

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 29 o Oketopa, 2025
Te Momo Aromatawai	Kete Manarua
Te Paerewa Paetae	92095

Te Wāhanga 1: He Tirohanga Whānui

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.

Te Wāhanga 2: He kōrero mō te Paerewa Paetae

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

Te Tirohanga:

Ahakoā ngā tohutohu ki roto i ngā tautuhinga aromatawai ā-waho, he maha ngā ākonga kāore i tuku atu i ngā ohio manomano me ngā hukihuki. Inā hoki te huhua o ngā kura i tuku kiriata hei taunakitanga mō ngā mahi. Ko tētahi atu āhukatanga ko te tāruarua o ngā mahi. Hei tauira, he mahi i whakaritea mō Te Ao Haka, ēngari i tuku anō rā mō tēnei paerewa paetae. Kāore i te noho tika ētahi o ngā paearu paetae o paerewa paetae kē ki tēnei paerewa paetae.

Pūrongo Paerewa Paetae:

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

- I whakamahi i te huhua o te reo hei whakaniko i te tuhinga, kia angitu
- I āta tūhono i ngā pārongo, i ngā ariā me ngā whakaaro
- I whakawhiti whakaaro, ā, iti noa iho ngā hapa ā-tuhi.

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

- I whakamahi i ngā āhukatanga huhua o te reo
- I whakawhanake i ngā āhukatanga o ngā pārongo, o ngā ariā me ngā whakaaro i whakapuakina
- i whakawhiti whakaaro, ā, ahakoā ngā hapa ā-tuhi, kei te mārama tonu ki te ia o ngā kōrero.

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

- I whakamahi i te reo hei whakapuaki i ngā pārongo, i ngā ariā me ngā whakaaro e hāngai ana
- I whakahāngai ki ngā kaupapa, ki ngā wheako rānei o mua, o nāiane hoki
- Ahakoa te nui o ngā hapa ā-tuhi, kei te mārama tonu ki te wairua o ngā mahi.

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

- Kāore i tuku i ngā mahere, i te ōhio manomano, i tētahi kape pai rānei.
- I tuku te kura i tētahi kiriata.

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External Assessment Report 2025



NZ Curriculum Kaupapa Ako Māori	Te Reo Māori
External Assessment date	October 29, 2025
External Assessment mode	Kete Manarua
Achievement Standard	92095

Section 1: Commentary

Ākonga can communicate in written reo Māori relating to a familiar context.

Section 2: Report on Achievement Standard

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

Observations:

Attention is needed to look at the issues with present/past tense requirements. Care is needed to address the issues around double dipping and brainstorming. Many students are handing in work that they are using for other achievement standards without proper planning. Many are still submitting videos and assessments from other curriculum areas.

Report on Achievement Standard:

Ākonga who were awarded Achievement with Excellence commonly:

- clearly showed a wide range of vocabulary and grammar from level 6 of the curriculum including both negative and affirmative structures, active and passive voice.
- demonstrated an understanding of tense and how this can be manipulated to show personal opinions and the retelling or explaining of ideas and events.
- presented grammar and vocabulary that is largely correct. Particularly with the use of macrons and the understanding of verb-subject-object order placement.
- demonstrated a strong understanding of the use of i and ki to extend/ join ideas together. This in turn allows their ideas to flow with ease, which is an important aspect of the excellence achievement level.

Ākonga who were awarded Achievement with Merit commonly:

- demonstrated a good range of grammar and vocabulary from level 6 of the curriculum. The use of grammar at times flows well but more work on this as well as a greater range of grammar could have lifted it to excellence level.
- demonstrated how grammatical errors do not hinder communication.
- provided a strong response that makes sense and shows a clear understanding of the expected learning of this level.
- demonstrated a good effort in the planning section.

Ākonga who were awarded Achievement with Achievement commonly:

- presented simple grammar that is used to demonstrate their ideas in a logical sequence. Most of the grammar presented is at the lower end of the curriculum (levels 1-5)
- demonstrated how grammatical errors (e.g. tokomaha vs he maha) holistically do not hinder the communication and ideas presented.
- presented a wide range of correct higher-level grammar, with more flow between ideas that could allow the piece to lift to a higher achievement level.

Ākonga who were awarded Not Achieved commonly:

- did not submit brainstorm, drafts or good copy of written text.
- uploaded a short video as a response.