

## Mahere Aromatawai | Assessment Schedule – 2025

### 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><b>Ka tipu a Kui ki tōna haukāinga. Āta whakamāramahia te āhua o tōna ao me ngā āhuatanga o te tangihanga i a ia e tamariki tonu ana. Kui grew up in her true home. Explain in detail what her home was like and the aspects of the tangihanga were when she was still young.</b></p> <p>Sample responses:</p> <ol style="list-style-type: none"> <li>1. Her home was far away from the cities.</li> <li>2. Most of the people living there were from her iwi, with the exception of a some Pākehā farmers and men and women that had married into the hapu.</li> <li>3. Their language of communication was Te Reo Māori.</li> <li>4. Everyone knew and adhered to the traditions of their hapū, their marae, and their ancestors.</li> <li>5. It was their world.</li> <li>6. When she was young, everything in regard to death and the dead was tapu.</li> <li>7. When someone passed, they all followed the death protocols of their hapū.</li> <li>8. The deceased were taken to the marae to lay in state for 3 days.</li> <li>9. The deceased lay on the veranda of the whare, not inside, like some other iwi.</li> <li>10. Only the kuia were the callers, only koroua were the speakers.</li> <li>11. Everyone knew the appropriate prayers and songs for funeral ceremonies.</li> <li>12. The locals were good at preparing food for the bereaved family and the visiting groups.</li> <li>13. On the final day, the deceased was buried in the cemetery, they were never cremated.</li> </ol>
(2)	<p><b>He pēhea ngā whakaaro o Kui te mahi a ētahi tāngata i ēnei rā mō te tuku pungarehu tūpāpaku? He aha ia e whakaaro pēnei ai? Āta whakamāramahia. What does Kui think about the way some people dispose of the ashes of the dead? Why does she think like this? Explain in detail.</b></p> <p>Sample responses:</p> <ol style="list-style-type: none"> <li>1. She’s not opposed to cremation, but she does have an issue with what some whānau do with the ashes.</li> <li>2. To her, ashes are tapu, and the right thing to do is to bury them in the cemetery</li> <li>3. In the last 20 years some families have started to sprinkle the ashes of the deceased in public places such as flower gardens, rivers, the ocean, the bush etc.</li> </ol>

Pātai   Question	Sample evidence
	<ol style="list-style-type: none"> <li>4. She thinks this is wrong. Why? Ashes are tapu!</li> <li>5. It is not right to have the ashes of the dead in places of the living.</li> <li>6. Maybe, you've heard the speakers on the marae say? Be the dead to the dead, be the living to the living.</li> <li>7. Lest the living are affected by the spirits of the dead</li> <li>8. When that happens, the person may become spiritually sick from the ashes of the dead</li> <li>9. If a person dies in the ocean, that section of the is out of bounds (rāhui) until the rituals of tapu removal are completed</li> <li>10. Everyone knew about this custom, they knew that they weren't permitted to swim to fish, gather sea food</li> <li>11. Because that place had been affected by the tapu of the dead</li> <li>12. This was done to protect people</li> <li>13. But some families just go and sprinkle ashes and the people of the area have no idea that they have disposed of the ashes like that</li> <li>14. And they go and collect pipi and there are human ashes inside</li> <li>15. Is it ok that people eat pipi that have human ashes in it? No way! It's bad</li> <li>16. In addition to that, some families keep the ashes of the deceased in their houses</li> <li>17. They're kept on a shelf or in a cupboard</li> <li>18. Houses are for the living, not the dead</li> <li>19. If there are ashes in the house, then that house is covered with the tapu of the dead</li> <li>20. It's so strange, different.</li> </ol>
(3)	<p><b>Kei te whakaae koe kia whakaturengia te nehunga o ngā pungarehu tūpāpaku ki ngā urupā anake? He aha ai? He aha e kore ai? Tikina ngā kōrero mai i te pānuitanga hei tautoko i ōu whakaaro.</b></p> <p><b>Do you agree that the burial of human ashes in cemeteries should be law? Why? Why not? Use the text to support your ideas.</b></p> <ol style="list-style-type: none"> <li>a. Has given a <b>short</b>, yet correct answer to justify why they believe burying ashes in a cemetery should or should not be made into law. Has used <b>basic Information</b> from the text to support their argument.</li> <li>e. Has given a <b>moderately detailed</b> answer to justify why they believe burying ashes in a cemetery should or should not be made into law. Has <b>used information</b> from the text to support their argument.</li> <li>i. Has given a <b>detailed</b> correct answer to justify why they believe burying ashes in a cemetery should or should not be made into law. Has used <b>comprehensive Information</b> from the text to support their argument.</li> </ol>

**Cut Scores**

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