

Te Reo Māori Kaupae 1

Te Pūrongo Aromatawai ā-Waho 2025



NZ Curriculum Kaupapa Ako Māori	Te Reo Māori
Te Rā Aromatawai ā-Waho	Te 17 o Noema, 2025
Te Momo Aromatawai	Tūmahi Aromatawai Pātahi
Te Paerewa Paetae	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 pānuitanga.

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.

Pūrongo Paerewa Paetae:

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

- I tautohu i te putanga kūpapa, te whakamārama he aha i taea ai tētahi tauira te noho ki te pūpānga a me te o rānei, ā, ki te whakataurite, te whakamārama tika he aha i kore ai e taea.
- I whakamārama tika i te whakamahinga o ngā tūingoa takitini, takirua rānei, me ngā tūingoa whiwhinga e pā ana ki taua tauira.
- I hohonu te whakaatu tika me pēhea te whakamahi i te a me te o ki te whakamārama i ngā hononga whakapapa mā roto i te horopaki tika.
- I whakamārama tika me pēhea te whakamahi o te a me te o ki te horopaki tika

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

- I tautohu i ngā tauira tika o te a me te o i roto i te kiriata me te pānuitanga
- I whakamārama tika i te take i noho te a me te o ki taua pūpānga.

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

- I tautohu i ētahi o ngā tauira tika mai i te kiriata me te pānuitanga.
- I whakamārama i te pūpānga e tika ana mō te a me te o.
- I ētahi wā, i kitea ētahi wāhanga e whakaatu ana i te taumata Kaiaka, arā, te āhei ki te whakamārama he aha i noho ai aua tauira ki tētahi pūpānga motuhake, engari kāore i tino whānui te whakaraupapatanga o ngā kohinga kōrero ki te tautoko i ngā whakaaro.

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

- Kāore i tīpako i ngā pūpānga e tika ana mō te a me te o.
- Kāore i tuhi i tētahi paku aha.
- I tautohu hē i te wāhanga o te rerenga kōrero e whakatau ana i te whakamahinga o te a me te o.
- Kāore te Ākonga i tino mārama ki te pātai.

Te Reo Māori Kaupae 1

External Assessment Report 2025



NZ Curriculum Kaupapa Ako Māori	Te Reo Māori
External Assessment date	November 17, 2025
External Assessment mode	Common Assessment Activity
Achievement Standard	92094

Section 1: Commentary

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

Section 2: Report on 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: Ākonga were expected to watch a short video and then respond to the narrative between the actors in the short video.

Part 2: Ākonga were expected to read a paragraph and then respond to the content within the paragraph.

Observations:

Ākonga showed significant confusion with a and o and how they work grammatically. There were also significant errors in vocabulary understanding and question interpretation. Many Ākonga simply wrote incorrect examples, or mis-identified the categories as well. In particular there was confusion around the word “relationship”. Ākonga were expected to explain the relationship created by the use of a and o

between the object and subject - that is the grammar relationships created. It was not the emotional relationship between the characters.

Report on Achievement Standard:

Ākonga who were awarded Achievement with Excellence commonly:

- Provided expanded information about the sentence grammatically or within a Māori world view such as;
- Identifying the neutral version, explaining why an example could be in both a and o - or to contrast explained correctly why it could not.
- Explained the use of plural or dual pronouns or possessive pronouns in relation to the examples.
- Showed correctly how the use of a and o could be shown to explain whakapapa relationships text wide.
- Explained correctly how the use of a and o in the correctly chosen example could be used to present the Māori world view.

Ākonga who were awarded Achievement with Merit commonly:

- Correctly explained why each example was in the a or o category

Ākonga who were awarded Achievement with Achievement commonly:

- Identified the correct examples from the text and said correctly if they were a or o.

Ākonga who were awarded Not Achieved commonly:

- Did not choose correct examples of a and/or o
- Showed significant confusion over whether a category or word was a or o.
- Did not answer the question
- Wrote about the relationship between the characters - i.e their friendship.
- Incorrectly identified what part of the sentence determines a and o
- Mis-interpreted the question
- Did not provide actual examples from the text but instead wrote generically about the text or a and o.