



# Programme Guidance for the suite of New Zealand Qualifications in Te Reo

## Te Pōkaitahi Reo (Rumaki) (Te Kaupae 5) [Ref: 3047]

Ngā hua o te tohu	He Tohutohu Hōtaka
<b>Ko tōna tikanga me whakauru ki ngā hōtaka ngā aronga matua o ia hua e whai ake nei kia puta mai ai he kaikōrero i te reo e matawhānuī ana:</b>	
<p>1 Whakamahi i ngā kupu, i ngā hanganga wetereo me ngā pūkenga rehe ki tōna taumata tiketike i te whānuitanga o ngā horopaki e taunga nei te ākongā, o ngā horopaki hoki e tauhou ana ki a ia mā roto atu i ngā mātāpono hei tohu i te mana tangata.</p> <p>15 ngā whiwhinga</p>	<p><b>Te Kōrero:</b></p> <ul style="list-style-type: none"><li>– kia rere noa ai e pai ai tana whakawhiti i te kōrero, i te ariā me te whakaaro i roto i tētahi kōrerorero roa e pā ana ki te whānuitanga o ngā kaupapa e taunga nei te ākongā, o ngā kaupapa hoki e tauhou ana ki a ia</li><li>– me te whakarite whakawhitinga kōrero i te whānuitanga o ngā horopaki ōkawa me ngā horopaki ōpaki</li><li>– kia mārama ai ki te manawataki, ki te mita, ki te whakahua, ki ngā kupu me te takoto o te reo ā-whānau, ā-hapū, ā-iwi, ā-hapori hoki.</li></ul> <p><b>Te Whakarongo:</b></p> <ul style="list-style-type: none"><li>– ki ngā ariā matua o ngā kōrero matatini ā-waha mō ngā kaupapa e taunga nei te ākongā, mō ngā kaupapa hoki e tauhou ana ki a ia</li><li>– ki te whānuitanga o ngā kīrehu me ngā kīwaha</li></ul> <p><b>Te Tuhituhi:</b></p> <ul style="list-style-type: none"><li>– kōrero roa kua whakanikotia, kua tika te whakatakoto, e mārama ana, e hāngai ana hoki ki te hunga pānuī me te pūtake</li><li>– kia pai ai te kōtuitui me te aromātai i ngā kōrero me ngā tautohe a ētahi atu i te whānuitanga o ngā tuhinga kua tohua</li><li>– kia kitea ai te āhua matatau tonu o te ākongā ki te wetewete i te reo</li></ul> <p><b>Te Pānuī:</b></p> <ul style="list-style-type: none"><li>– i ngā tuhinga matatini mō ngā kaupapa e taunga nei te ākongā, mō ngā kaupapa hoki e tauhou ana ki a ia</li><li>– me te tere mātai i ngā tuhinga mō ngā kaupapa whaitake e pai ai te tūhura i ngā kōrero e hāngai ana</li><li>– ki te whakarāpopoto, ki te kōtuitui hoki i ngā kōrero i te whānuitanga o ngā tuhinga mō tētahi take kua āta tohua.</li></ul>
<p>2 Kawe i te teiteitanga o te reo me ngā kīanga, i ōna wā e tika ana, kia pai ai te whakaatu i te whānuī o te mōhio ki ōna hononga ki te whenua me te taiao, ki ngā wāhi, ki ngā tāngata, ki ngā tāhuhu kōrero me ngā pūrākau rongonui, tae atu ki ngā pēpeha me ngā kīwaha o te rohe i te whānuitanga o ngā horopaki e taunga nei te ākongā, o ngā horopaki hoki e tauhou ana ki a ia, hei whakaputanga i te mana whenua.</p> <p>15 ngā whiwhinga</p>	
<p>3 Whakamahi i ngā pūkenga rehe ki tōna taumata tiketike, kia pai ai tana tū takitahi ki te whakawhiti kōrero me te whakamahi i te reo kia auaha ai i ngā horopaki e taunga nei ia, i ētahi horopaki hoki kāore e pērā rawa ana tana taunga, ā, ki te whakatairanga anō hoki i te whakamahinga me te whanaketanga o te reo ma roto atu i tana whakaaronui ki te mana o te reo, hei tohu i te mana reo.</p> <p>15 ngā whiwhinga</p>	

4	<p>Whai i ngā tikanga e pai ai tana ārahi i ngā mahi i ngā horopaki e taunga nei ia, i ētahi horopaki hoki kāore e pērā rawa ana tana taunga mā roto atu i ngā mātāpono hei tohu i te mana ao tūroa.</p> <p>15 ngā whiwhinga</p>	
---	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Qualification outcomes	Programme guidance
<p><b>Programmes should include the following key focus areas of each outcome to ensure a well-rounded speaker of te reo:</b></p>	
<p>1 Use te reo vocabulary, grammatical structures, and technical skills at an advanced level in a range of familiar and unfamiliar settings as an expression of mana tangata.</p> <p>15 Credits</p>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- with fluency to communicate information, ideas and thoughts in extended discourse on a range of familiar and unfamiliar topics</li> <li>- to manage interactions in a range of formal and informal settings</li> <li>- to acknowledge the rhythm, intonation, pronunciation, vocabulary, and sentence structures of the local hapū, iwi/Māori community</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- to the main ideas of complex spoken texts on both familiar and unfamiliar topics</li> <li>- to a range of idiomatic and colloquial expressions</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- comprehensive texts to gain understanding on familiar and unfamiliar topics</li> <li>- to scan through texts on topic of interest to locate relevant detail</li> <li>- to summarise and synthesise information across a range of texts for a specific purpose</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- extended, crafted, logically structured, coherent texts appropriate to audience and purpose</li> <li>- synthesise and evaluate information and arguments from a range of sources for a specific purpose</li> <li>- demonstrate a relatively high degree of grammatical control.</li> </ul>
<p>2 Use advanced language and expressions independently to show a broad understanding of own connections to the land and the environment, prominent places, people, histories and stories, and local proverbs and colloquial sayings in a range of familiar and unfamiliar settings as an expression of mana whenua.</p> <p>15 Credits</p>	
<p>3 Apply advanced-level technical skills, to independently communicate and use te reo creatively in familiar and some unfamiliar contexts, and promote the use and development of te reo, as an expression of mana reo.</p> <p>15 Credits</p>	
<p>4 Demonstrate observance of tikanga to independently lead tasks in familiar, and some unfamiliar contexts, as an expression of mana ao tūroa.</p> <p>15 Credits</p>	