

## Assessment Schedule – 2022

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

#### Assessment Criteria

Paetae	Kaiaka	Kairangi
<p>Pānui kia mōhio ki te reo o tōna ao:</p> <ul style="list-style-type: none"> <li>• Ka whai i te ia o te tuhinga.</li> </ul> <p><i>Recognises te reo Māori relating to their immediate world.</i></p> <p><i>Communicates the gist of the text.</i></p>	<p>Pānui kia mārama ki te reo o tōna ao:</p> <ul style="list-style-type: none"> <li>• Ka mārama ki te kiko o te tuhinga.</li> </ul> <p><i>Comprehends te reo Māori relating to their immediate world.</i></p> <p><i>Demonstrates understanding of the text.</i></p>	<p>Pānui kia mātau ki te reo o tōna ao:</p> <ul style="list-style-type: none"> <li>• Ka mātau ki ngā topehatanga o te tuhinga.</li> <li>• Ka mau te tikanga, te pūtake o te tuhinga.</li> </ul> <p><i>Comprehends with proficiency te reo Māori relating to their immediate world.</i></p> <p><i>Shows proficiency in their understanding of the finer details of the text.</i></p> <p><i>Grasps the meaning and purpose of the text.</i></p>

KW1	KW2	P3	P4	KA5	KA6	KR7	KR8
<ul style="list-style-type: none"> <li>• Provides one or two basic sentences that do not form a substantial answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes a genuine attempt at a response but does not provide enough evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces basic answers explaining their ideas.</li> <li>• Uses a basic example to inform the reader.</li> <li>• May include major errors in details or interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces basic answers explaining their ideas.</li> <li>• Uses a range of basic ideas to inform the reader.</li> <li>• May include major errors in details or interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Expands on the answers but may lack conviction.</li> <li>• Links example(s), with simple justification(s) to form a basic argument.</li> <li>• May include basic errors.</li> <li>• Comprehends the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Expands on the answers but may lack conviction.</li> <li>• Links a range of examples, with simple justifications to form a basic argument.</li> <li>• May include basic errors.</li> <li>• Comprehends the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Convinces the reader to believe in the answer.</li> <li>• Provides a persuasive argument, with justification through examples, to convince the reader.</li> <li>• Shows a comprehensive understanding of some of the finer details of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Convinces the reader to believe in the answer.</li> <li>• Provides a persuasive argument, with justification through examples, to convince the reader.</li> <li>• Shows a comprehensive understanding of the finer details of the text.</li> </ul>

**KW0** = Kāore he paku hāngaitanga

**Sample response**

Question	Paetae 3	Paetae 4	Kaiaka 5	Kaiaka 6	Kairangi 7	Kairangi 8
<p><b>One</b> Explains the issue and how it was resolved.</p>	<p>They have no wahine to do the karanga for the marae trip. Matua Mike's partner will do the karanga.</p>	<p>They have no kaikaranga for the marae trip. Most of the people on the trip are boys / male. Matua Mike's partner will do the karanga.</p>	<p>They don't have a kaikaranga because the girls who are going aren't allowed to karanga. Matua Mike sweet talked his partner into doing the karanga.</p>	<p>They don't have a kaikaranga because Matua Mike is male, so he can't do it, and the girls aren't allowed to.</p>	<p>They don't have a kaikaranga because the only female people going are a few students who, due to their iwi practices / rules / kawa / tikanga, can't karanga yet as they haven't had any children. In the end Matua Mike convinces / sweet talks his partner to be their kaikaranga.</p>	<p>They don't have a kaikaranga for three reasons. Firstly, the only female people going are a few students who, due to their iwi practices, can't karanga yet as they haven't had any children. Secondly, their reo teacher is male and is therefore also unable to karanga. Thirdly, we can presume that the other staff going are either male or unable to karanga because in the end Matua Mike convinced his partner to be their kaikaranga.</p>

<p><b>Two</b> Explain Reitu's thoughts and feelings about the food.</p>	<p>She wanted to cry / she was devastated.</p>	<p>She wanted to cry. She doesn't like seafood. She doesn't eat / like meat.</p>	<p>She wanted to cry because the majority of the food was either seafood or meat and she really hates seafood because she thinks it's slimy and tastes disgusting. She tries a kina anyway (to be respectful) and still thinks it's gross.</p>	<p>She wanted to cry because she doesn't like seafood because it tastes like slime. Also, she doesn't like to eat meat because she wants to look after the environment.</p>	<p>She wanted to cry because the majority of the food was either seafood or meat and she really hates seafood. She dislikes seafood because she thinks it's slimy and tastes disgusting, but she feels like she should try some anyway so that she doesn't upset the cooks.</p>	<p>She wanted to cry because the majority of the food was either seafood or meat and she really hates seafood. She dislikes seafood because she thinks it's slimy and tastes disgusting, but she feels like she should try some anyway because she thinks the cooks will be upset if she turns her nose up at it. However, after trying some kina she is still not impressed – it was salty and she doesn't want to ever eat it again.</p>
<p><b>Three</b> Explain how the whakatauki “Nāu te rourou, nāku te rourou, ka ora ai te iwi” applies to the text.</p>	<p>She moved some of the bags. OR The boys threw the bags into the bus. OR The whakataukī is about helping each other.</p>	<p>She was helping the bus driver. They all worked together to move the bags on to the bus.</p>	<p>The whakataukī is about helping. She moved some of the bags down to the bus, which helped the bus driver. They all worked together to help the bus driver to get the bags on as they were late so this made things go faster.</p>	<p>The whakataukī is about helping. She moved some of the bags down to the bus, which helped the bus driver. While she was doing that, the boys threw the bags into the bus. Therefore, they were all working together.</p>	<p>The whakataukī is about helping people, with your food basket and my food basket, the iwi will thrive. In the context of this text - she moved some of the bags down to the bus, which helped the bus driver. She could see that they were running out of time and so if she helped and they all worked together they would get back to school where their</p>	<p>The whakataukī is about helping people, with your food basket and my food basket, the iwi will thrive. In the context of this text - she moved some of the bags down to the bus, which helped the bus driver. While she was doing that, the boys threw the bags into the bus. Therefore, they were all working together and would get back to school where their</p>

					parents were waiting for them.	parents were waiting for them. By working together, they would also get back to school in time for rugby practice.
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**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 6	7 – 12	13 – 18	19 – 24