

Paerewa Paetae

Aronga Te Reo Māori 1.2

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

Kaupae 1 Whiwhinga 5 Aromatawai Ā-roto

Marau akoranga Reo Māori

Kokonga akoranga Te Reo Māori

Mana rēhita Kua rēhitatia Te rā i mana ai Hakihea 2023

Te rā e arotakengia ai Hakihea 2028 Te rā i puta ai Hakihea 2023

Te Whāinga

Ka āhei te ākongā ki te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo.

Paearu Paetae

Paetae	Kaiaka	Kairangi
Ka whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo.	Ka whakapuaki whakaaro, i runga i te māia, e pā ana ki tētahi horopaki e ora nei te reo.	Ka whakapuaki whakaaro, i runga i te autaiā, e pā ana ki tētahi horopaki e ora nei te reo.

Kōrero Āpiti

- 1 *Ka whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo, mā te:*
- whakamahi i te reo hei whakapuaki i ngā pārongo, i ngā ariā me ngā whakaaro e pā ana ki te horopaki
 - whakahāngai ki ngā tūāhuatanga, ki ngā wheako rānei o mua, o nāiane hoki.
 - whakawhiti whakaaro kia mārama tonu ahakoa ngā hapa.

Ka whakapuaki whakaaro, i runga i te māia, e pā ana ki tētahi horopaki e ora nei te reo, mā te:

- whakamahi i ngā āhuatanga huhua o te reo
- whakawhanake i ētahi āhuatanga o ngā pārongo, o ngā ariā me ngā whakaaro kua whakapuakina
- whakawhiti whakaaro, ā, kāore e nui ana te whakapōreareahia e te hapa.

Ka whakapuaki whakaaro, i runga i te autāia, e pā ana ki tētahi horopaki e ora nei te reo, mā te:

- whakamahi i ngā āhuetanga huhua o te reo, kia angitu
- tūhono i ngā pārongo, i ngā ariā me ngā whakaaro
- whakawhiti whakaaro, ā, kāore e whakapōreareahia ana e te hapa.

2 Ko *te reo*, ko ngā kupu, ko ngā whakatakotoranga o te reo me ngā nuka reo e āhei ai te whakapuaki i ngā pārongo, i ngā ariā me ngā whakaaro e pā ana ki ngā tūāhuetanga, me ngā wheako e hāngai ana ki te ākongā me t/ōna ahurea, tuakiri anō hoki.

Ko te whakamahi i *te huhua o te reo*, ko te whakaatu i ngā āhuetanga maha o te reo.

Hei tauira:

- ko te whānui o ngā kupu
- ko ngā nuka reo me ngā whakatakotoranga rerekē
- ko ngā āheinga reo rerekē e hāngai ana ki te horopaki (hei tauira, ko te whakamārama ngāwari, ko te whakaraupapa i ngā tūāhuetanga, ko te whakaatu i te take).

Ko te whakamahi i te huhua o te reo, kia angitu, ko te auau o te whakatauirā i te kōunga o te reo e hāngai ana ki te taumata me te horopaki kua kōwhiria.

Hei tauira:

- ko te tika o te reo mō te nuinga o ngā mahi
- ko te pai me te huhua o ngā kupu me ngā whakatakotoranga kua āta kōwhiria.
- ko te kōwhiri tika i ngā nuka reo i ngā wā e tika ana, ā, e hāngai pū ana ki te horopaki, e whakaū ana hoki i te tikanga o ngā kōrero.

3 *Ka ngā nuka reo*, e hāngai ana ki ngā wāhanga, ki ngā āhuetanga rānei o te reo Māori, ina koa ki te reo me te horopaki o te whakawhitiwhiti whakaaro

Hei tauira:

- kīwaha
- pepeha, whakataukī.

4 Ko *te tūhono i ngā pārongo, i ngā ariā me ngā whakaaro*, ko te:

- kōtuitui i ngā pārongo, i ngā ariā me ngā whakaaro i roto i ngā take kua whakapuakina mō te roanga o te mahi, kia whaihua
- whakaatu i te rere arotau, i te hāngai o te raupapatanga rānei, i te momo horopaki kua kōwhiria.

5 Ko *te ora o te reo* ko ngā tūāhuetanga, ko ngā wheako rānei nō roto mai i te horopaki ahurea Māori e hāngai ana ki te ora o te reo me te whakarauora i te reo.

Ko ētahi tauira o te ora o te reo ko:

- Te Petihana Reo Māori me ngā mahi whakarauora i te reo
- te whai wāhi atu ki te kapa haka
- he tangata e kaha ana ki te whakaora i te reo Māori
- Te Wiki o te Reo Māori.

- 6 Ko ngā *hapa*, koia ko ngā pakewa e whai pānga ana ki te whakawhitinga pai o te kōrero, ki te mārama rānei o te kōrero.

Hei tauira, ko:

- te kōwhiringa o ngā kupu
- ngā whakatakotoranga
- te whakahua, te tātaki kupu rānei.

- 7 Kōrero Āpiti Whānui

I tōna tikanga he aromatawai tēnei paerewa paetae hei whakamātau i ngā ākonga e ako tonu nei i te reo Māori. Ko te taumata e whakaahuatia ana he mea whakarite mā te hunga kātahi anō ka kuhu ki te ako ōkawa nei i te reo i te Tau 9 me te Tau 10 o te kura tuarua.

I ahu mai tēnei paerewa paetae i *The New Zealand Curriculum (NZC)*, Te Pou Taki Kōrero, Te Tāhuhu o te Mātauranga, 2007, me ngā whāinga i te Taumata 6 o *Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki*.

Kōrero Whakakapinga

I whakakapingia ngā paerewa 91085-91089 e ngā paerewa 92092-92095.

Tātari Kounga

- 1 Me mātua whakamana ngā Kaituku Akoranga me ngā Whakahaere Whakangungu Ahumahi e te Mana Tohu Mātauranga o Aotearoa ka rēhita ai i ngā hua ka puta mai i ngā aromatawai ki ngā paerewa paetae.
- 2 Ko ngā Kaituku Akoranga me ngā Whakahaere Whakangungu Ahumahi kua mana, ā, e aromatawai ana i ā rātou hōtaka ki ngā paerewa paetae, me uru rātou ki ngā pūnaha whakaōrite e tika ana mō aua paerewa paetae.

Ko te tohutoro ki te Mahere Whakamana, Whakaōritenga hoki

0233

Achievement Standard

Subject Reference	Te Reo Māori 1.2		
Title	Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo		
Level	1	Credits	5
		Assessment	Internal
Subfield	Reo Māori		
Domain	Te Reo Māori		
Status	Registered	Status date	December 2023
Planned review date	December 2028	Date version published	December 2023

Purpose

Students are able to communicate in te reo Māori in relation to a language vitality context.

Achievement Criteria

Achieved	Merit	Excellence
Communicate in te reo Māori in relation to a language vitality context.	Communicate capably in te reo Māori in relation to a language vitality context.	Communicate skilfully in te reo Māori in relation to a language vitality context.

Explanatory Notes

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

Communicate capably in te reo Māori in relation to a language vitality 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 te reo Māori in relation to a language vitality context involves:

- using a range of language successfully
- connecting information, ideas, and opinions cohesively
- achieving communication that is not hindered by errors.

- 2 *Language* refers to vocabulary, formulaic expressions, and sentence structures that are used to share information, ideas, and opinions in relation to events, or experiences relevant to the student and the student's culture(s) and identities.

A range of language refers to showing evidence of variety in language use.

Examples include:

- breadth in vocabulary use
- using different language features and sentence types
- coverage of different communicative functions appropriate to the context (for example, simple description, sequencing of events, giving reasons).

Using a range of language successfully involves demonstrating consistent mastery of quality language appropriate to the level and chosen context.

Examples include:

- generally accurate production of language overall
- well-chosen and varied vocabulary and structures
- skilful selection of language features that are pertinent to the context and strengthen the expression of meaning.

- 3 *Language features* refer to elements or characteristics of te reo Māori, particularly those that relate to the language and the context of communication, that convey meaning.

Examples include:

- colloquial expressions (kīwaha)
- pepeha and whakataukī.

- 4 *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.

- 5 *Language vitality context* refers to events or experiences within a Māori cultural context that relate to the health or promotion of the Māori language.

Examples of language vitality contexts include:

- the Māori Language Petition and the revitalisation of te reo Māori
- participating in kapa haka
- the work of a Māori language champion within their community
- Māori Language Week.

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

Examples include:

- word choice
- sentence structure
- pronunciation or spelling.

- 7 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.
- 8 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 and 92095 replaced 91085-91089.

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
