

## Mahere Aromatawai | Assessment Schedule – 2024

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

#### Paearu Aromatawai | Assessment Criteria

Paetae   Achievement	Kaiaka   Achievement with Merit	Kairangi   Achievement with Excellence
<p>Pānui kia <b>mōhio</b> 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>Pānui kia <b>mārama</b> 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>Pānui kia <b>mātau</b> 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>Demonstrates <b>understanding</b> of te reo Māori relating to local, national, and global themes.</p> <ul style="list-style-type: none"> <li>• Identifies the main theme of the text and the language features used.</li> <li>• Distinguishes the facts, opinions, and conclusions within the text.</li> </ul>	<p>Demonstrates <b>comprehension</b> of te reo Māori relating to local, national, and global themes.</p> <ul style="list-style-type: none"> <li>• Explains the intent/purpose of the text.</li> <li>• Explains the message/main theme of the text.</li> </ul>	<p>Demonstrates <b>proficiency</b> in te reo Māori relating to local, national, and global themes.</p> <ul style="list-style-type: none"> <li>• Integrates/synthesises the main ideas of the author or text.</li> <li>• Justifies thoughts about the main theme/message.</li> </ul>

KW1	KW2	P3	P4	KA5	KA6	KR7	KR8
<ul style="list-style-type: none"> <li>• Provides a basic response that does not form a substantial answer.</li> </ul>	<ul style="list-style-type: none"> <li>• A genuine attempt at a response is made but does not provide enough evidence for Achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Approaches the standard for P4.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a basic interpretation of the text.</li> <li>• Includes errors in detail or interpretation.</li> <li>• Includes errors in detail or interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Approaches the standard for KA6.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains some main ideas emerging from the text, but they are lacking in finer detail.</li> <li>• Ideas form evidence based only on the text.</li> <li>• Includes limited personal opinions.</li> <li>• Explains answer, but without conviction.</li> <li>• Shows some clarity in formulating the answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Approaches the standard for KR8, but with occasional errors, not as much detail, and lower-level grammar, structures, and other language features.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the main ideas emerging from the text and includes finer details.</li> <li>• Strongly evidence-based from the text.</li> <li>• Clearly and confidently includes personal opinions.</li> <li>• Convincing justifications for the answer, using clear examples.</li> <li>• Clearly articulated.</li> </ul>

**KW0**= Kāore he paku hāngaitanga | No response; no relevant evidence.

Possible evidence is not limited to the following examples. Answers are judged holistically, not solely on the basis of evidence included in the assessment schedule. Assessment judgements are based on the level of understanding shown.

### Taunakitanga | Evidence

Pātai   Question	Sample evidence
(1)	<p><i>Āta whakamāramahia te hītori o te Rā o Guy Fawkes me te take e whakanuia ana ki ngā wāhi huhua o te ao. Explain in detail the history behind Guy Fawkes Day and how it has become a day that is celebrated in many different places in the world.</i></p> <ul style="list-style-type: none"> <li>• This day of commemoration comes from England.</li> <li>• In 1605 a Catholic Group tried to assassinate King James and others in the House of Lords.</li> <li>• King James was a Protestant.</li> <li>• The name of this treacherous act was the Gunpowder Plot.</li> <li>• They didn't achieve their goal of killing King James and the others.</li> <li>• And Guy Fawkes was imprisoned whilst he was looking after the explosives.</li> <li>• The people of London celebrated by lighting fires throughout London.</li> <li>• In the following months, the 5th of November became an official day to celebrate the foiling of the gunpowder plot.</li> <li>• Eventually, this was known as Guy Fawkes Day and from that time people throughout the world have celebrated by letting of fireworks.</li> </ul>
(2)	<p><i>He aha a Parihaka i motuhake ai i taua wā? Whakamahia ngā kōrero i roto i te tuhinga hei tautoko i tō whakautu. Why was Parihaka so unique for the time? Use detail from the text to support your answer.</i></p> <ul style="list-style-type: none"> <li>• The people of Parihaka protested peacefully against the Government confiscation of the land</li> <li>• They did this long before Ghandi and Martin Luther King</li> <li>• When Parihaka was at its peak, there were many battles throughout Aotearoa, many people died and suffered in those battles</li> <li>• The people of Parihaka were good at working together for the benefit of the people</li> <li>• They were extremely efficient at growing vegetables. This is the work of Rongo-mā-Tāne, the god of peace, of the kūmara and of agriculture</li> <li>• Gardening is a peaceful activity, that is reciting karakia, preparing the land, planting seeds, weeding and harvesting</li> <li>• If there is lots of food, the people's stomachs are full</li> <li>• If the stomach is full, people are happy</li> <li>• The people of Parihaka didn't fight with the weapons of Tūmatauenga such as the taiaha, the patu, the gun etc</li> <li>• They instead sent the men to plough the land, to remove survey pegs and to re-erect the fences destroyed by the soldiers, the Pākehā.</li> <li>• Te Whiti and Tohu felt that there was no benefit in engaging in war for their people.</li> </ul>

Pātai   Question	Sample evidence
(3)	<p><i>Nā runga i tāu i pānui ai, ko tēhea o ngā kaupapa nei te mea whakahirahira rawa hei whakanui mā tātou i te rima o Noema? Whakamahia ngā kōrero i roto i te tuhinga hei tautoko i ō whakaaro.</i></p> <p><i>Based on what you have read, which of the two kaupapa should be commemorated on the 5th of November? Use Information from the text to support your argument.</i></p> <ul style="list-style-type: none"> <li>a. Has given a <b>short</b>, yet correct answer as to which of the two kaupapa should be commemorated on the 5th of November. Has used <b>basic Information</b> from the text to support their argument.</li> <li>e. Has given a <b>moderately detailed</b> correct answer as to which of the two kaupapa should be commemorated on the 5th of November. Has <b>used information</b> from the text to support their argument.</li> <li>i. Has given a <b>detailed</b> correct answer as to which of the two kaupapa should be commemorated on the 5th of November. Has used <b>comprehensive Information</b> from the text to support their argument.</li> </ul>

### Cut Scores

Kāore i Whiwhi (KW) Not Achieved	Paetae (P) Achievement	Kaiaka (KA) Achievement with Merit	Kairangi (KR) Achievement with Excellence
0–7	8–12	13–18	19–24