

Te Reo Māori 2023

Level 1 Exemplar



Exemplar for Internal Achievement Standard

Te Reo Māori Level 1

This exemplar supports assessment against:

Achievement Standard 92092 (1.1)

Te tautohu i ētahi pānga o mua ki te mauri ora o te reo

An annotated exemplar is an extract of ākonga evidence, with a commentary, to explain key aspects of the standard. It assists kaiako to make assessment judgements at Achieved, Merit and Excellence / at the different grades.

	Grade: Excellence
1.	<p>For Excellence, ākonga are required to analyse the impact of past events on the vitality of the language.</p> <p>This involves analysing the consequences that these factors had on te reo Māori.</p> <p>In <i>Tā te ākonga mahi</i> below, the ākonga focuses on historical events; schooling and urbanisation and analyses the consequences on the vitality of te reo. They have also made references to the impacts of these factors on their own whānau.</p> <p>The ākonga discusses how Government policies (1) and intentions (2), and practices in schools (3) affected the status (4) and survival of te reo Māori (5). Effective linking phrases (6) and supporting details (7) are provided to justify their ideas.</p> <p>There is analysis of the consequences of moving to urban areas; the ākonga provides a range of reasons that te reo Māori diminished (8, 9, 10) and the outcomes of this (11). The ākonga successfully connected the information by including anecdotal evidence to support their findings (12).</p> <p>While there are some minor inconsistencies in language, overall communication is clear and writing conventions such as punctuation, grammar and paragraphing are evident.</p> <p><u>Activity: 1.1B He aha te pānga?</u></p> <p><i>Tā te ākonga mahi (Excellence)</i></p> <p><i>I tū te ture kura Māori i te tau kotahi mano, e waru rau, e ono tekau mā whitu (1). Nā tēnei ture (6), ko te reo Pākehā te reo matua o ngā kura (4). Ka patua ngā tamariki e kōrero Māori ana e ngā kaiako (3). Nā tēnei (6), te reo o ngā tūpuna i tāmoe kia taea e te Kawanatanga te whakapākehā a ngai Māori ki te porihanga Pākehā (2). Koia rā te take (6), kua whakamōrearea te reo o ngā tūpuna (5). Nō te tau kotahi mano, e iwa rau, tekau mā toru, iwa tekau ōrau o ngā tamariki Māori e haere ana ki te kura he matatau hoki ki te kōrero Māori. Engari i te tau, kotahi mano, e iwa rau, e rima tekau mā toru, rua tekau mā ono ōrau anake o ngā tamariki Māori e kōrero Māori ana (7).</i></p> <p><i>I nuku mai ētahi o ngai Māori ki ngā taone ki te kimi mahi, nō te tau kotahi mano, e iwa rau, e rima tekau. I kōrero te reo Pākehā ki roto i ngā taone (8). Ko te reo Pākehā anake i kōrero ki ngā mahi (9). Kāore a ngai Māori i noho ngātahi pērā i te haukāinga, i wehewehe kē (10). Nā ēnei āhuatanga, nā wai rā (6) Ko te reo Pākehā te reo matua o ngā kāinga Māori (11). Ka mimiti te reo Rangatira.</i></p> <p><i>Ka ngaro te reo ki tōku whānau, kāore tōku māmā i ako ki te kōrero i te reo Māori. I kōrero Pākehā kē ia, nā te mea i patua tōku Koro e kōrero Māori ana. I nuku mai tōku koro me tōku kuia ki ngā taone kia whai orange, ā, ka kōrero Pākehā kē (12).</i></p>



	Grade: Merit
2.	<p>For Merit, ākonga are required to explain the impact of past events on the vitality of the language.</p> <p>This involves explaining the connection between factors and their impact on te reo Māori.</p> <p>In <i>Tā te ākonga mahi</i> below, the ākonga identifies key historical factors; the Native Schools Act (1) which made schooling compulsory for Māori children (2) and the intensified Māori urban migration post World War II (3).</p> <p>The ākonga explains the connection between the factors and the impact on te reo Māori: English was the only language allowed in schools (4) so children were punished for speaking Māori (5). When Māori moved to the city English was the dominant language in workplaces, so Māori began to speak English at home as well (6).</p> <p>The ākonga explains the impact on te reo Māori: the Māori language was prohibited to be spoken at school (7) as opposed to being spoken and taught/learned at school (9), Māori children were being raised as English speakers (8) as opposed to Māori speakers (10).</p> <p><u>Activity: 1.1B He aha te pānga?</u></p> <p><i>Tā te ākonga mahi (Merit)</i></p> <p><i>I mua i te taenga mai o ngā Iwi Pākehā ko te reo Māori te reo matua ki Aotearoa.</i></p> <p><i>Nō te tau kotahi mano, e waru rau, e ono tekau mā whitu (1867) i tīmata te Ture mō ngā Kura Taketake (1). Nō te tau kotahi mano, e iwa tekau mā whā (1894) ka whakaturetia me haere ngā tamariki Māori katoa ki ngā kura (2). Me kōrero Pākehā ki ēnei kura (4). Ki te kore, ka patu ngā kaiako i ngā tamariki (5). Nā tēnei i matakū ngā ākonga, ā kāore i kōrero i te reo Māori ki te kura, he mea pōuri tēnei mō te reo. He rerekē ngā kura ināianei (7) Nōku te waimarie, ka taea e au te ako me kōrero i te reo ki te kura (9).</i></p> <p><i>I te mutunga o Te Pakanga Tuarua o Te Ao, i te tau kotahi mano, e iwa rau, e whā tekau mā rima (1945) (3) i hūnuku ngā whānau Māori ki ngā taone ki te kimi mahi, pērā ki ngā wheketere. Ko te reo Pākehā te reo matua ki ēnei wāhi mahi, ka tīmata ki te kōrero i te reo Pākehā ki te kāinga hoki. (6) Nā wai rā, ka whakatipuria mai ngā tamariki Māori hei tamariki kōrero Pākehā. (8) I ēnei rā, he rerekē. Ka whakatipuria mai ngā tamariki Māori hei tamariki kōrero Māori. Kia kaha te reo Māori! (10).</i></p>



	Grade: Achieved
3.	<p>For Achieved, ākonga are required to identify the impact of past events on the vitality of the language.</p> <p>This involves identifying key historical factors and demonstrating understanding of the impact these factors had on te reo Māori.</p> <p>In <i>Tā te ākonga mahi</i> below, the ākonga identifies two events that had an impact on language. The first was the creation of Native schools (1). Relevant details such as preventing ākonga from speaking te reo Māori (2) and physically punishing them (3) are mentioned. The impact of Native schools is identified (4) as leading to the decline of spoken reo Māori at home. An opinion is expressed “<i>auē te mamae mō ngā whānau...</i>” (5) with a conclusion that this led to Māori not being a language of the home (6).</p> <p>Urbanisation is the second event identified (7). Information is expressed about reasons for the move to cities “<i>ki te kimi mahi ki te whai oranga...</i>” (8), language use (9) and the impact on te reo Māori (10).</p> <p>While there are some inconsistencies in language “<i>Kei te ako au te reo Māori..</i>” (11) overall communication is clear. Writing conventions are evident with ideas being separated into paragraphs with accurate spelling.</p> <p><u>Activity: 1.1B He aha te pānga?</u></p> <p><i>Tā te ākonga mahi (Achieved)</i></p> <p><i>Nō te tau kotahi mano e waru rau e ono tekau mā whitu i whakatūria ngā kura Māori e te Kawanatanga (1) ki tenei ture kāore i whakaaetia te kōrero te reo Māori (2). ko te reo Pākehā te reo matua o ngā kura i patua ngā tamariki ngā kōrero Māori (3). Ka mutu te kōrero Māori ki te kāinga (4).</i></p> <p><i>Auē te mamae mō ngā whānau Māori (5) nā te mea, kāore ngā whānau Māori i kōrero Māori (6).</i></p> <p><i>I te tau kotahi mano e iwa rau e wha tekau mā toru i neke ngā Māori ki ngā tāone (7) ki te kimi mahi ki te whai oranga rātou (8) he tino rerekē te ao Pākehā. Ko te reo Pākehā te reo kōrero (9). Nā tēnei te reo Māori kua timata ki te mate (10). Kei te ako au te reo Māori (11) nā te mea e hīkaka au. Ko au te tuatahi ki te kōrero Māori o tōku whānau.</i></p>

