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91088



**NZQA**

NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

## Level 1 Te Reo Māori, 2015

91088 Tuhi i te reo o tōna ao

2.00 p.m. Wednesday 11 November 2015

Credits: Six

Paetae	Kaiaka	Kairangi
Tuhi i te reo o tōna ao.	Tuhi kia whai kiko i te reo o tōna ao.	Tuhi kia whai hua i te reo o tōna ao.

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 an essay in te reo Māori on ONE chosen topic.**

If you need more room for any answer, use the extra space provided at the back of this booklet.

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

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

**Not Achieved**

**TOTAL**

**1**

ASSESSOR'S USE ONLY

## INSTRUCTIONS

Produce an essay on ONE topic in **te reo Māori only**. You **must** select a topic from those listed in this examination booklet.

Note the following guidelines:

- Your essay should be carefully set out, so it is easy to follow and read.
- Carefully read the requirements of each topic before starting.
- Describe and explain all ideas in relation to the topic you have chosen.
- Check your spelling and grammar.
- The minimum length of writing required is 150 words.

Choose ONE of the three topics that are presented on pages 3–5.

Use the planning boxes on page 6 to map out your ideas.

Start your essay on page 7.

**EITHER:****Topic One – At school**

Write an **instructional** piece of writing in **te reo Māori** describing the important information a new student to your school would need to know.

You may choose to include the following instructions:

- location of important places, e.g. school hall, classrooms, gym, canteen, etc
- daily/weekly timetable, e.g. 8.30 a.m. – school begins, etc
- the rules of your school, e.g. correct uniform, equipment needed, etc
- information about activities, e.g. sports, kapa haka, etc.

**Kaupapa Tuatahi – Kei te kura**

Tuhia tētahi kōrero **tohutohu** i **te reo Māori** e whakamārama ana i ngā mea matua me mōhio tētahi tauira hou ki tō kura.

Kei a koe te tikanga ki te whai i ngā tauira e whai ake nei:

- ngā wāhi e tū ai ngā whare hiranga, arā, ko te hōro, ko ngā akomanga, ko te whare hākinakina, ko te toa kai, te mea, te mea
- ngā whakaritenga o te rā/wiki. Hei tauira – 8.30 i te ata ka tīmata te kura
- ngā ture o tō kura, arā ko ngā kākahu ōrite tika, ko ngā taputapu, aha atu, aha atu
- he mōhio tangata mō ngā momo mahi, arā ko ngā hākinakina, ko te kapa haka, te mea, te mea.

**OR:**

**Topic Two – At home**

Write a **conversation** in **te reo Māori** that you might have with a visitor to your home.

In your discussion, you may choose to talk about:

- information about yourself, e.g. school, sports, interests, etc
- the layout and other features of your home
- household chores and routines
- places of interest close to your home, e.g. playground, shops, river, farm, etc
- overall thoughts/feelings about your family and home
- questions about the visitor's family and home.

**Kaupapa Tuarua – Kei te kāinga**

Tuhia he **kōrerorero** ki roto i **te reo Māori** i waenganui i a kōrua ko tētahi manuhiri ki tō kāinga.

Ki roto i tō kōrua matapakitanga, kei a koe te tikanga ki te kōrero mō:

- ngā mōhiotanga e pā ana ki a koe anō, arā ko te kura, ko ngā hākinakina, ko ō mahi kaingākau
- te hanga me ngā āhuatanga motuhake o tō kāinga
- ngā mahi whakapaipai me ngā whakaritenga ā-whare
- ngā wāhi e kaingākau ana ki a koe e tata ana ki tō kāinga, arā ko te papa tākaro, ko ngā toa, ko te awa, ko te pāmu, te aha atu rānei
- ngā whakaaro/kare ā-roto mō tō whānau me tō kāinga
- ngā pātai mō te whānau me te kāinga o tō manuhiri.

**OR:**

**Topic Three – The teenage world**

Write a **report** in **te reo Māori** giving feedback about an activity you have been involved with.

You might choose to write about:

- the type of activity, e.g. sports competition, kapa haka, camping, trip overseas, etc
- who was involved
- the location
- the cost
- your favourite part
- a problem that occurred
- how the activity can be improved
- overall impression of the activity.

**Kaupapa Tuatoru – Te ao taiohi**

Tuhia tētahi **pūrongo** ki roto i **te reo Māori** e tātari ana i tētahi mahi i whai wāhi ai koe.

He whakaaro pea hei tuhinga māu:

- te momo mahi, arā ko te whakataetae hākinakina, ko te kapa haka, ko te noho hōpuni, ko tētahi haerenga ki tāwahi, te aha atu rānei
- ko wai mā i whai wāhi ki te mahi
- te wāhi
- te utu
- te wāhanga pai rawa atu o taua mahi
- tētahi raru i puta mai
- he whakaaro hei whakapai ake i te mahi
- ngā whakaaro whakamutunga mō te mahi.

## MAHERE WHAKAARO PLANNING

Whakaraupapa haeretia ō whakaaro auaha ki tēnei pouaka.  
Use the box below to brainstorm your answer.

Whakarite haeretia ō tuhinga ki ngā pouaka ki raro nei.  
Use the planning boxes below to plan your answer.

He aha te wā me te wāhi?  
Setting – when and where?

  
  

Ko wai ngā tāngata? He aha ā rātou mahi?  
People – who? What are they doing?

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

  
  

He aha ngā mahi?  
Events – what?

Ko ngā kupu me ngā rerenga matua:  
Key vocabulary and structures:

Kaupapa/Topic: \_\_\_\_\_

ASSESSOR'S  
USE ONLYTuhia i te reo Māori anake.  
Write in te reo Māori only.

Tena koe, nau mai haere mai. Ko Dylan Pateriki Olson  
 toku ingoa, ko Bronwyn Olson toku mema, ko Adrian  
 Pateriki Olson toku papa. He pai ~~ka~~ nga hakinakina,  
 waiata, karikani me e korero ana. Ka takaro au  
 i te whutupo. Ka takaro Jb8 wbls ahau. E  
 takaro ana tuawhita. I tumanako takaro i te #XV  
 wbls. I haere au ko nga tamata o whangarei te  
 kura. He pai te kura, ahakoa ~~taurua~~ te kura  
 tawhito he pai ki hakinakina. Tino aroha i te whanau.  
 He pai e haere ana ~~te~~ ki te toane, me ~~te~~ <sup>nga</sup> hokohoko.

KW1

<b>Not Achieved exemplar for 91088 2015</b>		<b>Total score</b>	<b>1</b>
<b>Topic</b>	<b>Annotation</b>		
?	<p>This candidate has not indicated which topic they have chosen, but attempts to introduce some ideas that applicable to all three. However, very few details are given and the topic is underdeveloped.</p> <p>There are a number of errors in the grammatical construction of the sentences, and other than the personal information, the majority of the writing is incomprehensible. The level of language is very basic and is of a limited range.</p> <p>Writing conventions are not used. The candidate left after 45mins, and they wrote less than the minimum requirement of 150 words.</p> <p>Overall grade is Not Achieved (Low). This candidate has not completed the task to an acceptable level to achieve.</p>		