

## Paerewa Paetae

**Aronga** Te Reo Māori 1.4

**Ingoa** Te tuhi e pā ana ki tētahi horopaki e taunga ana

**Kaupae** 1 **Whiwhinga** 5 **Aromatawai** Ā-waho

**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 2030 **Te rā i puta ai** Hakihea 2025

## Te Whāinga

Ka āhei te ākongā ki te tuhi e pā ana ki tētahi horopaki e taunga ana ia.

## Paearu Paetae

Paetae	Kaiaka	Kairangi
Ka tuhi e pā ana ki tētahi horopaki e taunga ana.	Ka tuhi, i runga i te māia, e pā ana ki tētahi horopaki e taunga ana.	Ka tuhi, i runga i te autaia, e pā ana ki tētahi horopaki e taunga ana.

## Kōrero Āpiti

1 *Ka tuhi e pā ana ki tētahi horopaki e taunga ana ia, mā roto mai i te:*

- whakamahi i te reo hei whakapuaki i ngā pārongo, i ngā ariā me ngā whakaaro e hāngai ana
- whakahāngai ki ngā kaupapa, ki ngā wheako rānei o mua, o nāianei hoki
- whakawhiti whakaaro, kia mārama tonu, ahakoa ngā hapa iti.

*Ka tuhi, i runga i te māia, e pā ana ki tētahi horopaki e taunga ana ia, mā roto mai i te:*

- whakamahi i ngā āhuatanga huhua o te reo
- whakawhanake i ngā 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 tuhi, i runga i te autaiā, e pā ana ki tētahi horopaki e taunga ana ia, mā roto mai i te:*

- whakamahi i te huhua o te reo hei whakaniko i te tuhinga, kia angitu
- āta 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 wāhanga me ngā āhuatanga o te reo tuhi e āhei ai te whakapuaki whakaaro me te whakaatu tikanga e hāngai ana ki tēnei taumata me te horopaki kua kōwhiria. Hei tauira, ko ngā kupu me ngā whakatakotoranga o te reo, ko te tātaki kupu me te kārawarawa.

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

Hei tauira:

- ko te whānui o ngā kupu
- ko ngā whakatakotoranga rerekē
- ko te whakamahi i ngā āheinga reo e hāngai pū ana ki te horopaki (hei tauira, ko te whakamārama ngāwari, ko ngā tohutohu, ko te whakaraupapa kōrero, aha atu rānei).

Ko te *whakamahi i te huhua o te reo hei whakaniko i te tuhinga, kia angitu*, ko te auau o te whakatauirā i te kounga 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 te tuhinga
- ko te huhua o ngā kupu me ngā kīanga kua āta kōwhiria e pārekareka ake ai te tuhinga
- ko te whakamahi tika i ngā whakatakotoranga o te reo.

- 3 Ka 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 arotāu, i te hāngai o te raupapatangata rānei, i te momo horopaki kua kōwhiria.

- 4 Ko *tētahi horopaki e taunga ana ia* ko ngā horopaki ōkawa, ōpaki hoki, e rite tonu nei te toroa e ngā ākongā, tae atu ki ngā horopaki o te whānau, o te hāpori pātata anō hoki (kura, marae, kapa hākinakina, aha atu rānei), ki ngā wheako, ngā kaupapa rānei, o nāianeī me te wā anō kua hipa.

- 5 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 tātaki kupu, te kārawarawa rānei.

## 6 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*.

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**Kōrero Whakakapinga**

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

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**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

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## Achievement Standard

<b>Subject Reference</b>	Te Reo Māori 1.4		
<b>Title</b>	Te tuhi e pā ana ki tētahi horopaki e taunga ana.		
<b>Level</b>	1	<b>Credits</b>	5
		<b>Assessment</b>	External
<b>Subfield</b>	Reo Māori		
<b>Domain</b>	Te Reo Māori		
<b>Status</b>	Registered	<b>Status date</b>	December 2023
<b>Planned review date</b>	December 2030	<b>Date version published</b>	December 2025

### Purpose

Students will communicate in written reo Māori relating to a familiar context.

### Achievement Criteria

Achieved	Merit	Excellence
Communicate in written reo Māori relating to a familiar context.	Communicate capably in written reo Māori relating to a familiar context.	Communicate skilfully in written reo Māori relating to a familiar context.

### Explanatory Notes

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

*Communicate capably in written reo Māori relating to a familiar 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 written reo Māori relating to a familiar context* involves:

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

- 2 *Language* refers to the elements and characteristics of written reo Māori that enable communication and convey meaning appropriate to this level and the chosen context. Examples include vocabulary, sentence structure, spelling and punctuation.

Using *a range of language* refers to showing evidence of variety in written language use.

Examples include:

- breadth in vocabulary use
- using different sentence patterns
- coverage of different communicative functions appropriate to the context (for example, simple description, instructions, sequencing, etc).

*Using a range of language successfully to enhance communication* refers to demonstrating consistent mastery of quality written language appropriate to the level and chosen context.

Examples include:

- generally accurate production of language overall
- well-chosen and varied vocabulary and expressions which add interest
- controlled use of reo Māori sentence patterns.

- 3 *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.

- 4 A *familiar context* can be formal and informal contexts that students engage with regularly. This includes family and immediate community settings (school, marae, sports teams etc) and experiences and events present or past.

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

Examples include:

- word choice
- sentence structure
- spelling or punctuation.

- 6 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.

- 7 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*.

**Replacement Information**

This achievement standard and 92092-92094 replaced 91085-91089.

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**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

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