

## Mahere Aromatawai / Assessment Schedule – 2022

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

#### Paearu Aromatawai / Assessment Criteria

Paetae	Kaiaka	Kairangi
<p>Pānui kia mōhio ki te reo Māori o te ao whānui.</p> <ul style="list-style-type: none"> <li>• Ka tautohu i te pūtake o te tuhinga me ngā nuka reo.</li> <li>• Ka wetewete i ngā kōrero pono, i ngā whakaaro me ngā whakatau i roto i te tuhinga.</li> </ul> <p><i>Demonstrates understanding of te reo Māori relating to local, national, and global themes.</i></p> <ul style="list-style-type: none"> <li>• <i>Identifies the main theme of the text and the language features used.</i></li> <li>• <i>Distinguishes the facts, opinions, and conclusions within the text.</i></li> </ul>	<p>Pānui kia mārama ki te reo Māori o te ao whānui.</p> <ul style="list-style-type: none"> <li>• Ka whakamārama i te pūtake o te tuhinga.</li> <li>• Ka whakamārama i te kaupapa matua o te tuhinga.</li> </ul> <p><i>Demonstrates comprehension of te reo Māori relating to local, national, and global themes.</i></p> <ul style="list-style-type: none"> <li>• <i>Explains the intent / purpose of the text.</i></li> <li>• <i>Explains the message / main theme of the text.</i></li> </ul>	<p>Pānui kia mātau ki te reo Māori o te ao whānui.</p> <ul style="list-style-type: none"> <li>• Ka kōtui i ngā ariā matua o te kaituhi, o te tuhinga rānei.</li> <li>• Ka parahau i ōna whakaaro mō te kaupapa matua.</li> </ul> <p><i>Demonstrates proficiency in te reo Māori relating to local, national, and global themes.</i></p> <ul style="list-style-type: none"> <li>• <i>Integrates / synthesises the main ideas of the author or text.</i></li> <li>• <i>Justifies thoughts about the main theme / message.</i></li> </ul>

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 12	13 – 18	19 – 24

**Ngā Whakautu / Evidence**

KW1	KW2	P3	P4	KA5	KA6	KR7	KR8
<p>Provides a basic response that does not form a substantial answer.</p>	<p>A genuine attempt at a response is made, but does not provide enough evidence for Achievement.</p>	<p>Approaches the standard for P4.</p>	<p>Presents a basic interpretation of the text.</p> <p>Includes basic ideas that are loosely related to the text.</p> <p>Includes errors in detail or interpretation.</p>	<p>Approaches the standard for KA6.</p>	<p>Explains some main ideas emerging from the text, but they are lacking in finer detail.</p> <p>Ideas form evidence based only on the text.</p> <p>Includes limited personal opinions.</p> <p>Explains answer, but without conviction.</p> <p>Shows some clarity in formulating the answer.</p>	<p>Approaches the standard for KR8, but with occasional errors, not as much detail, and lower-level grammar, structures, and other language features.</p>	<p>Explains the main ideas emerging from the text and includes finer details.</p> <p>Strongly evidence-based from the text.</p> <p>Clearly and confidently includes personal opinions.</p> <p>Convincing justifications for the answer, using clear examples.</p> <p>Clearly articulated.</p>

**KW0** = Kāore he paku hāngaitanga.

## Sample response

### Question One

1860 – For the first time the Pākehā population is larger than the Māori population.

This meant English was spoken more than Māori in Aotearoa.

Pākehā had the political power to impose their systems.

1867 Native Schools Act: stated that te reo Māori was not to be used in schools.

There were 55 natives schools around the country.

Deaths of Māori in World War I and from Pākehā diseases led to a further decrease in population of Māori speakers.

Urbanisation led to Māori families being placed among non-Māori families. This meant Māori families were no longer in the areas where the reo and the culture thrived.

The new environment, being surrounded by Pākehā reo and tikanga caused the loss of the reo in one generation for most whānau Māori.

### Question Two

Leaders were extremely concerned that if they did not act the reo would disappear as the moa did.

A petition was created that called for the reo to be taught in all schools of the country.

It was signed by 30,000 people.

The petition was presented at the steps of Parliament on the 14th of September 1972.

Stratagies such as Te Ataarangi, Te Matatini, Te Kōhanga Reo, Te Wharekura, Te Wānanga o Raukawa, Te Wānanga o Aotearoa, te reo irirangi Māori, Whakaata Māori, Te Kura Reo, Te Panekiretanga, te wiki o te reo Māori, and Te Taura Whiri i Te Reo Māori emerged after this.

This meant people from pre-schoolers to elderly could learn the reo.

### Question Three

(a) It was composed to warn Māori speakers about wasting their language by not speaking it.

Te Reo Māori can't thrive if it isn't spoken.

(b) If children hear Māori being spoken like this all the time, it becomes their main language.

For the language to survive, it needs to be more oral than written.

(c) Some second language learners are scared of speaking in case they make a mistake.

Subsequently, they become good at writing, but their oral language is lacking.

Some Māori language speakers say it's easier to speak English in a range of contexts.

These concerns need to be expelled for the future of the language.