

**Mahere Aromatawai / Assessment Schedule – 2013**

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

**Evidence Statement**

Q 1	Ngā Whakautu
	<p><u>Achievement response example (basic descriptions):</u></p> <ul style="list-style-type: none"> <li>• The year began with a pōwhiri for the new teachers and students.</li> <li>• The pōwhiri was to make the newcomers (new staff/students/students' families) feel welcome /comfortable /give them a sense of belonging.</li> <li>• Over 400 people attended the pōwhiri.</li> <li>• The school performed a haka /haka pōwhiri.</li> <li>• Koro Tīmoti got up and gave a speech.</li> <li>• After the pōwhiri there was food.</li> </ul> <p><i>(or equivalent)</i></p> <p><u>Merit response example (linking descriptions OR explaining descriptions):</u></p> <ul style="list-style-type: none"> <li>• The day was amazing, because over 400 people /of the large number of people that attended the pōwhiri.</li> <li>• The haka pōwhiri was done really well /strong /amazing.</li> <li>• Koro Tīmoti's speech encouraged us as students to be hard-working.</li> <li>• Koro Timoti's speech encouraged the teachers to teach the students well.</li> <li>• After the pōwhiri there was fruit, sandwiches and biscuits.</li> </ul> <p><i>(or equivalent)</i></p> <p><u>Excellence response example (aspects that contributed to the overall excitement of the day):</u></p> <ul style="list-style-type: none"> <li>• The pōwhiri kicked off the school year with a welcome to new teachers, students and their families by the school. It showed the cultural environment of the school /emphasised the importance of kotahitanga and whanaungatanga to the school.</li> <li>• The kapa haka group made the ground shake as a result of their haka.</li> <li>• The pōwhiri was supported by kaumātua /kaikōrero /speaker Koro Tīmoti. He took the opportunity to advocate for the importance of education.</li> <li>• Koro Tīmoti quoted the phrase "tama tū, tama ora, tama noho, tama mate", which in relation to his speech highlighted the importance of working hard.</li> <li>• Koro Tīmoti said it was our responsibility to work hard /not waste time at school.</li> <li>• Koro Tīmoti impressed upon teachers the need to teach the students well because they were the leaders of the future.</li> <li>• After the pōwhiri there was food /fruit, sandwiches, and biscuits which the new students and staff quickly ate.</li> </ul> <p><i>(or equivalent)</i></p>

<b>KIW1</b>	<b>KIW2</b>	<b>P3</b>	<b>P4</b>	<b>KK5</b>	<b>KK6</b>	<b>KR7</b>	<b>KR8</b>
Partial response.	ONE Achievement response.	TWO Achievement responses.	THREE Achievement responses.	ONE Merit response.	TWO Merit responses.	ONE Excellence response.	TWO Excellence responses.

**KIW0** = No response; no relevant evidence.

Q 2	Ngā Whakautu						
	<p><u>Achievement response example (basic descriptions):</u></p> <ul style="list-style-type: none"> <li>Seniors and juniors working together. (mahi tahi/mahi ā-rōpū)</li> <li>Seniors can share their knowledge with the juniors.</li> <li>Seniors look after the juniors and make sure they don't get in to trouble.</li> <li>Juniors get the opportunity to be supported by seniors.</li> <li>Juniors get support with sporting and cultural activities.</li> </ul> <p><i>(or equivalent)</i></p> <p><u>Merit response example (linking descriptions OR explaining descriptions):</u></p> <ul style="list-style-type: none"> <li>Seniors work together with the juniors to help them with their problems.</li> <li>Juniors get extra support with subjects they struggle with/any problems they have.</li> <li>Seniors helping juniors in their learning/English, Maths, and Science.</li> <li>Seniors helping juniors with extracurricular activities/sports, music, kapa haka, and drama.</li> <li>Juniors can benefit from the experiences/strengths of the seniors. (academic/extracurricular activities)</li> <li>Seniors get the opportunity to take leadership roles/begin to mature in their role.</li> </ul> <p><i>(or equivalent)</i></p> <p><u>Excellence response example (aspects that contribute to the overall benefits of tuākana tēina in the school):</u></p> <ul style="list-style-type: none"> <li>Juniors and seniors have weekly group meetings to discuss any problems. (academic/extracurricular activities)</li> <li>Seniors get the opportunity to teach the subjects that they are good at, which will deepen their own understanding of the subjects they are good at/enhance their teaching or tutoring skills.</li> <li>Juniors can get help with specific subjects such as English, Maths, and Science if they have identified weaknesses in those subjects.</li> <li>Seniors are able to develop/exhibit their leadership skills.</li> <li>Juniors are able to go to the seniors for help, and not just the teachers.</li> <li>A proverb used, which translates as “Younger siblings are corrected by their seniors (shown the right way to do things) and older siblings are corrected by their juniors (taught patience, etc)” highlights the importance of the tuakana / teina relationships.</li> <li>A proverb used, which translates as “My success is not my own, but that of many” highlights how important working together is for success.</li> </ul> <p><i>(or equivalent)</i></p>						
<b>KIW1</b>	<b>KIW2</b>	<b>P3</b>	<b>P4</b>	<b>KK5</b>	<b>KK6</b>	<b>KR7</b>	<b>KR8</b>
Partial response.	ONE Achievement response.	TWO Achievement responses.	THREE Achievement responses.	ONE Merit response.	TWO Merit responses.	ONE Excellence response.	TWO Excellence responses.

**KIW0** = No response; no relevant evidence.

Q 3	Ngā Whakautu						
<p><u>Achievement response example (basic descriptions):</u></p> <ul style="list-style-type: none"> <li>• Learning about the tikanga of waka ama.</li> <li>• Learning karakia.</li> <li>• Learning about the right weather for paddling.</li> <li>• Spending time with the elders of the local tribe.</li> <li>• Spending time at the local marae.</li> <li>• Physical conditioning.</li> <li>• Well prepared by lots of practice.</li> <li>• Lots of race practice against the teachers.</li> </ul> <p><i>(or equivalent)</i></p> <p><u>Merit response example (linking descriptions OR explaining descriptions):</u></p> <ul style="list-style-type: none"> <li>• By learning how to read the weather, the team makes sure the weather conditions are safe for paddling.</li> <li>• By reciting karakia they are asking Tawhirimatea for good paddling weather.</li> <li>• By reciting karakia they ensure the paddlers are spiritually protected.</li> <li>• By learning about waka ama from the elders the team members know how to paddle properly / correctly.</li> <li>• The regular practice / fitness training / race practice will ensure that the team is physically prepared.</li> </ul> <p><i>(or equivalent)</i></p> <p><u>Excellence response example (aspects of the routines that contributed to the overall success of the Waka Ama):</u></p> <ul style="list-style-type: none"> <li>• The team spends time every week learning about traditional waka practices from Koro Tīpene and Kui Pēti (at the local marae). This involves learning karakia / tikanga / technique / reading the weather to make sure it is safe for paddling.</li> <li>• They practised / paddle every morning for an hour on the water, and spend time after school in the gym, building up their bodies to be in top physical condition.</li> <li>• Every Saturday they have practice races against the teachers. Even though they are not very good, regular race practice is preparing them for race conditions.</li> <li>• The combination of the physical training (tinana) and spiritual guidance (wairua) will enable them to be in top condition to achieve their goals / do well at the competitions.</li> </ul> <p><i>(or equivalent)</i></p>							
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Partial response.	ONE Achievement response.	TWO Achievement responses.	THREE Achievement responses.	ONE Merit response.	TWO Merit responses.	ONE Excellence response.	TWO Excellence responses.

**KIW0** = No response; no relevant evidence.

**Ngā Whakatauranga Iho – Judgement Statement**

	<b>Kāore i Whiwhi</b>	<b>Paetae</b>	<b>Kaiaka</b>	<b>Kairangi</b>
<b>Ngā tatauranga</b>	0 – 6	7 – 12	13 – 18	19 – 24