

# Te Reo Māori Te Kaupae 1

## Te Pūrongo Aromatawai ā-Waho 2024



NZ Curriculum Kaupapa Ako Māori  
 Te Rā Aromatawai ā-Waho  
 Te Momo Aromatawai ā-Waho  
 Te Paerewa Paetae

Te Reo Māori  
 Te 18 o Noema, 2024  
 He Tūmahi Aromatawai Pātahi  
 92094

### Te Wāhanga 1: He Tirohanga Whānui

Ka āhei te ākonga ki te whakaatu i te māramatanga ki te reo Māori me ōna mātāpono i tētahi horopaki e taunga ana.

### Te Wāhanga 2: He kōrero mō te Paerewa Paetae

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

#### Te Aromatawai ā-Waho:

E rua ngā wāhanga matua o te TAPā nei.

- Te Wāhanga 1: Ko te mātaki i tētahi kiriata poto kātahi ka whakautu pātai e hāngai pū ana ki te whakamahinga o te “A” me te “O” i waenganui i ngā kiripuaki i a rāua e kōrero ana.
- Te Wāhanga 2: Ko te pānui i tētahi kōwae kātahi ka whakautu pātai e hāngai pū ana ki ētahi o ngā kōrero i puta i te horopaki o te kōwae.

#### Te Tirohanga:

He maha rawa ngā tūraru i heipū ake ki roto i tēnei TAPā. He tino rawe te whakatakoto o te pātai tuatahi i te mea i hāngai pū te pātai ki te taumata e tika ana ki tō te marautanga i kī ai. I para tēnei pātai i te huarahi e tika ana kia eke ngā ākonga ki te kairangi. He tino pai te kiriata, me te aha, he mea miharo te kitenga atu i ngā kupu hauraro. He tino uaua rawa te hanganga o te pātai tuarua me te pātai tuatoru mō tēnei taumata o te marautanga.

#### Te Pūrongo Paerewa Paetae:

Ko ngā Ākonga i eke ki te **Kairangi** i te paerewa paetae nei:

- i tautohu i ngā wāhanga tika o te “a” me te “o”
- he tika te whakamārama e mea ana he aha i “a” ai, ā, he aha i “o” ai rānei
- e mārama ana ki te whakatakoto o te kupu, te whakatairite rānei i ngā wahanga rerekē o te “a” me te “o”
- i mārama ki te whanaungatanga i waenganui i te “a” me te “o” me tōna hāngaitanga ki tētahi ‘mea’, tētahi kaupapa rānei o te rerenga.

Ko ngā Ākonga i eke ki te **Kaiaka** i te paerewa paetae nei:

- i tautohu i ngā wāhanga tika o te “a” me te “o”
- he tika te whakamārama i tētahi o ngā tauira e mea ana he aha i “a” ai, ā, he aha i “o” ai rānei
- ahakoa te pai o ngā kōrero whakamārama o te “a” me te “o”, tērā pea kāore i āta whakamārama i ngā ture noa o te “a” me te “o” e mea ana ka taea tenei te noho hei “a” hei “o” rānei.

Ko ngā Ākonga i eke ki te **Paetae** i te paerewa paetae nei:

- he tika tana tautohu i te “a” me te “o”, engari tērā pea i hē te wāhanga ki te whakamārama i te take he “a”, he “o” rānei
- kāore i mārama ki te whakatakoto o te rerenga me te hononga o te mātāpono reo ki te horopaki. He pūrangiaho te kitenga i tēnei ki te pātai tuarua, tuatoru anō hoki
- kāore i mārama ki ngā āhuatanga o te noho taiapa.

Ko ngā Ākonga **Kāore i whiwhi** i te paerewa paetae nei:

- kāore he urupare ā-tuhi mō te pātai tuarua me te pātai tuatoru
- kāore te Ākonga i tino mōhio me aha
- kāore i tautohu ētahi o ngā tauira ki roto i ngā horopaki o te TAPā
- kāore i mārama ki te mātāpono reo o te “a” me te “o”.

# Te Reo Māori Level 1

## The External Assessment Report 2024



|                                 |                          |
|---------------------------------|--------------------------|
| NZ Curriculum Kaupapa Ako Māori | Te Reo Māori             |
| Assessment Date                 | 18th of November, 2024   |
| Assessment Mode                 | Tūmahi Aromatawai Pātahi |
| Achievement Standard            | 92094                    |

### Section 1: Commentary

Students are able to demonstrate understanding of te reo Māori and its principles within a familiar context.

### Section 2: Report on the Achievement Standard

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

#### The External Assessment:

There were two parts to the assessment.

- Part 1: Candidates were expected to watch a short video and then respond to the narrative between the actors in the short video.
- Part 2: Candidates were expected to read a paragraph and then respond to the content within the paragraph.

#### Observations:

There were significant issues arising from this examination. Question one was set well and was aimed at an appropriate level in relation to the curriculum. It allowed candidates to demonstrate their understanding and clearly achieve excellence. The video was clear, well scripted and rehearsed and the use of subtitles was a good addition to enable equitable access. Question two and three were set far too high for this level and expectation of the curriculum.

#### Report on the Achievement Standard:

Ākonga who were awarded Achievement with **Excellence** commonly:

- correctly identified “a” and “o” categories AND
- correctly provided explanations of why the category was used AND
- provided further understanding of grammar or comparison of “a” and “o” categories
- understood the grammatical relationships between the “a” and “o” used and the object and subject of a sentence.

Ākonga who were awarded Achievement with **Merit** commonly:

- correctly identified “a” and “o” categories AND
- correctly provided one correct explanation of why the category was used AND
- may have been able to discuss “a” and “o” categories but may still have had inconsistencies with discussion around the neutral category.

Ākonga who were awarded **Achievement** commonly:

- correctly identified examples from the text of the use of “a” and/or “o”, may have written explanations but they were wrong
- did not understand the grammatical relationships/layout of the sentence, especially in questions two and three
- did not yet understand the neutral category.

Ākonga who were awarded **Not Achieved** commonly:

- did not answer questions two and three
- did not understand what was required of them
- did not identify examples from the text
- did not understand “a” and “o” categories.

# Te Reo Māori Te Kaupae 1

## Te Pūrongo Aromatawai ā-Waho 2024



NZ Curriculum Kaupapa Ako Māori  
 Te Rā Tuku Aromatawai ā-Waho  
 Te Momo Aromatawai ā-Waho  
 Te Paerewa Paetae

Te Reo Māori  
 Te 30 o Oketopa, 2024  
 He Kete Manarua  
 92095

### Te Wāhanga 1: He Tirohanga Whānui

Ka āhei te ākonga ki te tuhi e pā ana ki tētahi horopaki e taunga ana ia.

### Te Wāhanga 2: He kōrero mō te Paerewa Paetae

#### 92095: Te tuhi e pā ana ki tētahi horopaki e taunga ana

##### Te Aromatawai ā-Waho:

He aromatawai tuhituhi a 92095. Ko te mahi a te Ākonga he whakaatu i tōna kaha ki te tuhi e pā ana ki tētahi horopaki e taunga ana ki roto i te reo Māori. Ko te mahi a te Ākonga ko te whakaputa i tētahi tuhinga. Ko ngā tohutohu ki te Ākonga kia noho te tāpeke o ngā nama ki te takiwā o te 300 kupu.

##### Te Tirohanga:

I rangirua ngā Kaiako i te mea i panoni ngā tautuhinga i waenganui tau, ā, nā ēnei panonitanga, kāore i tino mōhio ngā Kaiako mehemea me kaha tautoko i ngā Ākonga me ngā hukihuki, te āhua o te momo aromatawai, te aha noa.

Kāore e tino mārama ki ētahi o ngā paearu o te paerewa paetae – i ētahi wāhanga o te paerewa ka ki onamata/anamata, he aha i pēnei ai? He hua o roto mō te reo Māori, kei te whakahāngai ki ētahi atu reo rānei?

##### Pūrongo Paerewa Paetae:

Ko ngā Ākonga i eke ki te **Kairangi** i te paerewa paetae nei:

- i whakaatu i tōna nanakia ki te whakamahi kupu e hāngai pū ana ki ngā paearu o te taumata 5–6 ki roto i te marautanga, ā, nā te kounga o ngā kupu i kōwhiria e te Ākonga i kitea te tōtōputanga me te hohonu o te māramatanga o te reo Māori
- ahakoa ngā hapa ā-tuhi, ehara i te mea i whakararu ēnei hapa iti nei i te whakatakoto o te kupu me ngā whakaaro. Ko ngā momo hapa iti nei, ko te whakamahinga o te “i”/“ki” te “a”/“o” ki te wāhanga hē o te rerenga
- i whakamārama te Ākonga i tētahi horopaki e hāngai pū ana ki tētahi heipūtanga nō onamata, nō anamata rānei
- i whakamahi i ngā kupu tūhono ki te wāhi tika e tika ai te whakatakoto o ngā whakaaro.

Ko ngā Ākonga i eke ki te **Kaiaka** i te paerewa paetae nei:

- i tuhi i ētahi whakaaro huhua e kitea ai te māramatanga o ngā paearu e tika ana mō te taumata 5–6 o te marautanga
- ahakoa he hapa ā-tuhi, ā, he hē pea te whakamahinga o ētahi kupu, he tika tonu te wairua o ngā whakaaro, ā, ehara i te mea i whakararu ēnei hapa i te tāhu matua o te tuhinga
- ahakoa te huhua o ngā kupu i ngana ki te whakamahi, kāore i kitea te tuhonotanga o ngā kupu, o ngā kaupapa ki kupu kē, ki kaupapa kē rānei. Nā tēnā i Kaiaka tonu te māka
- i whakamārama i tētahi horopaki e hāngai pū ana ki tētahi heipūtanga nō onamata, nō anamata rānei.

Ko ngā Ākonga i eke ki te **Paetae** i te paerewa paetae nei:

- i tuhi i ētahi rerenga māmā e ai ki ngā paearu o te marautanga ki te taumata 1–4.
- i ngana ki te whakamahi i ētahi kupu e noho ana ki taumata kē o te marautanga, engari i hē te whakamahinga o aua kupu, rānei, kāore i kaha kitea te taunakitanga hei taunaki ake i ngā whakaaro e piki ai te māka ki te Kaiaka
- he kaha te whakamahi i ngā meka, ā, kāore i tino kitea te pukenga ki te whakatakoto i ngā whakaaro ā-rerenga nei
- karekau he tohutō, he pūrua rānei
- i whakamahi i ētahi kupu Pākehā, hei tauira “Palmerston North” / Te Papaioea
- i whakamārama i tētahi horopaki e hāngai pū ana ki tētahi heipūtanga nō onamata, nō anamata rānei.

Ko ngā Ākonga **Kāore i whiwhi** i te paerewa paetae nei:

- he nui te reo Pākehā ki roto i te tuhinga
- kāore i whakamārama i tētahi horopaki e whakaatu ana i tētahi heipūtanga nō onamata, nō anamata rānei
- he nui rawa ngā hapa ā-tuhi, ā, te hāngaitanga o ngā mahi kāore i te mārama.

# Te Reo Māori Level 1

## The External Assessment Report 2024



|                                 |                                   |
|---------------------------------|-----------------------------------|
| NZ Curriculum Kaupapa Ako Māori | Te Reo Māori                      |
| Assessment Submission Date      | 30 <sup>th</sup> of October, 2024 |
| Mode of Assessment              | Kete Manarua                      |
| Achievement Standard            | 92095                             |

### Section 1: Commentary

Students will communicate in written reo Māori relating to a familiar context.

### Section 2: Report on the Achievement Standard

#### 92095: Te tuhi e pā ana ki tētahi horopaki e taunga ana

##### The External Assessment:

92095 is a written submission. The key focus of this assessment is showing the ability to communicate ideas in Te reo Māori. Candidates had to produce one written text, the recommended word count was around 300 words.

##### Observations:

The assessment specifications were changed several times over the year leading to confusion with what was required, how much teacher involvement, conditions of assessment etc.

The standard is unclear. At times it says past and present and then it says past or present. Why is this specified? Is this right for te reo or is it lining up with foreign languages?

##### Report on the Achievement Standard:

Ākonga who were awarded Achievement with **Excellence** commonly:

- produced work that showed a wide range of grammar from levels 5–6 of the curriculum that was linked fluidly to show a skillful understanding of te reo Māori
- produced work that still included mistakes BUT these mistakes did not usually include word order, instead were limited more to word choice or placement of “i”/“ki” or “a”/“o” categories etc
- used past and/or present tense
- used linking words and grammar effectively to allow their ideas to flow.

Ākonga who were awarded Achievement with **Merit** commonly:

- wrote complex ideas showing a range of grammar at levels 5–6 of the curriculum
- may have had some errors in word order or vocabulary choice but holistically these did not impact communication
- may have used a wide range of grammar and vocabulary but may not have yet linked those thoughts fluidly enough to show a qualitative shift to excellence
- used past and/or present tense.

Ākonga who were awarded **Achievement** commonly:

- wrote simple sentences at level 1–4 of the curriculum
- used or attempted higher level grammar but it was mostly incorrect or did not show enough evidence for a qualitative shift to Merit
- did not use much linking evidence which in turn gave the piece a more bullet-pointed feel
- may not have used macrons
- may have contained small use of English words
- used past and/or present tense.

Ākonga who were awarded **Not Achieved** commonly:

- used too much or wrote entirely in English
- did not use past or present tense (only wrote in future)
- had errors which hindered communication.