

Mahere Aromatawai / Assessment Schedule – 2011

Te Reo Māori: Pānui kia mōhio ki te reo o tōna ao (91087)

Evidence Statement

Q 1	Ngā Whakautu
(a)	<p>Hine Waimarino is the speaker’s name. Hine is 16 years old. Hine goes to the school / Hine goes to the College of Whenuaroa (Long Land). This is Hine’s fourth year at Whenuaroa College.</p> <p><u>She (Hine) really likes her school because they are the champions (regional – inferred) for basketball.</u> <u>She (Hine) really likes her school because they are really good at sports.</u></p> <p>Hine Waimarino is a student of Whenuaroa College and is 16 years old. She has been attending the college for the past four years. Hine is especially enthusiastic about / really likes her school; they just won the regional basketball competitions for secondary schools / they are really good at sports (particularly basketball).</p>
(e)	<p><u>There were / are only nine teams in / at the competition / event / show / game / tournament. (“only” is optional)</u></p>
(i)	<p><u>I kaha tō rātou tīma ki te parakatihi pahiketepōro (i ngā Rātū me ngā Rāpare) nā te mōhio, ka uua ake te whakataetae-ā-motu.</u></p> <p>I kaha tō rātou tīma ki te parakatihi pahiketepōro (i ngā Rātū me ngā Rāpare), nā te mōhio, ka uua ake te whakataetae-ā-motu. Ko te hiahia o te tīma, kia ekea e rātou te taumata teitei o te whakataetae-ā-motu.</p>

Note: For all questions in this assessment schedule, answers for Achievement [Paetae (P)] are in plain text; information for Merit [Kaiaka (KK)] is underlined; and information for Excellence [Kairangi (KR)] is **bolded**.

Ngā Whakataau							
Kāore i whiwhi The candidate shows minimal to some recognition of aspects of the story, or responses given have no relevance.		Paetae The candidate recognises / identifies / describes the gist of the story. The answer conveys the basic sense of the passage, though answers lack detail and not all parts may be answered.		Kaiaka The candidate demonstrates <u>clear understanding</u> by selecting and <u>expanding</u> on particular points. The answer <u>conveys the sense of the passage, and particular points are often (though not necessarily always) expanded on.</u>		Kairangi The candidate demonstrates a comprehensive understanding of the text. Vocabulary and language features are clearly understood. Is able to give fine details from the text. Evidence from the text may be given to support answers if required.	
KIW 1	KIW 2	Paetae 3	Paetae 4	Kaiaka 5	Kaiaka 6	Kairangi 7	Kairangi 8
Minimal relevant evidence given.	Some relevant evidence given.	3 Achievement responses only.	4 Achievement responses only.	1 underlined response only.	2 underlined responses.	1 bold response only.	2 bold responses.

KIW0 = No response; no relevant evidence.

Q 2	Ngā Whakautu
(a)	<p>He nui te utu ki te haere ki ngā whakataetae-ā-motu.</p> <p><u>Kore pūtea, kore haere.</u></p> <p><u>He nui te utu ki te haere ki ngā whakataetae, \$150 te utu mō ia kaitākaro.</u></p> <p>He nui te utu ki te haere ki ngā whakataetae-ā-motu. Kotahi rau, e rima tekau tāra te utu mō ia kaitākaro. / Kotahi mano tāra te utu ki te haere te tima katoa. / I te wā nei, e rua rau tāra noa iho ta rātou pūtea.</p>
(e)	<p>Ka taea e rātou te whakatū kanikani.</p> <p>Ka taea e rātou te whakatū kanikani hei kohi pūtea.</p> <p><u>Ka taea e rātou te whakatū kanikani mō ngā tauira o te kura, hei kohi pūtea (mō te haerenga).</u></p> <p>Nō Tānia te whakaaro ki te whakatū pō kanikani ki te kura hei kohi pūtea mō tēnei haerenga. They held a dance to raise funds, and Whaea Pani said that the girls should organise the dance and she would organise the trip.</p>
(i)	<p>Āe. I whiwhi rātou i te putea.</p> <p><u>Āe. He nui te pūtea i kohia, ā, ka taea e rātou te haere / mō te haerenga / ki te haere ki te whakataetae.</u></p> <p><u>Āe. I kohi rātou i te \$1,500, ā, ka taea e rātou te haere / mō te haerenga / ki te haere ki te whakataetae.</u></p> <p>Āe. Kōtahi mano rima tāra te pūtea i kohia, ā, he nui rawa atu tērā moni hei kawē i te tima ki te whakataetae-ā-motu.</p>
(o)	<p>(i) Kātahi ia ka kī mai.</p> <p>(ii) Ko te raru.</p>

Ngā Whakatauranga							
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KIW0 = No response; no relevant evidence.

Q 3	Ngā Whakautu
(a)	<p>The team left for Napier from their school at 8 am on Monday 8 September. They (the team) were excited and nervous. The team travelled in two minivans. The trip took 4 hours in total.</p>
(e)	<p>The team arrived at Ōmāhu marae at 12.30 in the afternoon. / They were welcomed on to the marae. / Karanga, speech, pōwhiri. <u>Whaea Pani was the responding kaikaranga for the team.</u> <u>Koro Tīpene was the responding speaker for the team.</u></p> <p>Shortly after the team arrived, the kuia of the marae welcomed them onto the marae (pōwhiri inferred). Whaea Pani was the responding kaikaranga for the team. Koro Tīpene was the responding speaker for the team.</p>
(i)	<p><u>To acknowledge the host's welcome / greetings.</u> <u>To explain the wishes / goals of the group.</u></p> <p>To acknowledge the host's welcome / greetings. Other themes in Koro Tīpene's speech were related to why the team came to Napier, and their intention as a team to win the national competition.</p> <p>To acknowledge the host's welcome / greetings. Other themes in Koro Tīpene's speech were related to why the team came to Napier, and their intention as a team to win the national competition. Koro Tīpene's use of a proverb in his speech accentuated the idea of the team striving to succeed.</p>

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Q 4	Ngā Whakautu
(a)	<p><u>Ko te tohutohu tuatahi a Whaea Pani ki ngā kotiro, kia tīkina ā rātou taputapu ka kawē / hari ki te whare tupuna.</u> <u>Ko te tohutohu tuarua a Whaea Pani ki ngā kotiro, kia kuhuna ō rātou kākahu pahiketepōro nā te mea e takaro ana rātou ā te toru karaka.</u></p> <p>Ko te tohutohu tuatahi a Whaea Pani ki ngā kotiro, kia tīkina ā rātou taputapu ka kawē / hari ki te whare tupuna. Ko te tohutohu tuarua a Whaea Pani ki ngā kotiro, kia kuhuna ō rātou kākahu pahiketepōro nā te mea e takaro ana rātou ā te toru karaka.</p>
(e)	<p>5 games in total</p> <ul style="list-style-type: none"> • 1 game at 3pm • 3 games following the 3pm game • 1 final game.
(i)	<p>The final score was 80–71 to Hine’s team. The final score was 80–71. 80-71</p>
(o)	<p>He tere, he tūpuhi ngā kotiro o te tīma. <u>He tere, he tūpuhi ngā kotiro o te tīma, ā, i kaha tō rātou parakatihi.</u></p> <p>Kī a Hine, ahakoa he uaua te kemu, he tāroaroa hoki tērā atu tīma, he tere, he tūpuhi tōna tīma, ā, koia rā te take i wini ai rātou i te whiringa toa!</p>
(u)	<p>Āe. Kua tutuki te wawata. Āe. I toa / wikitoria rātou. <u>Āe. Ko te pae tawhiti / tata kua whakamaua e te tīma.</u> <u>Āe. I hiahia rātou ki te toa i te whakataetae, ā, i tutuki rātou i taua hiahia.</u></p> <p>Āe. Kua whakamaua te pae tawhiti / tata e Hine mā, arā, te wini i te whakataetae-ā-motu. (Ināiane i kua pae tata, ā, me whai anō i te pae tawhiti ā tōna wā.)</p>

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Ngā Whakataau Iho – Judgement Statement

	Kāore i Whiwhi	Paetae	Kaiaka	Kairangi
Score range	0 – 10	11 – 20	21 – 25	26 – 32