective.</p> <ul style="list-style-type: none"> • Candidate uses phrases and language features that are relevant to the topic. • Candidate expresses ideas, opinions, or perspectives. 	<p>Candidate writes in te reo Māori with substance about topics from a local, national, or global perspective.</p> <ul style="list-style-type: none"> • Candidate develops ideas, opinions, or perspectives in a logical sequence. • Candidate connects main ideas with examples, explanations, and conclusions. 	<p>Candidate writes in te reo Māori with purpose / clear intent about topics from a local, national, or global perspective.</p> <ul style="list-style-type: none"> • Candidate integrates evidence fluently and purposefully. • Candidate carefully constructs their written answer by enhancing, supporting with evidence, and reinforcing their thinking.

Taunakitanga: Evidence Statements

Paetae	Kaiaka	Kairangi
<ul style="list-style-type: none"> • Writes a minimum of 400 words in te reo Māori on a topic from the less familiar world, which is a context beyond the personal experience of the student. • Expresses ideas, information and perspectives appropriate to the text type and requirements of the task. • Justifies some opinions by providing supporting evidence to support a point of view. • Structures some ideas in a planned/logical sequence to suit the text type. • Uses vocabulary and language features relevant to the text type and intent of the writing. • Uses a variety of curriculum level 8 language and language features. (Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki). • Is generally successful in communicating their ideas. The writing can be followed and understood. Inconsistencies relating to spelling, language conventions, or language features do not significantly interfere with communication. 	<ul style="list-style-type: none"> • Writes a minimum of 400 words in te reo Māori on a topic from the less familiar world. • Expresses ideas, information, opinions, perspectives relevant to the task. • Develops ideas, opinions or perspectives, justifying some of their opinion/s by providing relevant evidence to support a point of view. • Structures and links ideas in a coherent manner to suit the text type. • Uses a variety of curriculum level 8 language (from Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki) and deliberately selects language features to support the intent of the writing. • Communicates their ideas. Minor inconsistencies do not interfere with communication. 	<ul style="list-style-type: none"> • Writes a minimum of 400 words in te reo Māori on a topic from the less familiar world. • Effectively expresses ideas, information, opinions, perspectives relevant to the task. • Develops ideas, information, opinion and perspectives in a controlled and deliberate manner that are sustained across the writing. • Justifies opinions and perspectives with relevant evidence to support and reinforce a point of view. • Uses a variety of curriculum level 8 language (from Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki) and deliberately uses language features to support the intent of the writing and hold the attention of the reader. • Communicates their ideas. There are limited inconsistencies in language.

Whakawākanga: Grade Score Descriptors

KIW 1	KIW 2	Paetae 3	Paetae 4	Kaiaka 5	Kaiaka 6	Kairangi 7	Kairangi 8
<p>Kāore te taurira i whiwhi i tēnei Paerewa Paetae.</p> <p>Shows no or limited ability to write on one of the given topics in te reo Māori.</p>		<p>Tuhi i te reo Māori o te ao whānui.</p> <p>Candidate writes in te reo Māori about topics from a local, national, or global perspective.</p>		<p>Tuhi i te reo Māori kia whai kiko o te ao whānui.</p> <p>Candidate writes in te reo Māori with substance about topics from a local, national, or global perspective.</p>		<p>Tuhi i te reo Māori kia whai hua o te ao whānui.</p> <p>Candidate writes in te reo Māori with purpose / clear intent about topics from a local, national, or global perspective.</p>	
<p>The candidate has:</p> <ul style="list-style-type: none"> attempted a small paragraph or a few sentences related to the chosen topic. 	<p>The candidate has:</p> <ul style="list-style-type: none"> attempted the chosen topic but has not provided enough evidence for Achievement. 	<p>The candidate has:</p> <ul style="list-style-type: none"> produced a piece of writing in te reo Māori on the chosen topic presented a basic description of the topic attempted to include examples and their own ideas or opinions produced a piece of writing that is mostly understood, despite errors attempted to use basic writing conventions used a basic range of relevant vocabulary, grammar, and language features in te reo Māori. 		<p>The candidate has:</p> <ul style="list-style-type: none"> produced a piece of writing with substance in te reo Māori on the chosen topic included their own ideas and opinions on the topic connected main ideas with examples and explanations provided a piece of writing that is understood, despite minor errors produced a piece of writing that is structured demonstrated an understanding of writing conventions consistently utilised a range of appropriate grammar and language features in te reo Māori. 		<p>The candidate has:</p> <ul style="list-style-type: none"> produced an in-depth piece of writing in te reo Māori on the chosen topic presented and expanded further on their own ideas, opinions, and / or perspectives on the topic enhanced their writing with supporting evidence that purposefully reinforces their thinking shown a depth of thought and meaning relating to the topic provided a piece of writing that is easily understood produced a piece of writing that is well- structured and coherent, and follows a logical sequence of thought demonstrated a comprehensive understanding of writing conventions consistently utilised a wide range of appropriate grammar and language features in te reo Māori. 	

KIW 0 – Kāore he aha noa iho