

SUPERVISOR'S USE ONLY

English translation
of this cover on the
back page

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91287



Tuhia he 'X' i te pouaka nei (☒) ki te
KORE koe e tuhi ana i tēnei pukapuka

+



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Kaupae 2 Te Reo Māori 2025

91287 Tuhi i te reo o te ao torotoro

Ngā Whiwhinga: E ono

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.

Tirohia mēnā e rite ana te Tau Ākonga ā-Motu (NSN) kei runga i tō puka whakauru ki te tau kei runga i tēnei whārangi.

Me whakaputa he tuhinga ki te reo Māori mō TĒTAHI kaupapa i tēnei pukapuka.

Tirohia mēnā e tika ana te raupapatanga o ngā whārangi 2–11, kei roto i tēnei pukapuka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

Kaua e tuhi kupu ki roto i te rauponga whakarare (|||) i waenganui i ngā whārangi, ka tapahia ēnei wāhanga.

HOATU TE PUKAPUKA NEI KI TE KAIWHAKAHAERE Ā TE MUTUNGA O TE WHAKAMĀTAUTAU.

E tika ana kia wātea mai te whārangi nei, ā, ka haere tonu te whakamātautau i te whārangi e whai ake ana.

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The assessment continues on the following page.***

NGĀ TOHUTOHU / INSTRUCTIONS

Kotahi te tuinga hei whakaoti māu i **te reo Māori** e pā ana ki **TĒTAHI** o ngā kaupapa kei ngā whārangi 4 me te 5.

- Me tuhi koe kia **250 kupu** neke atu rānei.
- Whakamahia te mahere whakaaro kei te whārangi 6.
- Kia maha tonu, ā, kia whānui anō hoki ngā momo kupu me ngā momo hanga kōrero.
- Whakaurua atu ōu ake whakaaro, āu ake kaupapa kōrero, kaupapa taunaki rānei.

*Produce a piece of writing in **te reo Māori** in response to **ONE** of the topics on pages 4 and 5.*

- *Write at least **250 words**.*
- *Use the planning space on page 6 to map out your ideas.*
- *Include a wide range of vocabulary and language structures.*
- *Include your own thoughts, ideas, or opinions.*

KAUPAPA/ TOPICS (Tīpakohia **TĒTAHI**/Choose **ONE**)**1. He Take Hapori / A Community Issue**

He maha ngā take hapori e whai pānga ana ki te iwi Māori. Arā, ko ngā take taiao, ko ngā take hauora, ko ngā take whai kāinga, ko ngā take tōrangapū, ko te reo Māori me ōna tikanga, aha atu, aha atu. Tēnā, whiriwhiria tētahi take hapori kua rangahaua e koe, kua pānuhia rānei e koe i tēnei tau hei kaupapa tuhinga roa māu.

There are many community issues that affect te iwi Māori such as environmental issues, health issues, housing issues, political issues, te reo Māori me ōna tikanga, and so forth. Write an essay about a community issue that you have researched or read about this year.

2. Te Hīkoi mō te Whenua 1975 / The 1975 Land March

E rima tekau tau ki muri i whakahaerehia te Hīkoi mō te Whenua 1975 e Te Rōpū Matakite. I tīmata tēnei hīkoi i Te Hāpua, ā, i mutu tēnei hīkoi ki Te Whare Paremata, ki Te Whanganui-a-Tara. Nā Whina Cooper tēnei hīkoi i ārahi, koia hoki tētahi o ngā māngai, ngā pūkōrero o tēnei kaupapa. Arā noa atu te maha o ngā hīkoi pēnei, i ngā momo mautohe pēnei kua kitea mai i taua wā ā mohoa noa nei. Tēnā, whiriwhiria tētahi kaupapa mautohe i tū ai i Aotearoa nei hei kaupapa tuhinga roa māu. Matapakihia ōna āhuetanga, ōna ritenga, ngā take, me ngā hua i puta mai ai i te kaupapa.

Fifty years ago, Te Rōpū Matakite organised the 1975 Land March. This march started in Te Hāpua, and it finished at Parliament Building, in Wellington. Dame Whina Cooper led this march, she was also one of the leaders and spokespersons for it. We have seen many more marches, and many more protests like it since. Choose a protest that has occurred here in Aotearoa New Zealand as a topic for your essay. Discuss its features, its characteristics, its reasons and purposes and, as a result, what came out of the protest.

3. Taku Hautipua / My Idol

Whakaarohia tētahi tuahangata, tētahi tuawahine rānei i tōu hapori hei kaupapa tuhinga roa māu. Matapakihia mai tētahi kōrero mōna, arā ko āna mahi, ko ōna whanonga pono, ko ngā pānga me ngā hononga ki ngā hapori.

Think about a community hero or heroine as a topic for your essay. Outline their biographical information, their values, their achievements, their service to the community, and examples of the positive difference they have made, and impact they have had on the community.

4. Tōku Reo, Tōku Ohooho / My Language, My Treasure

Āta whakaritehia tētahi akoranga whakawhanake reo Māori mō tōu whānau, mō tōu marae rānei. Ka mutu, whakaraupapahia kia rima ngā pikinga i tēnei akoranga. Āta wetewetehia mai ngā rautaki ka whāia, ā, whakamāramahia mai hoki ngā mahi me ngā rauemi e piki ai te reo o tōu whānau, o tōu marae rānei.

Plan out a five-step te reo Māori development programme for your whānau or marae. Discuss strategies your whānau or marae will take at each step and the resources used to develop te reo Māori being spoken more by your whanau, or your marae.

5. Te Rōpū Manukura 2026 / Student Leadership Team 2026

Kei te hiahia koe kia tū hei manukura mō tōu kura ā tērā tau. Tēnā, tuhia mai tētahi reta ki te Tumuaki o tōu kura. Whakatakotoria tōu tono, ā, tāpirihia hoki ōu pukenga whaitake, ōu whanonga pono, ōu tino runaruna, ōu hākinakina, me āu mahi hei painga mō tāngata kē atu.

You would like to be part of your school's student leadership team next year. Write a letter to your school Principal explaining why you would be a good member of the student leadership team for 2026. As part of your letter, discuss your relevant skills, your values as a person, your hobbies and pastimes, your favourite sports, and your work that has benefitted others.

6. Taku Tino Titonga / My Favourite Composition

Whiriwhirihia tētahi haka, tētahi waiata rānei e mōhio nei koe hei kaupapa tuhinga roa māu. Whakamāramahia mai ngā kōrero i roto i taua titonga. Nā wai i tito? He aha te pūtake o tēnei titonga? Hei aha tēnei titonga? Mā wai tēnei titonga?

Choose a favourite haka or waiata as a topic for your essay and describe the depth of meaning contained within the lyrics. Who composed it? What is the composition about? What is the purpose of the composition? Who is this composition intended for?

MAHERE WHAKAARO / PLANNING

(**Kāore** tēnei mahere whakaaro e mākahia / *This planning space will **not** be marked*)

Whakaraupapahia ō whakaaro auaha ki tēnei pouaka.
Use this space to brainstorm your ideas.

Whakaritea āu tuhinga ki ngā pouaka ki raro nei.
Use the spaces below to plan your answer.

Tīmatanga / *Introduction*

He whakaaro / *Ideas*

Whakamutunga / *Conclusion*



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Te Reo Māori 2025

91287 Tuhi i te reo Māori o te ao torotoro

Credits: Six

91287

Achievement	Achievement with Merit	Achievement with Excellence
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.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should produce a piece of writing in te reo Māori on ONE of the topics in this booklet.

Check that this booklet has pages 2–11 in the correct order and that none of these pages is blank.

Do not write in any rauponga whakarare (|||). This area may be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.