

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

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91088



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, 2016

91088 Tuhi i te reo o tōna ao

2.00 p.m. Tuesday 22 November 2016
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– 8 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.

Paetae

TOTAL

4

ASSESSOR'S USE ONLY

**MAHERE WHAKAARO
PLANNING**

ASSESSOR'S
USE ONLY

Whakaraupapahia ngā kiwaha ngā whakatauki ki tēnei pouaka.
Use the box below to brainstorm your ideas.

~~1.1~~
Rotowā netball club for a funday of netball
\$20 per team, all money goes to the homeless
there will be free food for players

Whakaritea āu tuhinga ki ngā pouaka ki raro nei.
Use the boxes below to plan your response.

Timatanga
Introduction

- He whakaaro
Ideas
- 1.
 - 2.
 - 3.

Whakamutunga
Conclusion

Kaupapa/Topic: oneASSESSOR'S
USE ONLYTuhia i te reo Māori anake.
Write in te reo Māori only.

Kia ora, ko Hana tenei, mai te karapu o
 Netipōro Rotorua. Kei te karero āu ki a ^{karapu} ~~ka~~
 Rotoā nga te mea ka pirangi au ki te
 kite i a karapu i ngā kōti netipōro me
 he rā tūmeke ana. He ra ka tākaro
 koe i te netipōro, he \$10 kei mo nga tangata
 e takaro, he ra mo nga wharau, he ra mo
 nga hōa. ~~Kei~~ I tāmata ~~ka~~ i te nga kēmu
 i te haua mai i te wā o te rā tuatahi o
 Heveturikēka, ka mutungu i te 3 karapu i te
 rā a muri i te tuatahi o Heveturikēka.
 Mo nga tīma ~~ka~~ i ~~ka~~ pirangi ki te
 takaro ki roto i tenei ~~ka~~ he \$20 rua tekau
 tāra kōha, ka haere tekau tāra mai ia
 rua tekau tāra ki ngā tangata kōre he whaka,
 I nini koe i tenei "tournament" i nini koe
 he Takauwhi. Nō veika nau mai hāere mai
 ki ngā kōti, me kia ora mo tō mā.

P4

Achievement exemplar 2016

Subject:	Te Reo Māori	Standard:	91088	Total score:	04
Topic	Annotation				
1	<p>This candidate has read and understood the requirements of the task and has attempted to provide a descriptive piece about their club.</p> <p>An attempt has been made to use the planning page. The details listed were very basic.</p> <p>The language used is appropriate for describing things, as expected at level of 5 of the curriculum, although it is of a limited range. There are a number of simple errors in the grammatical construction of the sentences, and writing conventions.</p> <p>The genre of writing the task asked for was a short explanation for a newspaper advertising activities of the club. The candidate has included only a description about a 'fun day' that the club will be hosting and does not go into much detail. More linking to other information about the club would have enabled the candidate to achieve higher.</p> <p>Overall grade is Achievement (High). The candidate has produced some evidence that they are able to construct very basic sentence structures in a descriptive form to produce some of the required information. However, the ideas expressed are very simple and lack the development required for a higher level of achievement.</p>				

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Paetae

TOTAL

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ASSESSOR'S USE ONLY

MAHERE WHAKAARO PLANNING

ASSESSOR'S
USE ONLY

Whakaraupapahia ngā kiwaha ngā whakatauki ki tēnei pouaka.
Use the box below to brainstorm your ideas.

Taha meana, Wahi harikoa
Whanau,
Rangimarie, Haumaru.
Katakata, menemene, korero,

Whakaritea āu tuhinga ki ngā pouaka ki raro nei.
Use the boxes below to plan your response.

Timatanga
Introduction

Taku wahi ahuru mowai!!

He whakaaro
Ideas

1. Aku painga.
2. He aha te take koira taku wahi haumaru?
3. Nga mahi

Whakamutunga
Conclusion

AKU MOEMOEAI!

Kaupapa/Topic: Toku Ahurutanga

ASSESSOR'S
USE ONLY

Tuhia i te reo Māori anake.
Write in te reo Māori only.

Toku wahi ahuru mowai kei te taha moana.
E rongō ana i te harikoa, haumaru,
rangimarie, ano hoki te moana e patua i te
~~taha~~ oneone. Ko tenei taku wahi tino pumau
ki te manawa, ka whakakotahi tenei wahi i to
whanau kia katakata tahi, menemene tahi, me te
mea nui kia korororero mo nga mahi katoa o roto
i to pranga. He maha nga mahi e taed e koe
te mahi ki te taha o to whanau ranei ki to
tau ake taha, koira ko te hii ika, kaukau ki te
moana, takaro ki te oneone ki te taha a nga pakupaku,
me te mea nui ka pai to ra ahakoa te aha. Heoi
ano ko te moana papai rawa ki to matou
whanau ko Thornton, etahi wa ka haere ~~tatou~~
matou mo te kirihimete, a, ko te mea pai kei reira
he wahi e taed koe te noho ~~he memo~~ ki
~~tetahi~~ whare, engari he ahua paku etahi. Ko taku
tino whainga a te wa ka pakeke ake au kia
hoko whare tata ki te moana, a, pirangi hoki au
~~te hoki atu a te wa ka te whakatū~~ taku ake
whare ki reira hoki.

P4

Achievement exemplar 2016

Subject:	Te Reo Māori	Standard:	91088	Total score:	04
Topic	Annotation				
1	<p>The candidate has introduced several ideas that are applicable to the topic. They have included information about their favourite place and why they like it. However, the candidate has not adhered to the genre instructions of writing a conversation with a friend, which restricts them from achieving at a higher level.</p> <p>The planning page has been used successfully to identify the key themes of their response. It also demonstrates their ability to construct sentences as expected at level 5 of the curriculum.</p> <p>The genre of writing the task asked for a conversation with friend about their favourite place. The candidate has not followed this instruction, which has meant that although all of their discussion is relevant to the task and written well, they cannot achieve at a higher grade.</p> <p>Overall grade is Achievement (High). The candidate has shown that they are able to utilise basic sentence structures when describing something as evidence of the skills necessary to achieve. However, had the student followed instructions and provided a conversational piece, they may have achieved at a higher level.</p>				