

NCEA PRACTICE EXAMINATION TE REO MĀORI 2.4 AS91287

Notes for the KAIAKO

Te Reo Māori 2.4

AS91287 Tuhi i te reo o te ao torotoro

Kaupae 2 Whiwhinga 6 Aromatawai ā-waho Putanga 2

Ka tuhi te ākongā i te reo o tōna ao.

Paearu Paetae

Paetae	Kaiaka	Kairangi
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"> <i>Ka whakaputa tuhinga e hāngai ana ki te kaupapa.</i> <i>Ka whakatakoto whakaaro.</i> <i>Ka mārama te ia o te tuhinga.</i> 	<ul style="list-style-type: none"> <i>Ka whakaara i ngā whakaaro.</i> <i>Ka mārama te tuhinga.</i> 	<ul style="list-style-type: none"> <i>Ka whakaniko i ngā whakaaro.</i> <i>Ka rere te tuhinga.</i> <i>Ka tutuki ngā whāinga o te tuhinga.</i>

Kōrero Āpiti

- I ahu mai tēnei paerewa paetae i *The New Zealand Curriculum*, Te Pou Taki Kōrero, Te Tāhuhu o te Mātauranga, 2007, me ngā whāinga i te Taumata 7 o *Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki* at <http://tereomaori.tki.org.nz/>.
- Me whiriwhiri e te kaiako ngā horopaki e aro atu ai te ākongā ki ngā kaupapa o te ao torotoro.
- Me whakamahi e te kaiako ngā kōrero e pā ana ki te Taumata 7, i *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki* (Te Tāhuhu o te Mātauranga, 2009).
 - Te Pakaritanga, Levels 7 and 8: Achieving personal independence in te reo Māori (wh. 53)*
 - Taumata 7: Ngā Whāinga Paetae, ētahi Horopaki mō te Ako i te Reo, me ngā Ara Reo, (wh. 54)*
 - Ara Reo mō te Tuhituhi – Writing, (wh 54).*

Kuputaka

ia	gist, sense, general picture
e hāngai ana ki te kaupapa	purposeful (writing)
pūtake	purpose
rere (kōrero)	flow
te ao torotoro	the exploratory world of both familiar and unfamiliar contexts

whakaara
whakaniko
whakatakoto whakaaro

extend, increase, advance
enhance, improve, embellish
express ideas/opinions

Te Pakaritanga Tuhituhi – Writing



AS91287 EXTERNAL

By the end of level 7 students can:

- understand much of what is written in te reo Māori about a range of topics across a range of written text types intended for different purposes and audiences
- distinguish between facts and opinions and recognise intentions to persuade and influence
- 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.

INSTRUCTIONS FOR THE KAIAKO

The student is required to produce a piece of writing on ONE topic in **te reo Māori only**. In previous external examinations the student is provided with three topics and selects one topic only to complete the assessment task.

Note these **guidelines** for students to produce a piece of writing for high achievement of the standard:

- Be relevant to all aspects of the topic and related text type.
- Be written in correct te reo Māori include accurate spelling and grammar.
- Include a wide range of vocabulary and language structures.
- Be well set out in a logical way that shows a coherent flow of ideas.
- Be interesting and/or informative to the reader.
- Contain original thoughts, ideas, and opinions as intended.

This practice examination resource provides a selection of possible topics that you may use over time for students to practice and as an integrated part of your Reo Māori teaching and learning programme.

When selecting different topics and re-setting practice examinations, you are advised to carefully critique any changes to the modified student assessment material to ensure that the work is consistent with the national standard.

You are encouraged to work with colleagues and your professional associations to add to this selection of writing topics so that students have many opportunities to practice across a range of topics, writing contexts and writing genre.

KAUPAPA TUHITUHI

TIKANGA PŌWHIRI

Ko ngā tikanga pōwhiri a te Māori he tūāhua tuku iho i runga i ngā marae. Engari, i ēnei wā ka nui kē atu ngā wāhi o aua tikanga pērā i ngā wāhi mahi, ngā kura, ngā huihuinga hapori, aha atu.

Āta whakamāramatia, ki āu ake kupu, tētahi wāhanga o ngā tikanga pōwhiri. Hei aratohu, tirohia ēnei kupu āwhina:

- Ngā mahi whakarite a te haukāinga i mua, ā muri hoki i te pōwhiri.
- Ngā mahi matua ki tā te wahine, ki tā te tāne rānei i roto i ngā tikanga pōwhiri.
- Ōu ake whakaaro whakataurite i ētahi āhua o ngā tikanga pōwhiri e rerekē haere ana i ēnei wā. Ka whakaae mai koe, ka kore rānei e whakaae? He aha ai?

WRITING TOPICS

PROTOCOLS OF WELCOME

Rituals of welcome by Māori are traditionally held on marae. However, they are now held in many different settings such as places of work, schools, community functions, etc.

Explain, in detail and in your own words, an aspect of customary protocols of welcome. Consider these guideline suggestions:

- The preparatory work of the host group before and after the welcome
- The significant roles undertaken by women and men during the formalities of welcome
- Your own thoughts of comparison about some formal welcome protocols that are changing in the present day. Do you agree or disagree, and why?

KIA NGĀKAU MĀHAKI

I roto i ngā kōrero matawhānui me te whakawhiti kiriata i te ipurangi, kua pā mai ngā tūāhua tūkinotanga o tētahi ki tētahi. Nā konā, kua pāpōuri mai ērā wheako ki te hunga taiohi.

Āta tohutohua, ki āu ake kupu, tētahi tikanga hou kia ngākau māhaki ai, kia haumaruru ai te hunga taiohi i te ipurangi. Hei aratohu, tirohia ēnei kupu āwhina:

- He aha te take o te hanga tikanga hou?
- Mō wai te pai?
- Mā te aha e whakatakoto ai, e whakaū ai hoki tēnei tikanga hou?
- Ōu ake whakaaro kia māhaki, kia haumaruru te tangata i te ipurangi.

BE TOLERANT

In the exchange of public comments and video clips through the internet, people are more exposed to situations of abuse. This has been experienced with deep concern by many young people.

Write a set of instructions, in your own words, to create a new practice of tolerance and safety for young people using the internet. Consider these guideline suggestions:

- What is the reason for creating a new protocol?
- For whose benefit?
- What would be involved in setting up and adhering to this new protocol?
- Your own thoughts about internet tolerance and safety.

TE TINO O TE TAIAO

Tuhia he whitiwhitinga kōrero pohewa i waenganui i a Ranginui, rātou ko Papatūānuku, ko Waiora e pā ana ki te tino rangatiratanga o te taiao. Hei aratohu, tirohia ēnei kupu āwhina:

- Nā wai ēnei whitiwhitinga whakaaro i tīmata? Nā te aha?
- He aha te pūtake o te whakaaro ko au te tino rangatiratanga o te taiao, ā, tēnā ki tōna, tēnā ki tōna?
- Ōu ake whakaaro whakatau mai anō ai te āio ki runga i te katoa hei painga mō te taiao, hei oranga mō te tangata.

ENVIRONMENTAL GREATNESS

Write an imaginary conversation between the Sky Father, Earth Mother, and Living Water about who is the greatest environmental presence of them all. Consider these guideline suggestions:

- Who initiated these exchanges of ideas? Why?
- What basis of thinking by each of them is presented for who is the greatest presence for the environment?
- Your own thoughts that decides and brings peace to all involved and ensures benefit for the environment and mankind.

TŌKU AO TOROTORO

Ko te tūhura haere o te tangata i roto i tōna ao mōhio, i tōna ao torotoro anō hoki te pūtake o āna ake wheako me te tupu o tōna mōhio whānui e haere ake nei.

Tuhia mai tētahi wheako ōu me ngā mātauranga i ahu mai i reira. Hei aratohu, tirohia ēnei kupu āwhina:

- Ngā topehatanga o te wheako – he aha ai, nōnahea, i hea, i te taha o wai.
- Ōu kare ā-roto, ōu whakaaro me ngā akoranga i whakawhiwhia.
- Āu mahi i roto i te wheako me ngā tāngata i tautoko i a koe.
- Ngā hua me ngā māramatanga hou o te wheako mō tō ao torotoro.

MY EXPLORATORY WORLD

An attitude of exploration by people in one's known world and one's expanding world forms the basis of life experiences as well as the growth of knowledge in wider contexts.

Write about one such occasion and the learning that was derived from that experience. Consider these guideline suggestions:

- Details of the experience – why, when, where, with whom.
- Your feelings, opinions and what learning you gained.
- Your role in the experience and the people who supported you.
- Outcomes and understandings about your exploratory world.

HE TUAHANGATA/TUAWAHINE

Ko te tuahangata/tuawahine tētahi tino āhua i ngā whakaaro ake o te taiohi. Tērā he tangata rongonui, tērā rānei he tangata o tōu ake whānau tonu, engari nā āna mahi kua tū hei tauira māu.

A HERO/HEROINE

A hero or heroine is a special person in the mind of young people. Sometimes, they are famous and well-known, or sometimes a member of your family, and yet by that person's efforts they are role models to you.

Tuhia mai tāna pūrākau kia whakaae mai ngā whakaaro o te kaupānui. Hei aratohu, tirohia ēnei kupu āwhina:

- He kōrero whaiaro.
- Kōrero tūāpapa – rā whānau, wāhi o tōna whānaungatanga mai, wāhi whakatupu, ōna kura.
- Te take i rongonui ai ia ki a koe – takunetanga, mahi, tōu ake mīharotanga.
- Āna mahi whakatauirā mō ētahi atu.

Write about his/her story to convince the reader. Consider these guideline suggestions:

- A personal profile.
 - Background – birthdate, place of birth, where he/she was raised, his/her schools.
 - Reasons he/she is famous in your eyes – events, efforts, your amazement.
 - The role model provided by your hero or heroine for others.
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NCEA PRACTICE EXAMINATION TE REO MĀORI 2.4 AS91287

Assessment Activity for the ĀKONGA

Te Reo Māori 2.4

AS91287 Tuhi i te reo o te ao torotoro

Kaupae 2 Whiwhinga 6 Aromatawai ā-waho Putanga 2

Me oti tēnei mahi whakamātau haratau
i roto i te 60 mineti.

Complete this practice examination
within 60 minutes

WHAKATAKI

He whakamātau haratau tēnei e pā ana ki te paerewa paetae, *Tuhi i te reo o te ao torotoro*, Te Reo Māori, Kaupae Tuarua.

Ko te whāinga paetae o tēnei whakamātau haratau he aromatawai i āu pūkenga me tāu mātauranga ki te tuhituhi i **te reo Māori** e pā ana ki ngā kaupapa me ngā take huhua noa me ngā tūmomo tuhinga.

Mā te whakaoti i tāu tuhinga e taea ana te whakatutuki i te paetae, i te kaiaka, i te kairangi rānei o tēnei paerewa paetae.

Me mōhio koe, i ngā whakamātautau ā-waho o mua kua whakatakoto iho mai ngā kaupapa tuhituhi e toru, engari kua waiho mā te ākongā hei kōwhiriwhiri i tētahi kaupapa hei whakaoti atu i te mahi whakamātautau.

Heoi anō, i roto i tēnei whakamātau haratau, kia mōhio ai i ōu pūkenga me tāu mātau ki te tuhituhi ki TĒTAHI kaupapa kua āta whakaritea e te kaiako.

FOREWORD

This is a practice examination for the national standard *Tuhi i te reo o tōna ao*, Te Reo Māori, Level Two.

The achievement objective of this practice examination is to assess your skills and knowledge to write **in te reo Māori** about a range of topics and purposes across the genre of text types.

Completion of your writing task enables you to achieve paetae or kaiaka or kairangi achievement of this standard.

Be aware that in previous external examinations the student is provided with a three separate topics and selects one topic only to complete the assessment task.

However, for the purposes of this practice examination you will demonstrate your skill and knowledge for just ONE topic that has been pre-selected by your kaiako.

NGĀ TOHUTOHU

I tēnei whakamātautau haratau, me whakaoti koe i tētahi tuhinga ki te **reo Māori**.

Kei ia kaupapa tuhituhi ētahi whakaaro kē hei āwhina, hei whiriwhiri.

Me āta tuhituhi kia mārama ai ō tuhinga ki te kaupānui.

Kia **250 kupu** neke atu te roanga o te tuhinga.

Whāia ēnei **kupu aratohu** kia puta he tuhinga e tutuki ai te paerewa:

- Kia hāngai ki ngā āhua katoa o te kaupapa me te tūmomo tuhinga.
- Kia tika tonu te reo Māori, te takoto o te kupu me ngā kārawarawatanga.
- Whakaatuhia te whānuitanga o ngā kupu me ngā hanga rerenga kōrero.
- Kia pai te takotoranga mai o te kaupapa e puta ai te rere whaihua o ngā whakaaro.
- Kia mau ai te harakoa o te kaupānui.
- Kia puta ngā whakaaro, ngā huatau, me ngā ariā e hiahiatia ai.

INSTRUCTIONS

For this practice examination, produce a piece of writing on the topic in **te reo Māori only**.

The bullet points for each topic of writing are suggestions only.

Write legibly so that your work can be clearly understood by the reader.

The minimum length of writing required is **250 words**.

Note these **guidelines** to produce a piece of writing for high achievement of the standard:

- Be relevant to all aspects of the topic and related text type.
- Be written in correct te reo Māori including accurate spelling and grammar.
- Include a wide range of vocabulary and language structures.
- Be well set out in a logical way that shows a coherent flow of ideas.
- Be interesting and/or informative to the reader.
- Contain original thoughts, ideas, and opinions as intended.

MAHERE WHAKAARO - PLANNING PAGE

Whakaraupapa haeretia ō whakaaro ki tēnei pouaka.

Use this space to brainstorm your answer.

Whakarite haeretia ō tuinga ki ngā pouaka ki raro nei.

Use the planning boxes below to plan your answer.

Te wā me te wāhi? Setting – when and where?

Ko wai mā ngā tāngata? People – who?

He aha te tino kaupapa? Plot/problem/main theme – what?

He aha ngā mahi? Events – what?

Kohinga kupu/kīanga/rerenga kōrero – collection of vocabulary/phrases/sentences

NCEA PRACTICE EXAMINATION TE REO MĀORI 2.4 AS91287

Assessment Schedule for the Kaiako and Ākonga Te Reo Māori 2.4 AS91287 Tuhi i te reo o te ao torotoro

Taunakitanga

Paetae	Kaiaka	Kairangi
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"> Ka whakaputa tuhinga e hāngai ana ki te kaupapa Ka whakatakoto whakaaro Ka mārama te ia o te tuhinga. 	<ul style="list-style-type: none"> Ka whakaara i ngā whakaaro Ka mārama te tuhinga 	<ul style="list-style-type: none"> Ka whakaniko i ngā whakaaro Ka rere te tuhinga Ka tutuki te pūtake o te tuhinga.

Whakawākanga

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.

KIW 0 – Kāore he aha noa iho

Whakataunga

	Kāore i whiwhi	Paetae	Kaiaka	Kairangi
Ngā tātau	0 – 2	3 – 4	5 – 6	7 - 8