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SUPERVISOR'S USE ONLY

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Draw a cross through the box (X) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## Level 3 Te Reo Māori 2024

91653 Tuhi i te reo Māori o te ao whānui

Credits: Six

Achievement	Achievement with Merit	Achievement with Excellence
Tuhi i te reo Māori o te ao whānui.	Tuhi i te reo Māori kia whai kiko o te ao whānui.	Tuhi i te reo Māori kia whai hua o te ao whānui.

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 will be cut off when the booklet is marked.

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

**Kairangi  
(Excellence)**

**TOTAL 08**

## NGĀ TOHUTOHU/INSTRUCTIONS

Me tuhi kia kotahi te tuhinga, kia neke atu i te **400 kupu te roa i te reo Māori anake, mō TĒTAHI** o ngā kaupapa kei te whārangi 2 me te whārangi 3 anō hoki. Whakaraupapahia ō whakaaro ki te whārangi 4. Tuhia tō whakautu ki te whārangi 5.

He rārangi kupu mō ngā kaupapa e toru. Ehara i te mea me whakamahi.

*Write at least 400 words in te reo Māori on ONE of the topics on pages 2 and 3. Use the planning space on page 4 to map out your ideas, and start writing on page 5.*

*A list of words is provided after three of the topics. They are to help you with ideas for your writing, you do not have to use them.*

### KAUPAPA/ TOPICS (Tīpakohia TĒTAHI/ Choose ONE)

1. He ao rerekē tēnei e noho nei tātou ki tērā o ngā whakatupuranga o mua. He nui rawa atu ngā mea pēnei i te hangarau o te wā e whakaware ana i ngā taiohi. Heoi anō, he nui anō ngā angitutanga e āhei ai ngā taiohi ki te eke ki ngā taumata o tēnei ao.

Kia pōhewa ai koe kua eke koe ki te 40 tau. Tuhia he reta ki a koe anō ki tō pakeke o naiānei e āta whakamārama kia pēhea tō eke ki te angitū o tēnei ao hurihuri.

*The world we are living in is different to that of previous generations. There are many things such as the technology of the times that are distracting for the youth. However, there are also many opportunities available to enable the youth to achieve success.*

*Imagine you are now 40 years old. Write a letter to yourself at the age that you are now carefully explaining how to succeed in this changing world.*

Anei ētahi kupu e hāngai ana ki tēnei kaupapa. Ehara i te mea me whakamahi.

*Here are some words that are relevant to this topic. You do not have to use them.*

Angitu(-tanga)	success/opportunity	Te taha wairua	the spiritual side
Mātauranga	education	Te taha whānau	the social side
Te taha hinengaro	the mental side	Umanga	career
Te taha tinana	the physical side	Whakapau kaha	invest energy into something

2. He kairīpoata koe mō te niupepa reo Māori e kīia nei ko 'Te Karere o Aotearoa'. Kua tae koe ki te wāhi e tū ana tētahi kaupapa hītori whakahirahira. Ko tāu mahi he tuhi mō taua kaupapa hei whakamōhio atu ki ngā kaipānui mō ngā āhuatanga whakahirahira e pā ana ki taua kaupapa, arā: He aha te kaupapa? Ko wai ngā tāngata? Kei te aha rātou? He pēhea ngā whakaaro o ngā tāngata e pā ana ki te kaupapa? He aha ngā pānga mō ngā tāngata? He kaupapa tōtika? He kaupapa pono? He aha ai? He aha i kore ai?

Whakaarohia ngā kaupapa pēnei i te pakanga ki Ōrākau, Te Petihana Reo Māori, te porotēhi mō te takutai moana, te hoputanga a Māui i a Tama-nui, te taenga mai o Kupe ki Aotearoa, te aha atu rānei. He whakaaro noa iho ēnei. Ehara i te mea ME whakamahi. Ehara hoki i te mea ME pono, e pai ana kia tuhi kōrero i runga i tāu e pōhewa ai. Kia mahara ai koe, e whakamātauria ana koe i runga i tō kaha ki te tuhi i roto i te reo Māori, kua ki te pono o ngā meka.

*You are a reporter for the Māori language newspaper called 'Te Karere o Aotearoa'. You have arrived at a place that an important historical event is happening. Your job is to write an article about the important aspects of that event, that is: What is the kaupapa? Who are the people there? What are they doing? What are their thoughts and opinions about the event? What are the impacts on the people there? Is the kaupapa honourable and justified? Why? Why not?*



Consider events such as the battle of Ōrākau, The Māori Language Petition, the protest for the seabed and foreshore, Māui catching the sun, the arrival of Kupe to Aotearoa etc. These are just suggestions; you do not have to use them. It doesn't even have to be a real event, it can be imagined. Remember, you are being assessed on your ability to write in Māori, not on the legitimacy of the facts.

Anei ētahi kupu e hāngai ana ki tēnei kaupapa. Ehara i te mea me whakamahi. Here are some words that are relevant to this topic. You do not have to use them.

Hua	outcome	Tohe	argue
Kare ā-roto	emotions/feelings	Tutuki	to achieve
Oranga tonutanga	survival, continued wellbeing	Wawata	dream
Pānga	affect	Whāinga	goal
Pā(-ngia)	effect	Whakamātau	to try

3. He reo motuhake te reo Māori. Ko te reo tūturu o tēnei whenua. Heoi anō, ka tata ngaro te reo pērā i te moa i ngā tau kua hipa. I ahatia te reo? Kei te pēhea te oranga o te reo i ēnei rā? Ki tō whakaaro, me aha tātou hei whakarauora i te reo i ngā tau kei te heke mai?

Tuhia he tuhinga roa hei whakautu i ngā pātai i runga ake nei. Me whai i ngā tikanga o te tuhinga roa, arā he tīmatanga, he tīnana, he whakakapinga.

*Te Reo Māori is a unique Language. It is the original language of this country. However, the reo nearly disappeared. What happened to the language? What is the state of the language now? In your opinion, what do we need to do to revitalise the language in the years to come?*

*Write an essay to answer the questions above. You should follow the essay format, that being an introduction, a body and a conclusion.*

Anei ētahi kupu e hāngai ana ki tēnei kaupapa. Ehara i te mea me whakamahi. Here are some words that are relevant to this topic. You do not have to use them.

Heke	decline	Taiwhenua	rural
Kura taketake	Native school	Ture	law
Mimiti/tāharahara	diminish	Tutuki	achieve
Pēhi(-a)/tāmi(-a)	oppress	Whakapākehā(-tia)	assimilate into a European lifestyle
Pūnaha	system	Whakarauora(-ngia)	revive
Rautaki	strategy	Whakatāonetanga	urbanisation

4. I mua i te taenga mai o te Pākehā ki Aotearoa, kāore he pukapuka. Ka heke mai ngā pūrākau me ngā pakiwaitara mai i tētahi whakatupuranga ki tētahi atu, mai i te waha o te kaikōrero ki ngā taringa o te kaiwhakarongo. Ka puritia ēnei kōrero tuku iho ki te whatumanawa o te tangata. Ka whakaohoho ēnei kōrero i a tātou. Ko tāu mahi hei whakarite i tō ake whakaari, pakiwaitara, pūrākau rānei hei whakaohoho i te kaupānui.

Nā te whānui o tēnei momo tuhinga, kāore he kupu āwhina.

*Before the arrival of Pākehā to Aotearoa, there were no books. The stories were passed down from one generation to the next, from the mouth of the storyteller to the ears of the listener. These stories remain in the hearts of the people. These stories inspire us. Write your own play, or story to inspire the reader.*

*Because of the diverse nature of this type of writing, no helping words are provided.*



# 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 answer.*

Kaupapa:

Te hīkoi mo te tiriti ki te Whare Paremata

Tangata uui:

[REDACTED]

$$\begin{array}{r}
 9 \quad | \quad 12 \\
 11 \quad | \quad 11 \\
 10 \quad | \quad 11 \\
 11 \quad | \quad 9 \\
 10 \quad | \quad 11 \\
 12 \quad | \quad 13 \\
 12 \quad | \quad 10 \\
 11 \quad | \quad 9 \\
 11 \quad | \quad 9 \\
 9 \quad | \quad 74 \\
 10 \quad | \quad 12 \\
 9 \quad | \quad 9 \\
 13 \quad | \quad 11 \\
 11 \quad | \quad 10 \\
 9 \quad | \quad 42 \\
 9 \quad | \quad 116 \\
 \quad | \quad 9 \\
 \quad | \quad 48 \\
 \quad | \quad 9 \\
 \quad | \quad 12 \\
 \quad | \quad 10
 \end{array}$$

$$68 + 16 = 74$$



Te Nama o te Kaupapa / Topic Number: 2

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

I te Rā tū, te 19 o Nōema 2024 i hīkoi te Iwi Māori ki te whare Paremata. Ko te kaupapa o te hīkoi nei ko te Pere mo te Tiriti o Waitangi, ko te tikanga o te Pere nei kia tini te kāwanatanga i ngā kōrero o roto te Tiriti. Nā tēnā ka toko ake te riri i roto i te Iwi Māori, ka puta te whakaaro kia hīkoi te Iwi Māori mai i Te Verenga Wairua, tai raua atu ki te whare Paremata. I timata te hīkoi nei ~~ki te tā~~<sup>te tā</sup> wiki, nā te tini me te maro tēnei wero i werohia. Itei tā Makere Karaitia "Ite nui ake te hīkoi nei i tana Pere, he whakakotahi, he whakamana anō hoki i tā tātou Iwi Māori." ~~He~~ te Kātahi<sup>rā</sup> te tika o ēnei kupu, koinei te whakatinana whakatinanatanga o ngā wāhata i wawatahia ai e te tātou Kingi Māori a Tuheitia Potatau te Wherohero te tua whitu, te kīngi o te kotahitanga, te Kīngi o te manaaki, koinei tāna i wawatahia ai. E ai ki te ipurangi, toke 35,000 tāngata i tai ki te whare Paremata i te Rā tū, engari i na i tai atu koe ā tinana<sup>mo</sup> ki te whare Paremata i tana rā, māma noa iho te kite he maha ake ngā tangata i tai ā tinana mai ki te kaupapa nei, te kite hoki i ngā haki e rere ana, ngā pohi, otirā i ngā tai pango, whero, me te mā, anō te pai, te āhua reka ki te rongo <sup>otirā, te kite</sup> te mana, te mana Māori, te māna motuhake



o te lwi Māori nei, te rongo i ngā kōrero a  
 Rawiri Waititi, a Debbie Ngarewa Peka, i ngā kōrero  
 a Itana Rauhihi, te wahine i hakaia te haka i  
 mua i te marea katoa o te whare Paremata,  
 ko tāna ~~haka~~ Ahakoa i aukati te whare Paremata i  
 a ia mo te 24 hāora, i kimi tonu ia i te oranga  
 i roto i āna mahi, kōia te tauira tika mo tātou  
 te hunga rangatahi, koirā te whakatinanatanga o te  
 Māna Māori. Ko te kōtiro o te whārangi Nutube  
 anō hoki tētahi tino tauira mo te hunga rangatahi  
 ko tāna he whakamaunahara ki ngā Pakeke o te wā.  
 E mātaki ana mātou te hunga rangatahi i a koutou  
 te hunga e pukumahi ana kia kua a tātou  
 tamariki e whawhai pēnei i tēnei whawhai. Ko  
 David Symore te take nui e whawhai ana mātou i  
 tēnei pēke, ko tāna he <sup>huri</sup> ~~haka~~ tuara ki te lwi Māori,  
 otirā he huri tuara ki <sup>tōna</sup> ~~tōna~~ lwi Māori. He hīkoi tēnei  
 pērā i te hīkoi o Dame Whina Cooper mā, kua whai  
 i tōna tauira, kua whawhai, kua whakamana i te  
 Tiriti o Waitangi, kua whakamana ia Dame  
 Whina Cooper, i a Moana Jackson, ia Apirana  
 Ngata, i a Ngoi Pewhairangi, i a Eva <sup>Rickford</sup> ~~Rickford~~  
 me āua rangatira katoa kua whawhai mo  
 te tātou lwi-Māori. Kia toitu te Māna Māori,  
 Kia toitu tonu ko te Reo Māori, Kia toitu tonu  
 ko te lwi Māori, Kia toitu tonu ko te Tiriti o Waitangi  
 Tiriti o Waitangi.















**Extra space if required.**  
**Write the question number(s) if applicable.**

QUESTION  
NUMBER



**Extra space if required.**  
**Write the question number(s) if applicable.**

QUESTION  
NUMBER



91653



Kairangi | Excellence

Te Wāhanga Ako | Subject: Te Reo Māori

Te Paerewa | Standard: 91653

Te Maaka | Grade Awarded: KR8

Te Pātai   Question	He Pitopito Kōrero   Commentary
Tuatahi   One	<p>This ākonga has clearly understood the requirements of the task and the essay topic. They have produced a detailed and informative piece of writing that focuses on answering all three questions of Kaupapa 3. The ākonga has made some use of the planning page. They have written an essay that is well structured, follows writing conventions, and flows in a logical manner. It is clear and concise in its detail. There is a range of advanced language structures and vocabulary.</p>