

Mahere Aromatawai / Assessment Schedule – 2014

Te Reo Māori: Pānui kia mōhio ki te reo Māori o te ao whānui (91652)

Assessment Criteria

Paetae	Kaiaka	Kairangi
<p><i>Pānui kia mōhio ki te reo Māori o te ao whānui:</i></p> <ul style="list-style-type: none"> • ka tautohu i te pūtake o te tuhinga me ngā nuka reo • ka wetewete i ngā kōrero pono, i ngā whakaaro me ngā whakatau i roto i te tuhinga. 	<p><i>Pānui kia mārama ki te reo Māori o te ao whānui:</i></p> <ul style="list-style-type: none"> • ka whakamārama i te pūtake o te tuhinga • ka whakamārama i te kaupapa matua o te tuhinga. 	<p><i>Pānui kia mātau ki te reo Māori o te ao whānui:</i></p> <ul style="list-style-type: none"> • ka kōtui i ngā ariā matua o te kaituhi, o te tuhinga rānei • ka parahau i ōna whakaaro mō te kaupapa matua.

Evidence Statement

Expected coverage		
Achievement	Achievement with Merit	Achievement with Excellence
<p>A response that reflects reading and understanding text in an unfamiliar context will:</p> <ul style="list-style-type: none"> • identify the purpose and language features of the text • distinguish the facts, opinions, and conclusions within the text. 	<p>A response that reflects reading and convincingly understanding text in an unfamiliar context will:</p> <ul style="list-style-type: none"> • explain the purpose of the text • explain the main theme of the text. 	<p>A response that reflects reading and perceptively understanding text in an unfamiliar context will:</p> <ul style="list-style-type: none"> • integrate the main ideas of the text • justify their opinions of the main theme.

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**.

Part of task	Ngā whakautu – Evidence for task
(a)	<p>P3</p> <p><i>EITHER:</i> Ngāi Tahu had the lowest percentage of te reo speakers in the country. <i>OR:</i> Ngāi Tahu formulated a revitalisation strategy to grow speakers of te reo Māori. <i>OR:</i> Ngāi Tahu wanted to attain 1,000 Ngāi Tahu homes speaking te reo Māori by 2025. <i>OR:</i> Ngāi Tahu wanted to fan the flame of te reo Māori in their own tribal region. <i>OR:</i> Ngāi Tahu wanted their people to learn te reo Māori. <i>(or equivalent)</i></p> <p>Note: Identifies ONE relevant and general reason in the response, or equivalent.</p>
P4	<p>Identifies TWO general reasons in the response given (or equivalent).</p>
KK5	<p><i>EITHER:</i> In recognition of having the <u>lowest percentage of te reo speakers</u> in the country, Ngāi Tahu formulated a revitalisation strategy. <i>OR:</i> In <u>recognition of the low capability in te reo Māori</u> in Ngāi Tahu homes, the rūnanga <u>developed a language revitalisation strategy</u>. <i>OR:</i> Ngāi Tahu wanted to raise the esteem of Ngāi Tahu descendants by raising their language proficiency in te reo Māori. <i>(or equivalent)</i></p> <p>Note: Links ONE cultural concern and response of Ngāi Tahu to te reo Māori revitalisation.</p>
KK6	<p>Links TWO cultural concerns and responses by Ngāi Tahu to te reo Māori revitalisation.</p>
KR7	<p><i>EITHER:</i> In recognition of the low numbers of te reo Māori speakers in Ngāi Tahu, the rūnanga formulated the Kotahi Mano Kāika strategy to encourage the use of te reo Māori in the home setting. <i>OR:</i> Ngāi Tahu realised that the status of the Ngāi Tahu dialect was under threat, and this posed considerable concern for future generations of Ngāi Tahu descendants. <i>OR:</i> Ngāi Tahu was extremely concerned by the low percentage of te reo Māori speakers in their tribal region. They realised that in order to turn the tide, they needed to accelerate language growth amongst their people by targeting the new/next generation. Note: Comprehensive integration of reasoning, approach, and aspirations of Ngāi Tahu's response.</p>
KR8	<p><i>EITHER:</i> In recognition of the low numbers of te reo Māori speakers in Ngāi Tahu, the rūnanga formulated the Kotahi Mano Kāika strategy to encourage 1,000 homes in Ngāi Tahu to be proficient in their own dialect by 2025. <i>OR:</i> Ngāi Tahu realised that the status of the Ngāi Tahu dialect was under threat, and this posed considerable concern for future generations of Ngāi Tahu descendants. As a response, the rūnanga initiated the Kotahi Mano Kāika and Kura Reo te reo Māori strategies. <i>OR:</i> Ngāi Tahu was extremely concerned by the low percentage of te reo Māori speakers in their tribal region. They realised that in order to turn the tide, they needed to accelerate language growth and tribal esteem amongst their people by targeting the new/next generation. The Kotahi Mano Kāika language strategy targeted young families in the home, thereby ensuring language proficiency for future Ngāi Tahu generations. <i>(or equivalent)</i></p> <p>Note: Comprehensive integration of reasoning, approach, aspirations, and in-depth detail to outline Ngāi Tahu response.</p>

(e)	P3	Yes, the research indicates a greater capacity for creativity. <i>(or equivalent)</i> Note: Provides ONE general reason for agreeing.
	P4	Yes, the research indicates a greater language <u>capacity</u> and <u>capability</u> as a result of learning to speak te reo Māori. <i>(or equivalent)</i> Note: Provides TWO general reasons for agreeing.
	KK5	<i>EITHER:</i> Yes, the research indicates that Ngāi Tahu understand that learning te reo Māori is <u>beneficial to their future capacity as bi-lingual speakers</u> . <i>OR:</i> Yes, the research indicates that Ngāi Tahu recognise a <u>range of benefits</u> for their descendants as a result of <u>investing in te reo Māori acquisition</u> for future generations. <i>(or equivalent)</i> Note: Refers to ONE future indicator, as outlined by research as part of agreement.
	KK6	Refers to TWO future indicators, as outlined by research as part of agreement.
	KR7	Yes, the research outlines a range of recognised benefits for future Ngāi Tahu descendants, such as fluency in two languages, and increased access to a range of careers, both nationally and internationally. However, the research also highlights cultural benefits, such as being able to fluently engage with two language forms and two worldviews , thus leading to greater competencies and increased self-esteem in self and tribal identity. <i>(or equivalent)</i> Note: Refers to ONE cultural benefit, as outlined by research as part of agreement.
	KR8	Refers to TWO cultural benefits, as outlined by research as part of agreement.

(i)	P3	<i>EITHER:</i> Increased number of Ngāi Tahu speakers in the home <i>OR</i> on the marae <i>OR</i> in townships. <i>OR:</i> Increased percentages of speakers reflected in census. Note: Identifies ONE new indicator.
	P4	Identifies TWO new indicators.
	KK5	<i>EITHER:</i> <u>Increased engagement with other speakers in the home and/or in other areas, such as the marae or in townships</u> . <i>OR:</i> <u>Increased use of spoken te reo Māori in the home and in cultural settings such as the marae</u> . Note: Links ONE indicator as contributing to the recognition of language proficiency.
	KK6	Links TWO indicators as contributing to the recognition of language proficiency.
	KR7	One should be able to monitor the impact of language revitalisation by monitoring the results in the homes <i>OR</i> reviewing the three key goals in the Kotahi Mano Kāika to consider how the language is being used in the home <i>OR</i> on the marae <i>OR</i> the quality of the language used in formal settings such as the marae <i>OR</i> informal setting such as the home <i>OR</i> on the street . Note: Comprehensively integrates ONE indicator and implication.
	KR8	Comprehensively integrates TWO indicators and implications.

(o)	P3 /P4	The following answers must be correct word-for-word: (i) te whāngāi o te reo ki ngā mokopuna (ii) ka puta mai he whakatipuranga reo Māori (iii) kia whakarewa i tētahi rautaki
	KK5	TWO correct responses provided.
	KK6	THREE correct responses provided.

(u)	P3 /P4	(i) Of all the Māori tribes (ii) From its establishment to the present (iii) The Māori language is heard
	KK5	TWO correct responses provided.
	KK6	THREE correct responses provided.

(h)	P3 /P4	(i) Kāore rātou e tū māia/ Kāore rātou i te tū māia. (ii) Ki te kore te reo Māori e whai wāhi ki ngā mahi. (iii) Ehara te reo i te tūāpapa o te tuakiri Māori.
	KR7	TWO correct responses provided.
	KR8	THREE correct responses provided.

(k)	P3	Provides a basic and general response.
	P4	Provides a basic and general response with reference to some detail.
	KK5	<u>Links specific detail to explanation with relevance.</u>
	KK6	<u>Links a range of specific detail to evidence in passage with relevance.</u>
	KR7	Comprehensively integrates a range of strategies and successfully substantiates understanding of Ngāi Tahu language revitalisation.
	KR8	Comprehensively integrates a range of strategies and successfully rationalises how the integrity of the Ngāi Tahu dialect will be maintained through revitalisation.

Kāore i whiwhi		Paetae		Kaiaka		Kairangi	
KIW 1	KIW 2	P 3	P 4	KK 5	KK 6	KR 7	KR 8
Kotahi taunaki.	E RUA ngā taunaki Paetae.	E TORU ngā taunaki Paetae.	E WHĀ ngā taunaki Paetae.	E WHĀ ngā taunaki Kaiaka.	E RIMA ngā taunaki Kaiaka.	E RUA ngā taunaki Kairangi.	E TORU ngā taunaki Kairangi.

KIW0 = Kāore he paku hāngāitanga.

Cut Scores

	Kāore i Whiwhi	Paetae	Kaiaka	Kairangi
Ngā tatau	0 – 2	3 – 4	5 – 6	7 – 8