



Kaupae 1 Te Reo Māori 2023

92094 Te whakaatu i te māramatanga ki te reo Māori me ōna mātāpono i tētahi horopaki e taunga ana

Whiwhinga: Ono

Kairangi/Excellence	Kaiaka/Merit	Paetae/Achieved
Demonstrate a comprehensive understanding of language accuracy.	Demonstrate a deep understanding of language accuracy.	Demonstrate an understanding of language accuracy.

TAUAROMAHI

No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

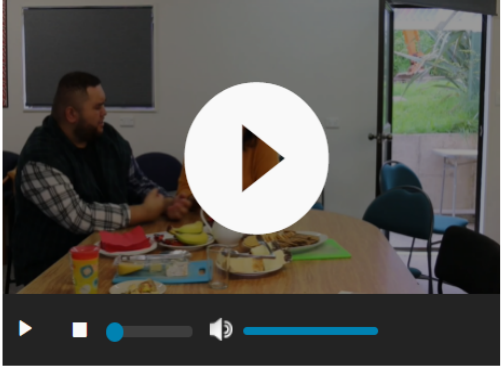
Tā te ākongā (Kairangi/Excellence)

NCEA Level 1 Te Reo Māori CAA, 2023 Standard 92094

HIGHLIGHT AND NOTES >	phooho	Inspirational
	Te āhua nei	It looks as though

VIDEO PLAYER

Te kōrero o Manu



LISTENING NOTES - THIS SECTION WILL NOT BE MARKED

Tōu whanau
Tōku whanau

whiwhi - fortune, luck
Hiahia - want, desire

Tau o tōku ate
ko poho kereru tōku matua ki a ia a
ko raua
e whiwhi tōku matua i tōna tamoko
Ko tōku kaihana - Manu's cousin
Te marae o tōku matua
tō matou iwi
Tana iramutu

47 WORDS

NCEA Level 1 Te Reo Māori CAA, 2023 Standard 92094

HIGHLIGHT AND NOTES >

You may like to consider the following:

- Compare and contrast the similarities and differences between phrases that use 'a / o';
- the reasons why the speaker has decided to use either 'a / o' when talking about people, places and objects;
- examples of language from the audio clip to support your response.

The speaker mostly uses 'o' to indicate relationships to people and places, although they do use 'a' for other relationships. Manu uses 'o' to show connections to elders, such as their matua, as shown in the sentence, "ko poho kereru tōku matua ki a ia a." The speaker also uses 'o' when referring to their father's marae, as a marae is a whakaruruhau, a shelter. 'O' is also used when she says, "e whiwhi tōku matua i tōna tāmoko." A tamoko is 'o' category because it is both a wāhanga and a whakarākei.

The speaker mostly uses 'a' and 'o' for relationships with people. She has a different connection to her parents as she does to cousins and irāmutu. The speaker's parents are in 'o' category, as they are an older generation and are whanaunga. However, a niece or a nephew, irāmutu, is a younger generation, and is therefore tautetanga and 'a' category. That is why the speaker says, "tāna irāmutu" instead of "tōna irāmutu." Her kaihana, however, is still "tōku kaihana" because cousins are of the same generation even if they are younger than her. These relationships are all to do with people, but the use of 'a' and 'o' in these examples depends on the whakapapa. Manu used 'tōku' and 'tāna' instead of the neutral versions, e.g. 'taku,' to make it clearer about the relationships to her and the subject.

233 WORDS

Tā te ākongā (Kairangi/Excellence)

NCEA Level 1 Te Reo Māori CAA, 2023

Standard
92094HIGHLIGHT
AND NOTES

SECTION 2 / WĀHANGA 2

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Read the text carefully. You can read the text as many times as you like.

Ā MURI I TE KURA

Ka mutu wawe te kura i te rā nei, nō reira ka haere a Te Rangi ki te kura tuatahi kia tikina tāna teina, kia hikoi tahi rāua ki tō rātou kāinga. Ko Hone tōna teina, e rima noa iho ōna tau. I te hiahia ia kia hoki tere atu ki te kāinga nā te mea koia nei tāna rā whānau, ā, i te ata nei i hoatu tōna māmā i tētahi taonga ki a ia. E hiahia ana ia ki te whakaatu tōna taonga ki tōna tuakana. I te taenga atu ki te kāinga ka haere tōtika a

Hone, ki tāna ruma, kia tikina ia i taua taonga. Hikaka katoa tōna ngākau kia whakaatu ki tōna tuakana engari ka whakarite a Te Rangi i te kai o te pō nā te mea, ka hoki tūreiti ō rāua mātua ki te kāinga. I te takiwā o te ono karaka hoki mai ai ō rāua mātua ki te kāinga, nō reira ka noho te whānau ki te kai, ā, kia whakanui i te rā whānau o Hone. Kātahi anō ka noho tahi a Te Rangi rāua ko Hone kia titiro ki tāna taonga.


The following examples have been taken from the text above. One of the examples is being used incorrectly in the text. (The examples are underlined for you in the text).

NCEA Level 1 Te Reo Māori CAA, 2023

Standard
92094HIGHLIGHT
AND NOTES

you may like to consider the following:

- the reasons why the use of 'a' and 'o' in this example is either correct or not correct;
- examples of language from the text to support your response;
- how you would fix the errors so use of 'a' and 'o' in the sentence is correct;
- discuss contexts where both 'a' and 'o' could be used to talk about the same object or person.

B I U      

There are many possible responses to this question, depending on what the treasure is. However I think "Tōna taonga" is **incorrect** in these sentences. This is because a taonga is an object, fitting in under the category Hangarau. Hangarau itself is under 'a' category, so the correct usage would be 'tāna taonga,' not 'tōna taonga.' We can see this in the text, where it says, "E hiahia ana ia ki te tōna taonga ki tōna tuakana." The younger sibling wants to show their older sibling their treasure. It says tōna tuakana because tuakana are of the same generation, even though they are older. However, for the taonga, the correct word is 'tāna' because treasures can be human-made. Correcting tōna to tāna, in the sentence I showed here, would fix this mistake. However, it does depend on the context. Tōna taonga could be correct in this story if the taonga was being worn, such as a pounamu. This would then make the taonga a whakarākei, an adornment, which is under the 'o' category. 'O' and 'A' could both be correct of the same object, if it was both hangarau, made by the creator (if they are the subject of the kōrero), and a whakarākei, an adornment. It would depend on what the context was to know what is correct. If the creator of the taonga was telling the story - if the younger sibling made the treasure - it would be 'a,' but if the taonga was a waka, a whakarākei, or a wāhi, it would change. In this particular instance, I believe the correct sentence would be "E hiahia ana ia ki te tāna taonga ki tōna tuakana."

275 WORDS

Kairangi/Excellence**Wāhanga Ako:** Te Reo Māori**Paerewa:** 92094**Total Score:** 08

Question	Marking Commentary
One	The ākonga showed a comprehensive understanding of the 'a' and 'o' categories. The ākonga were able to identify a range of examples from the text, using justifications to support their response. The ākonga were able to apply this knowledge over a range of contexts.

Tā te ākongā (Kaiaka/Merit)

NCEA Level 1 Te Reo Māori CAA, 2023

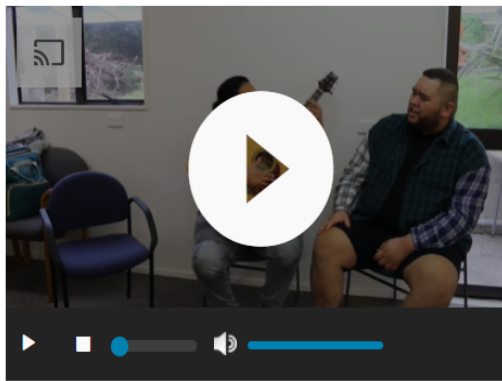
Standard 92094

HIGHLIGHT AND NOTES > **ka** / Glossary

Whakatā	Retirement
Kāore e taea e ōna kupu te ea	Her words could not express

VIDEO PLAYER

Te kōrero o Teina



LISTENING NOTES - THIS SECTION WILL NOT BE MARKED

B I U

o
 toku whare - lady in black top
 to matou whare-lady in black top
 toku kuia-lady in black top
 toku matua - lady in black top

a
 tana rorohiko-black top

28 WORDS

NCEA Level 1 Te Reo Māori CAA, 2023

Standard 92094

HIGHLIGHT AND NOTES >

TŪMAHI / TASK

Discuss how the speaker uses both 'a' and 'o' to indicate the different connections between people, places and objects from the audio clip. You should include quoted examples from the video.

You may like to consider the following:

- compare and contrast the similarities and differences between phrases that use 'a / o';
- the reasons why the speaker has decided to use either 'a / o' when talking about people, places and objects;
- examples of language from the audio clip to support your response.

B I U

in the text teina says toku whare . She said "Tōku whare" because it is a house which comes under the "O" specifically the whakaruruhau catergorey .
 later in the text teina says "Tāna rorohiko" . she said "Tāna rorohiko" because it is a laptop which comes under the "A" catergorey specifically hangarau.

49 WORDS / 15 RECOMMENDED

Tā te ākongā (Kaiaka/Merit)

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92094

49 WORDS / 15 RECOMMENDED

HIGHLIGHT
AND NOTES >

SECTION 2 / WĀHANGA 2

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Read the text carefully. You can read the text as many times as you like.

Ā MURI I TE KURA

Ka mutu wawe te kura i te rā nei, nō reira ka haere a Te Rangi ki te kura tuatahi kia tikina tāna teina, kia hikoi tahi rāua ki tō rātou kāinga. Ko Hone tōna teina, e rima noa iho ōna tau. I te taenga atu ki te kāinga ka haere tōtika a Hone, ki tōna ruma, ki te tākaro i āna taonga tākaro. Ko tōna motokā tāna tino taonga tākaro. Tākaro ai ia i taua motokā ia te rā. Ka mahi a Te Rangi i tāna mahi kāinga, kātahi ka whakarite ia i te kai o te pō nā te mea, ka hoki tūreiti ō rāua mātua ki te kāinga. I te takiwā o te ono karaka hoki mai ai ō rāua mātua ki te kāinga, ka mutu tō rāua pāpā i te kai o te pō. Ka karanga atu ia ki te whānau kia haere mai ki te tēpu noho ai. Kei te hiakai a Hone, nō reira ka waiho atu ia i tāna motokā, kia haere ki te tēpu.

The following examples have been taken from the text above. One of the examples is being used incorrectly in the text. (The examples are underlined for you in the text).

NCEA Level 1 Te Reo Māori CAA, 2023

Standard
92094HIGHLIGHT
AND NOTES >

“Tōna motokā”

“Tāna motokā”

TŪMAHI / TASK

Read the text carefully and then apply your knowledge of ‘a’ and ‘o’ to identify and explain which is the correct use of tōna/tāna in this context.

You may like to consider the following:

- The reasons why the use of ‘a’ and ‘o’ in this example is either correct or not correct;
- examples of language from the text to support your response;
- how you would fix the errors so use of ‘a’ and ‘o’ in the sentence is correct;
- discuss contexts where both ‘a’ and ‘o’ could be used to talk about the same object or person.

B I U    

the reason that the use of "Tāna motokā" is correct is because the motokā/car in the text is toy which comes under the category "A" specifically hangarau so therefore it is correct. to ensure the correct use of each a/o category i would also give more context to what i have . In this context motoka could be used correctly with both a/o depending and the specific item .

Kaiaka/Merit**Wāhanga Ako:** Te Reo Māori**Paerewa:** 92094**Total Score:** 06

Question	Marking Commentary
One	<p>The ākonga identified two examples of 'a' and 'o' categories and expanded on the answer using simple justification as to why they fell in that specific category. Whilst both sections of the question were answered the response lacked the detail and expansion in the second section that is necessary for an Excellence grade.</p>

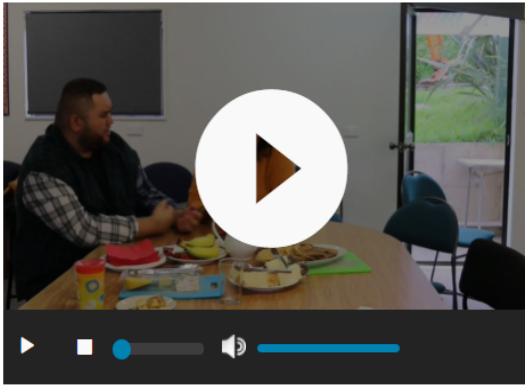
Tā te ākongā (Paetae/Achieved)

Kuputaka / Glossary

Whakaohoho	Inspirational
Te āhua nei	It looks as though

VIDEO PLAYER

Te kōrero o Manu



LISTENING NOTES - THIS SECTION WILL NOT BE MARKED

B I U [List Icon] [List Icon] [Undo] [Redo]

* didn't have access to maaori keyboard, so I will double vowel

Tōku Whānau

Tōku Mātua Tāmoko

Tōku āti

Tōku Kaihana

Tōku iho iwi

23 WORDS

TŪMAHI / TASK

Discuss how the speaker uses both 'a' and 'o' to indicate the different connections between people, places and objects from the audio clip. You should include quoted examples from the text.

You may like to consider the following:

- Compare and contrast the similarities and differences between phrases that use 'a / o';
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- examples of language from the audio clip to support your response.

B I U [List Icon] [List Icon] [Undo] [Redo]

Manu's talking about her family so she uses O.

Tōku Mātua- My parents

Tōku Kaihana- My cousin

Tōku Whānau-My family

her cousin is probably a younger generation tp her.

29 WORDS

Tā te ākongā (Paetae/Achieved)

SECTION 2 / WĀHANGA 2

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“Tōna taonga”

“Tāna taonga”

TŪMAHI / TASK

Read the text carefully and then apply your knowledge of ‘a’ and ‘o’ to identify and explain which is the correct use of tōna/tāna in this context.

You may like to consider the following:

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- discuss contexts where both ‘a’ and ‘o’ could be used to talk about the same object or person.

B I U    

Tāna taonga is incorrect because the paragraph is O category

there for Tōna taonga is correct

16 WORDS

Paetae/Achieved**Wāhanga Ako:** Te Reo Māori**Paerewa:** 92094**Total Score:** 04

Question	Marking Commentary
One	<p>The ākonga provided a range of achievement level responses. The ākonga correctly identified three examples of the 'o' category from the text. Despite attempting both sections of the question, the response lacked the detail and expansion needed for a higher grade.</p>