

## Te Kaupae 1 Ngā Putanga Ako o te Wāhanga Ako Te Reo Māori

He rauemi tautoko i te Pou Tarāwaho mō te Te Reo Māori

### He aha ngā Putanga Ako ā-Wāhanga Ako, me pēhea hoki taku whakamahi?

Ko tā ngā Putanga Ako ā-Wāhanga Ako he tautohu i ngā mōhiotanga me ngā pūkenga me mātua whai e ngā ākonga e rite ai ia mō te aromatawai. Nā ngā Paerewa Paetae i ārahi ngā Putanga Ako ā-Wāhanga Ako. Me whakamahi ki te taha o ngā rauemi NCEA katoa.

Kāore ngā Putanga Ako ā-Wāhanga Ako e whakakapi i tētahi o ngā tuhinga o mua. E whai wāhi atu ana ki tēnei ngā Tautuhinga Aromatawai ā-Waho me ngā Tikanga Aromatawai. Me whakamahi i te katoa o ngā rauemi NCEA e mārama katoa ai te tangata ki tēnā, ki tēnā o ngā here o ngā Paerewa Paetae, e whakamahere ai hoki i tētahi hōtaka tōtōpū o te whakaako, o te ako, o te aromatawai hoki. Kaua ngā Putanga Ako ā-Wāhanga Ako e whakamahia mō ngā whakataunga a te kaiaromatawai. Ko te Paerewa Paetae me ngā Taunakitanga Aromatawai mō ngā Ngohe Aromatawai ā-Roto ka whakamahia mō aua whakataunga.

Ka whakamārama ngā Putanga Ako ā-Wāhanga Ako, i te taha o ētahi atu tuhinga tāpua, ki ngā kaiako ngā mea me whai wāhi ki ā rātou hōtaka o te ako me te whakaako, me ngā pūkenga o ngā ākonga me hihira e rātou, i te aromatawai e whakatata atu ana. Ehara i te mea me ūrite te wā whakaako ki ngā Putanga Ako ā-Wāhanga Ako katoa.

Me tūhono ngā mahi akoako katoa ki ngā ao o ngā ākonga i Aotearoa me Te Moana-nui-a-Kiwa. I te nuinga o te wā, ka kōwhiri ngā kaiako, ngā ākonga rānei i ngā horopaki. Nā reira, kāore ngā horopaki e tautohua i ngā Putanga Ako ā-Wāhanga Ako i ngā wā katoa. Ka tukua pea he tauira hei whakaahua i ngā kaupapa me ngā horopaki, engari ehara i te mea me mātua whai.

E āhei ana ngā ākonga ki te whai wāhi atu ki ngā mahi whakaako e tautoko ana i a rātou ki te eke ki ngā taumata tiketike o te eke paetae. Kei te hāngai te nuinga o ngā putanga ako ki te taumata o Paetae. Heoi, kua whai wāhi hoki ngā putanga ako o ngā taumata eke paetae o runga ake.

Ko te kawatau, ka noho ngā mōhiotanga me ngā pūkenga i ngā Putanga Ako ā-Wāhanga Ako hei tūāpapa i ia Paerewa Paetae. Ka whakawhirinaki atu ngā ākonga ki aua akoranga i te wā o te aromatawai. E tika ana kia mōhio ko te aromatawai he tukanga tīpako noa, nā reira kāore e aromatawaihia ngā mea katoa ka whakaakona.

# Te Reo Māori NCEA NAC Level 1 Subject Learning Outcomes for Assessment

Companion to Te Reo Māori Learning Matrix

## What are the Subject Learning Outcomes and how can I use them?

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgements. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Student Learning Outcomes, alongside other key documents, make clear to kaiako what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.

## Paerewa Paetae 1.1 (92092): Te kōrerorero i ngā pārongo, i ngā ariā me ngā whakaaro (Ngā Whiwhinga 5)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<b>Te āheinga kōrerorero</b> Interactive ability	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> <li>Te whakaatu i te māramatanga ki te reo ā-waha mā te whakahoki kōrero e hāngai ana ki ngā pātai, ki ngā whāngaitanga kupu, ki ētahi atu kōrero rānei a tō/ō rātou hoa i te reo Māori.  <i>Demonstrate understanding of spoken reo Māori by producing spoken language responses that are relevant to questions, prompts or other reo Māori input from their partner(s).</i></li> <li>Te kōrero tene i te reo Māori mō ngā tūāhuatanga me ngā wheako o mua, o nāianei rānei e hāngai ana ki tētahi horopaki e taunga ana ki te tangata.  <i>Engage in unrehearsed, and unscripted spoken conversation in te reo Māori about past and present events or experiences related to familiar contexts.</i></li> <li>Te tautoko, te whakaniko rānei i te kōrero, i ngā taumata o runga o te eke paetae, mā te whai i ngā rautaki kōrerorero, hei tauira:           <ul style="list-style-type: none"> <li>te tuku pātai me te urupare ki ngā pātai maha</li> <li>te āta whakatū i te kōrero, te whakamahi rānei i ētahi kīanga hei tohu kia whai wā tētahi atu ('Me koe?')</li> <li>te tohu i te mārama, i te ohorere, i te whakaae rānei ('Mārama ana!', 'Nē?', 'Ka rawe!')</li> <li>te toro atu ki ngā pārongo whāiti, te whakawhānui hoki i ngā pārongo whāiti o ngā urupare a tētahi hoa</li> <li>te tūtakarerewa, te urupare hoki ki ngā tīwhiri i te kōrerorero</li> </ul> </li> </ul> <p><i>Support or enhance conversation, at higher levels of achievement, by using interactive strategies, for example:</i></p>

	<ul style="list-style-type: none"> <li>○ <i>asking and responding to a variety of questions</i></li> <li>○ <i>deliberately pausing or using formulaic expressions to indicate turn taking ('Me koe?')</i></li> <li>○ <i>signalling understanding, surprise, or affirmation ('Mārama ana!', 'Nē?', 'Ka rawe!')</i></li> <li>○ <i>engaging with and extending on specific detail in a partner's responses</i></li> <li>○ <i>anticipating and responding to conversational cues</i></li> </ul>
<b>Te whakamahi i te reo e tika ana mō te horopaki</b> Using language that is appropriate to the context	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> <li>• Te whakawhiti pārongo, te whakawhiti whakaaro hoki ki te reo Māori ā-waha.</li> <li>• Ko ētahi o ngā tauira o te whakawhiti pārongo, ko: <ul style="list-style-type: none"> <li>○ te whakaahua – te tirohanga, te āhua me ngā pūmanawa</li> <li>○ te whakamōhio – te whāngai meka, te whāngai taipitopito rānei</li> <li>○ te tohutohu – te whāngai tohutohu, te ārahi rānei</li> <li>○ te pūrongo – te tohu, te whakarāpopoto, te whakaraupapa rānei i ngā mahi.</li> </ul> </li> <li>• Ko ētahi o ngā tauira o te whakawhiti whakaaro, ko: <ul style="list-style-type: none"> <li>○ te whakapuaki i ētahi raru māmā me te tuku rongoā</li> <li>○ te tuku kōwhiringa</li> <li>○ te whakapuaki i ngā whakaaro me ngā kare ā-roto</li> <li>○ te whakapuaki i ngā haepapa</li> <li>○ te whakapuaki i ngā tūmanako, i ngā wawata, i ngā whāinga rānei.</li> </ul> </li> <li>• Ko ētahi o ngā tauira o te whakawhiti whakaaro taparoto, ko: <ul style="list-style-type: none"> <li>○ te whakapuaki i ngā mea e paingia ana, kāore nei hoki e paingia ana</li> <li>○ te whakapuaki i ngā mariutanga</li> <li>○ te urupare, te whai rongoā hoki ki ngā raru</li> <li>○ te huritao ki ngā wheako me ngā tūāhuatanga</li> </ul> </li> </ul>

	<p><i>Communicate information, ideas and opinions using spoken reo Māori.</i></p> <p><i>Examples of informative communication include:</i></p> <ul style="list-style-type: none"><li>○ <i>describing – appearance, features or qualities</i></li><li>○ <i>informing – sharing facts or details</i></li><li>○ <i>instructing – giving directions or guidance</i></li><li>○ <i>reporting – outlining actions, summarising or sequencing events.</i></li></ul> <p><i>Examples of ideas-based communication include:</i></p> <ul style="list-style-type: none"><li>○ <i>expressing simple problems and offering solutions</i></li><li>○ <i>giving options</i></li><li>○ <i>expressing thoughts and feelings</i></li><li>○ <i>expressing responsibilities</i></li><li>○ <i>expressing hopes, wishes or intentions</i></li></ul> <p><i>Examples of opinion-related communication include:</i></p> <ul style="list-style-type: none"><li>○ <i>expressing likes and dislikes</i></li><li>○ <i>expressing preferences</i></li><li>○ <i>responding to and solving problems</i></li><li>○ <i>reflecting on experiences or events</i></li></ul> <ul style="list-style-type: none"><li>● Te kōrero i ngā tūāhuatanga maha, i ngā wheako maha hoki/rānei o mua, o nāianei hoki. Ka whai wāhi atu ki tēnei te māramatanga me te whakaputa i te reo e rawaka ana e kōrero ai mō:<ul style="list-style-type: none"><li>○ ngā tūāhuatanga me ngā wheako rerekē (pērā i ngā haerenga ki ō rātou tino wāhi hararei me tāna whakariterite mō tētahi whakanui huritau),</li><li>○ tērā rānei, ko te kōrero mō tētahi, mō ētahi rānei o ngā wheako e hāngai ana ki tētahi kaupapa kotahi (hei tauira, ko te kura - ngā akoranga, ngā ngohe, ngā ture, ngā haepapa rānei).</li></ul></li></ul>
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	<ul style="list-style-type: none"><li>• Te whakahuahua i ngā tūāhuatanga, i ngā wheako hoki/rānei o mua, o nāianei hoki.</li><li>• Tirohia te wāhi ki te wetereo me ngā takotoranga reo i te tuhinga o He Arawhata Reo - Grammar Progression, e wātea ana ki te ripa o te Whakaako kei te whārangi kaupapa o te NCEA Te Reo Māori, e kitea ai ētahi tauira whāiti o ngā momo takotoranga reo e tika ana mō te wā kua hipa, mō nāianei anō hoki.<p><i>Converse about multiple past and present events and/or experiences. This involves understanding and producing sufficient language to interact about:</i></p><ul style="list-style-type: none"><li>○ <i>different events or experiences (such as trips to their favourite holiday destination as well as a birthday party that they are preparing for).</i></li><li>○ <i>or more than one event or experience related to a single topic (for example, school - the classes, the activities, or the rules and expectations).</i></li></ul><p><i>Refer to past and present events and/or experiences.</i></p><p><i>See the grammar and structures section of the He Arawhata Reo - Grammar Progression document, available on the Teaching tab of the NCEA Te Reo Māori subject page, for specific examples of indicative grammar structures to reference the past and present.</i></p><li>• Te whakamahi i ngā kupu me ngā takotoranga reo e tika ana mō te Kaupae 6 o te Marautanga, e whakaatu nei i kaha ake o te whānui, o te kounga, o te mōhio hoki ki te whakahaere i te reo i ngā taumata o runga ake o te eke paetae.<ul style="list-style-type: none"><li>○ Tirohia te tuhinga o He Arawhata Reo - Grammar Progression e kitea ai te momo reo e tika ana, tae atu ki te Kaupae 6 o te Marautanga.</li></ul></li></li></ul> <p><i>Use vocabulary and structures appropriate for Curriculum Level 6, demonstrating greater variety, quality, and control of language at higher levels of achievement.</i></p> <ul style="list-style-type: none"><li>○ <i>See the He Arawhata Reo - Grammar Progression for indicative language, up to and including at Curriculum Level 6.</i></li></ul>
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	<ul style="list-style-type: none"> <li>• Te āpiti kōrero ki ētahi āhuatanga o ngā pārongo, o ngā whakaaro i te wā o te kōrero, i ngā taumata o runga ake o te eke paetae.</li> <li>• Ko ētahi tauira, ko:           <ul style="list-style-type: none"> <li>○ te whai wāhi o ētahi atu pārongo māmā, pērā i ngā wāhi (kei te kāinga) me ngā take (Nā te mea...)</li> <li>○ te whakapuaki kare ā-roto (ka aroha!) me ngā whakaahuatanga (te mutunga kē mai o te pai!) ki ngā kīwaha</li> <li>○ te tūhono i ngā rerenga ki ngā kīhono (nō reira, engari, heoi anō)</li> <li>○ te whakaraupapa i ngā whakaaro ki ngā tau (tuatahi, tuarua... ).</li> </ul> </li> </ul> <p><i>Build on aspects of the information, ideas, and opinions they exchange, at higher levels of achievement.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> <li>○ <i>incorporating simple additional details such as locations (kei te kāinga) and reasons (Nā te mea...)</i></li> <li>○ <i>expressing feelings (ka aroha!) and descriptors (te mutunga kē mai o te pai!) using kīwaha</i></li> <li>○ <i>connecting sentences using kīhono (nō reira, engari, heoi anō)</i></li> <li>○ <i>sequencing ideas using ordinal numbers (tuatahi, tuarua... )</i></li> </ul> <ul style="list-style-type: none"> <li>• Te kōrero mō te 1-1.5 mēneti ki te reo Māori i tētahi, i ētahi rānei o ngā kōrerorotanga.       <ul style="list-style-type: none"> <li>○ <i>Contribute around 1 – 1.5 minutes of spoken reo Māori over one or more interactions.</i></li> </ul> </li> </ul>
<b>Te tika torowhārahi o te kōrero</b> Overall communicative accuracy	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> <li>• Te whakaputa i te reo Māori e mārama ana i ngā kōrerorero, ā, i ngā taumata o runga ake o te eke paetae, e tika ake ana, e whai wāhi nei te whakaaturanga o ētahi āhuatanga o te whakamatua i te reo Māori:</li> </ul>

- ngā āheinga kōrero ā-waha, pērā i te whakahua, i te haureo, i te ūngeri, i te hā hoki, i ngā wā e tika ana, me te tere o te kōrero.

*Produce reo Māori that is understandable in conversation, and at higher levels more accurate, which involves demonstrating some control of te reo Māori:*

- *oral features, such as pronunciation, stress, rhythm, and intonation, where appropriate, and speed of spoken production*
- *vocabulary selection, sentence construction and grammar*

## Paerewa Paetae 1.2 (92093): Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo (Ngā Whiwhinga 5)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p><b>Te whakawhittinga kōrero mō tētahi horopaki e hāngai ana ki te ora o te reo</b>  <b>Communication related to a language vitality context</b></p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> <li>• Te whakawhiti kōrero mō tētahi horopaki e hāngai ana ki te ora o te reo Māori.</li> <li>• E whai wāhi ana ki tēnei te kōrero mō ngā tūahuatanga me ngā wheako i roto i tētahi horopaki ahurea Māori e hāngai ana ki te oranga me te whakatairangatanga o te reo Māori, pērā i: <ul style="list-style-type: none"> <li>◦ te whāngai pārongo me ngā wheako mō ngā whakahaere e whakatairanga ana i te reo Māori, pērā i te pōwhiri</li> <li>◦ te whai wāhi atu me te kōrero ki ngā kaupapa whakanui i Te Wiki o te Reo Māori</li> <li>◦ te kōrero mō ngā wheako mō te whai wāhi atu ki ngā mahi a te rēhia, pērā i te kapa haka, hei whakapiki i te motuhake o te reo</li> </ul> </li> </ul> <p><i>Communicate in relation to a reo Māori vitality context.</i></p> <p><i>This involves referring to events or experience within a Māori cultural context that relate to the health or promotion of the Māori language, such as:</i></p> <ul style="list-style-type: none"> <li>◦ sharing information and experiences about protocols that promote te reo Māori, such as pōwhiri</li> <li>◦ participating in and communicating about Māori Language Week celebrations</li> <li>◦ sharing experiences about how participating in art forms such as kapa haka increases the visibility of the language.</li> </ul>
<p><b>Te whakamahi i te reo e tika ana mō te horopaki</b></p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> <li>• Te whakawhiti pārongo, te whakawhiti whakaaro hoki ki te reo Māori ā-waha, ki te reo Māori ā-tuhi, ki tētahi hanumitanga rānei o te reo Māori ā-waha me te reo Māori ā-tuhi.</li> <li>• Ko ētahi o ngā tauira o te whakawhiti pārongo, ko:</li> </ul>

<p>Using language that is appropriate to the context</p>	<ul style="list-style-type: none"> <li>○ te whakaahua – te tirohangā, te āhua me ngā pūmanawa</li> <li>○ te whakamōhio – te whāngai meka, te whāngai taipitopito rānei</li> <li>○ te tohutohu – te whāngai tohutohu, te ārahi rānei</li> <li>○ te pūrongo – te tohu, te whakarāpopoto, te whakaraupapa rānei i ngā mahi.</li> <li>● Ko ētahi o ngā tauira o te whakawhiti whakaaro, ko:           <ul style="list-style-type: none"> <li>○ te whakapuaki i ētahi raru māmā me te tuku rongoā</li> <li>○ te tuku kōwhiringa</li> <li>○ te whakapuaki i ngā whakaaro me ngā kare ā-roto</li> <li>○ te whakapuaki i ngā haepapa</li> <li>○ te whakapuaki i ngā tūmanako, i ngā wawata, i ngā whāinga rānei.</li> </ul> </li> <li>● Ko ētahi o ngā tauira o te whakawhiti whakaaro taparoto, ko:           <ul style="list-style-type: none"> <li>○ te whakapuaki i ngā mea e paingia ana, kāore nei hoki e paingia ana</li> <li>○ te whakapuaki i ngā mariutanga</li> <li>○ te huritao ki ngā wheako me ngā tūahuatanga.</li> </ul> </li> </ul> <p><i>Communicate information, ideas and opinions in spoken reo Māori, written reo Māori or a combination of both spoken and written reo Māori.</i></p> <p><i>Examples of informative communication include:</i></p> <ul style="list-style-type: none"> <li>○ <i>describing – appearance, features or qualities</i></li> <li>○ <i>informing – sharing facts or details</i></li> <li>○ <i>instructing – giving directions or guidance</i></li> <li>○ <i>reporting – outlining actions, summarising or sequencing events.</i></li> </ul> <p><i>Examples of ideas-based communication include:</i></p> <ul style="list-style-type: none"> <li>○ <i>expressing simple problems and offering solutions</i></li> </ul>
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- *giving options*
- *expressing thoughts and feelings*
- *expressing responsibilities*
- *expressing hopes, wishes or intentions.*

*Examples of opinion-related communication include:*

- *expressing likes and dislikes*
- *expressing preferences*
- *reflecting on experiences or events*

- Te whakawhiti whakaaro mō ngā tūāhuatanga maha, mō ngā wheako maha hoki/rānei o mua, o nāianei hoki. Ka whai wāhi atu ki tēnei te māramatanga me te whakaputa i te reo e rawaka ana e whakawhiti whakaaro ai mō:
  - ngā tūāhuatanga me ngā wheako rerekē (hei tauira, ko ngā pōhi pāhopori e rua - ko tētahi mō ngā kaupapa whakanui i Te Wiki o te reo Māori, ko tētahi mō tētahi mumu reo Māori i tō hapori)
  - tērā rānei, ko te kōrero mō tētahi, mō ētahi rānei o ngā wheako e hāngai ana ki tētahi kaupapa kotahi (hei tauira, ko tētahi whakapuakanga mō ngā āhuatanga rerekē o te ako waiata - ko ngā maumaharatanga mō te waiata tuatahi i ako ai koe me te take e whakahirahira ana ki a koe, ki ētahi atu hoki).

*Communicate about multiple past and present events and/or experiences. This involves understanding and producing sufficient language to communicate about:*

- *different events or experiences (for example, two social media posts - one is about Te Wiki o Te Reo Māori celebrations, the other is about a Māori language champion in your community).*
- *or more than one event or experience related to a single topic (for example, a presentation about different aspects of learning waiata - memories of the first waiata you learnt and why it is important to you and others).*

- Te whakahuahua i ngā tūāhuatanga, i ngā wheako hoki/rānei o mua, o nāianei hoki.
- Tirohia te wāhi ki te wetereo me ngā takotoranga reo i te tuhinga o He Arawhata Reo - Grammar Progression, e wātea ana ki te ripa o te Whakaako kei te whārangi kaupapa o te NCEA Te Reo Māori, e kitea ai ētahi tauira whāiti o ngā momo takotoranga reo e tika ana mō te wā kua hipa, mō nāianei anō hoki.

*Refer to past and present events and/or experiences.*

*See the grammar and structures section of the He Arawhata Reo - Grammar Progression document, available on the Teaching tab of the NCEA Te Reo Māori subject page, for specific examples of indicative grammar structures to reference the past and present.*

- Te āpiti i ngā pārongo, i ngā whakaaro i te wā o te kōrero, i ngā taumata o runga ake o te eke paetae.
- Ko ētahi tauira, ko:
  - te kōtui i ētahi atu pārongo māmā, pērā i ngā wāhi (te kaupapa i whakatūria ki Waiwhetū) me ngā take (he hiahia nō rātou ki te whakarauora i te reo)
  - te whakapuaki kare ā-roto (auē taukiri!) me ngā whakaahuatanga (tōna nui hoki!) ki ngā kīwaha
  - te tūhono i ngā rerenga ki ngā kīhono (ā, waihoki) hei waihanga i ngā reretuatinī
  - te whakaraupapa i ngā whakaaro ki ngā tau (ka tahi, ka rua...)

*Build on aspects of the information, ideas, and opinions they exchange, at higher levels of achievement.*

*Examples include:*

- incorporating simple additional details such as locations (te kaupapa i whakatūria ki Waiwhetū) and reasons (he hiahia nō rātou ki te whakarauora i te reo)
- expressing feelings (auē taukiri!) and descriptors (tōna nui hoki!) using kīwaha
- connecting sentences using kīhono (ā, waihoki) to create complex sentences
- sequencing ideas using ordinal numbers (ka tahi, ka rua...)

	<ul style="list-style-type: none"> <li>Te kōrero takitahi mō te 1-1.5 mēneti ki te reo Māori, te tuhi rānei i te 200-250 kupu ki te reo Māori, te whakaputa rānei i tētahi hanumitanga o ngā mea e rua (ko te 40 hēkona ki te reo Māori ā-waha , ko te 120-150 kupu ki te reo Māori ā-tuhi).</li> </ul> <p><i>Independently produce around 1-1.5 minutes of spoken reo Māori, or 200-250 words of written reo Māori, or an equivalent combination of both (40 seconds of spoken reo Māori and 120-150 words of written reo Māori).</i></p>
<b>Te whakawhititi whakaaro e mārama ana</b>  Creating cohesive communication	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> <li>Te mārama o te tūhonohono i ngā pārongo, i ngā whakaaro hoki o ngā kaupapa o ia wāhangā, ā puta noa ki te katoa o te kōrero.</li> </ul> <p><i>Link information, ideas, and opinions effectively, both within the points communicated and across the piece of linguistic evidence as a whole.</i></p> <ul style="list-style-type: none"> <li>Te whakaatu i te rere arorau, i te hanga arorau rānei i te kātū whakawhititi whakaaro kua kōwhirihia.</li> </ul> <p><i>Show logical flow or coherent structure in their chosen communication format.</i></p>
<b>Te whakamahi takitahi i ngā rauemi e waihangahia ai tētahi whakawhititinga whakaaro hou</b>  Independently using resources to craft original communication	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> <li>Te whakamahi i ngā mātāpuna kia whai hua, tae atu ki ngā tuhinga nō ngā akoranga, nō ngā pukapuka matua, nō ngā papakupu hoki hei whakaputa i te reo Māori ā-waha, ā-tuhi hoki/rānei.</li> </ul> <p><i>Effectively use reference materials, including class notes, textbooks and dictionaries to produce spoken and/or written reo Māori.</i></p> <ul style="list-style-type: none"> <li>Te arotake takitahi, te pānui whakatika takitahi, te hōmiromiro takitahi hoki i te reo i mua i te tukunga (arā, kāore he tārua whānako, he whakaputanga anō i tētahi mahi kua mākahia kētia, kua whakatikaina rānei e tētahi tangata, e tētahi taputapu matihiko rānei).</li> </ul> <p><i>Review, proofread and edit language evidence independently prior to submission (e.g. without plagiarism, reproduction of previously marked work or correction of work by any other person or digital tool).</i></p>

**Te tika torowhārahi o te kōrero**

Overall communicative accuracy

Ka mōhio te ākonga ki:

- Te whakaputa i te reo Māori e mārama ana i ngā kōrerorero, ā, i ngā taumata o runga ake o te eke paetae, e tika ake ana, e whai wāhi nei te whakaaturanga o ētahi āhuatanga o te whakahaere i te reo Māori:

- ngā kōwhiringa kupu, te takotoranga o ngā rerenga, te wetereo hoki
- ngā āheinga kōrero ā-waha, pērā i te whakahua, i te haureo, i te ūngeri, i te hā hoki, i ngā wā e tika ana, me te tere o te kōrero, TĒRĀ HOKI/RĀNEI KO
- ngā tikanga ā-tuhi, pērā i te tātaki kupu, i te kārawarawa, i te whakamahinga hoki o ngā tohutō mēnā e hāngai ana.

*Produce reo Māori that is understandable, and at higher levels more accurate, which involves demonstrating some control of te reo Māori:*

- vocabulary selection, sentence construction and grammar
- oral features, such as pronunciation, stress, rhythm, and intonation, where appropriate, and speed of spoken production, AND/OR
- writing conventions, such as spelling, punctuation, and use of macrons when applicable

**Paerewa Paetae 1.3 (92094): Te whakaatu i te māramatanga ki te reo Māori me ūna mātāpono i tētahi horopaki e taunga ana (Ngā Whiwhinga 5)**

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p><b>Te whakaatu i te māramatanga ki te reo Māori me ūna tikanga</b>  <b>Demonstrating understanding of te reo Māori and its principles</b></p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> <li>• Te whakaatu i te māramatanga ki te āhuatanga o te mahi tahi o te reo me ngā tirohanga ā-ahurea i te whakawhitenga whakaaro. Ko ētahi o aua tikanga, ko: <ul style="list-style-type: none"> <li>○ te tohu i ngā momo whanaungatanga rerekē, e whakapuakina nei mā roto i te kōwhiringa o ngā takotoranga rirohanga o te 'A' me te 'O' (tōku matua/tāku mokopuna)</li> <li>○ ngā huatau o te kauawhi/kaupare, e whakapuakina nei mā roto i ngā tūpou me ngā pūriro (tō tātou marae - kauawhi / tō koutou waka – kaupare)</li> <li>○ te hiranga o te tauritenga, o te takiruatanga rānei e whakatauirahia ana mā roto mai i te hanumitanga o ngā takirua, o ngā tauaro e rua rānei i te whakamahinga o te reo (Rangi/Papa, roto/waho, uta/tai, ao/pō, ora/mate).</li> </ul> </li> </ul> <p><i>Show awareness of how language and cultural perspectives work together in communication. Examples of these principles include:</i></p> <ul style="list-style-type: none"> <li>○ <i>the signalling of different types of relationality, as expressed through the choice of 'A' or 'O' based possessive constructions (tōku matua/tāku mokopuna)</i></li> <li>○ <i>the concepts of inclusivity/exclusivity, as expressed through pronouns and possessive determiners (tō tatou marae - inclusive / tō koutou waka – exclusive)</i></li> <li>○ <i>the importance of balance or duality as exemplified through the combination of pairs or parallel opposites in language use (Rangi/Papa, roto/waho, uta/tai, ao/pō, ora/mate).</i></li> </ul>
<p><b>Te aroā ki te reo Māori ā-tuhi, ā-waha hoki i</b></p>	<p>Ka mōhio te ākonga ki:</p>

**roto i tētahi horopaki e taunga ana ki te tangata**  
Comprehending written and spoken reo Māori within a familiar context

- Te whakaatu i te māramatanga ki te reo Māori ā-waha me te reo Māori ā-tuhi e hāngai ana ki ngā tūāhuatanga, ki ngā wheako rānei e hāngai ana ki te ākonga.
    - Ko ētahi o ngā tauira o ngā horopaki o ia rā, ko te kura, ko te whānau, ko ngā runaruna, ko ngā hararei
    - Ko ētahi o ngā tauira o ngā momo tuhinga, ko te tuhi rātaka, ko ngā pōhi pāhopori, ko ngā kōrero ā-tuhi poto
- Demonstrate understanding of spoken reo Māori and written reo Māori related to events or experiences that are familiar and relevant to the student.*
- *Examples of everyday contexts include school, family, hobbies, holidays*
  - *Examples of text types include diary entries, social media posts, short articles*
- Te whakamahi i ngā pūkenga whakarongo aroā whānui hei tautoko i te māramatanga torowhārahi o te tangata, hei whakatau hoki i ētahi whakataunga arorau mō te tikanga o ngā wāhanga o tētahi hopukanga kōrero kāore nei e tere taunga ana ki a ia, hei tauira:
    - te arotahi ki te tikanga whānui, ki ngā whakaaro matua rānei i te tuatahi o ngā whakarongotanga ki tētahi kōrero
    - te tautohu i ngā kupu matua whāiti, i ngā kīanga rānei ka tohu i ngā taipitopito hei whaiwhai māna i te tuarua o ngā whakarongotanga ki taua hopukanga, pērā i te wā, i te rā, i ngā ingoa, i ngā wāhi, i ngā mea ka pai, ka kore hoki e pai, i ngā mahi whāiti rānei
    - te matapae i ngā mahi ka hua ake nā runga i te horopaki, i ngā kupu i pānui ripiripitia, i ngā pātai rānei
    - te tuhi i ngā kupu tīpoka me te kōwhiri i ngā taipitopito e hāngai ana hei whakautu i ngā pātai
    - te āhukahuka, te whai tikanga hoki i ngā āhuatanga ā-waha, pērā i te hā, i te tauira o te haureo, i te whakarerekētanga o te kahaoro, i te whakatūnga rānei o ngā kōrero.

	<p><i>Use general listening comprehension skills to support overall understanding and to draw logical conclusions about the meaning of any part of the spoken recording, which is not immediately familiar, for example:</i></p> <ul style="list-style-type: none"><li>○ <i>focusing on general meaning or main ideas when listening to a text for the first time</i></li><li>○ <i>identifying specific keywords or phrases that signal important details in follow-up listening of the same recording such as time, dates, names, places, likes/dislikes, or specific activities</i></li><li>○ <i>predicting what might come next based on the context, glossed words, or questions</i></li><li>○ <i>actively taking notes and selecting relevant details to answer questions</i></li><li>○ <i>recognise and make meaning of oral features such as intonation, stress patterns, volume change, and use of pauses</i></li></ul> <ul style="list-style-type: none"><li>● Te whakamahi i ngā pūkenga reo matatini whānui hei tautoko i te māramatanga torowhārahi o te tangata, hei whakatau hoki i ētahi whakataunga arorau mō te tikanga o ngā wāhangā te tuhinga kāore nei e tere taunga ana ki a ia, hei tauira:<ul style="list-style-type: none"><li>○ te mōhio ki ngā hanganga tuhinga (whakaahua, raupapa, raru/rongoā) me ūna āhuatanga</li><li>○ te kimi i ngā whakaaro matua i ngā upoko iti e whai horopaki ana (Te Hui ā-motu ki Pōneke)</li><li>○ te whiririhiri i te tikanga o ngā kupu kāore nei e mōhiotia nā runga i tōna wāhi i te rerenga, i tōna hanga, i tōna āhua, i ngā kupu rānei e karapoti ana i a ia.</li></ul></li></ul> <p><i>Use general literacy skills to support overall understanding and to draw logical conclusions about the meaning of any part of the written text which are not immediately familiar, for example:</i></p> <ul style="list-style-type: none"><li>○ <i>knowledge of text structures (descriptive, sequential, problem/solution) and their features</i></li><li>○ <i>looking for key ideas in subheadings that give context (Te Hui ā-motu ki Pōneke)</i></li><li>○ <i>working out the meaning of unknown vocabulary items from their position in sentences, their structure or form or the other words immediately around them.</i></li></ul>
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**Te mārama, te tika, te tōtōpū hoki o ā rātou urupare**

Having clarity, accuracy, and thoroughness in their responses

Ka mōhio te ākonga ki:

- Te whakaputa i ngā whakautu e hāngai ana, e mārama ana hoki ki te reo Pākehā, ki te reo Māori rānei e whakaatu ana i te mārama ki ngā pārongo, ki ngā whakaaro hoki e tika ana i ngā hopukanga kōrero me ngā tuhinga, me ngā mātāpono kei te reo Māori.

*Produce relevant and comprehensible answers in English or te reo Māori which communicate understanding of appropriate information, ideas, and opinions from the spoken recordings and written texts and of principles embedded in te reo Māori.*

- Te tōtōpū o ngā taipitopito taunaki e piki haere ana me te tika pū o te whakawhitinga o te reo me ngā mōhiotanga whaiaro, i ngā taumata o runga ake o te eke paetae, hei whakaatu i te māramatanga tōtōpū.

*Use an increasingly comprehensive selection of supporting details and precise interpretation of language and personal knowledge, at higher levels of achievement, to demonstrate thorough understanding.*

## Paerewa Paetae 1.4 (92095): Te tuhi e pā ana ki tētahi horopaki e taunga ana (Ngā Whiwhinga 5)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<b>Te whakawhitit whakaaro i tētahi horopaki e taunga ana ki a ia</b>  Communication related to a familiar context	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> <li>• Te whakawhitit whakaaro e hāngai ana ki tētahi horopaki e taunga ana ki a ia, hei tauira:               <ul style="list-style-type: none"> <li>○ te kōrero mō ngā pārongo me ngā wheako mō te kura (<i>Nā Whaea Mere ahau i whakaako ki te raranga</i>)</li> <li>○ te whai wāhi, te kōrero hoki ki ngā kaupapa i te marae (<i>I tū te pōwhiri ki te marae o Papanui</i>)</li> <li>○ te kōrero mō ngā wheako mō te whai wāhi ki ngā tīma hākinakina (<i>E whakaharatau ana tō mātou kapa Poitūkohu mō te whakataetae ā-motu</i>).</li> </ul> </li> </ul> <p><i>Communicate in writing in relation to a familiar context, for example:</i></p> <ul style="list-style-type: none"> <li>○ <i>sharing information and experiences about school (Nā Whaea Mere ahau i whakaako ki te raranga)</i></li> <li>○ <i>participating in and communicating about events on the marae (I tū te pōwhiri ki te marae o Papanui)</i></li> <li>○ <i>sharing experiences about participating in sports teams (E whakaharatau ana tō mātou kapa Poitūkohu mō te whakataetae ā-motu)</i></li> </ul>
<b>Te whakamahi i te reo e tika ana mō te horopaki</b>  Using language that is appropriate to the context	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> <li>• Te whakawhitit pārongo, te whakawhitit whakaaro hoki ki te reo Māori ā-tuhi.</li> <li>• Ko ētahi o ngā tauira o te whakawhitit pārongo, ko:               <ul style="list-style-type: none"> <li>○ te whakaahua – te tirohangā, te āhua me ngā pūmanawa</li> <li>○ te whakamōhio – te whāngai meka, te whāngai taipitopito rānei</li> <li>○ te tohutohu – te whāngai tohutohu, te ārahi rānei</li> </ul> </li> </ul>

- te pūrongo – te tohu, te whakarāpopoto, te whakaraupapa rānei i ngā mahi.
- Ko ētahi o ngā tauira o te whakawhiti whakaaro, ko:
  - te whakapuaki i ētahi raru māmā me te tuku rongoā
  - te tuku kōwhiringa
  - te whakapuaki i ngā whakaaro me ngā kare ā-roto
  - te whakapuaki i ngā haepapa
  - te whakapuaki i ngā tūmanako, i ngā wawata, i ngā whāinga rānei
- Ko ētahi o ngā tauira o te whakawhiti whakaaro taparoto, ko:
  - te whakapuaki i ngā mea e paingia ana, kāore nei hoki e paingia ana
  - te whakapuaki i ngā mariutanga
  - te huritao ki ngā wheako me ngā tūāhuatanga

*Communicate information, ideas and opinions in written reo Māori.*

*Examples of informative communication include:*

- *describing – appearance, features or qualities*
- *informing – sharing facts or details*
- *instructing – giving directions or guidance*
- *reporting – outlining actions, summarising or sequencing events.*

*Examples of ideas-based communication include:*

- *expressing simple problems and offering solutions*
- *giving options*
- *expressing thoughts and feelings*
- *expressing responsibilities*
- *expressing hopes, wishes or intentions*

	<p><i>Examples of opinion-related communication include:</i></p> <ul style="list-style-type: none"><li>○ <i>expressing likes and dislikes</i></li><li>○ <i>expressing preferences</i></li><li>○ <i>reflecting on experiences or events</i></li></ul> <ul style="list-style-type: none"><li>● Te whakawhiti whakaaro mō ngā tūāhuatanga maha, mō ngā wheako maha hoki/rānei o mua, o nāianei hoki. Ka whai wāhi atu ki tēnei te māramatanga me te whakaputa i te reo e rawaka ana e whakawhiti whakaaro ai mō:<ul style="list-style-type: none"><li>○ ngā tūāhuatanga me ngā wheako rerekē (arā, ko ūna maumaharatanga ki te rangi tuatahi i te kura tuarua me tāna whakariterite mō tētahi kēmu hākinakina)</li><li>○ tērā rānei, ko te kōrero mō tētahi, mō ētahi rānei o ngā wheako e hāngai ana ki tētahi kaupapa kotahi (arā, ko ngā kaupapa whakanui i te aranga o Matariki - ngā kai, ngā mahi, ngā taiopenga hoki)</li></ul></li></ul> <p><i>Communicate about multiple past and present events and/or experiences. This involves understanding and producing sufficient language to communicate about:</i></p> <ul style="list-style-type: none"><li>○ <i>different events or experiences (for example, their memories of their first day at high school as well as a sports game that they are preparing for)</i></li><li>○ <i>or more than one event or experience related to a single topic (for example, Matariki celebrations - the food, the activities, and ceremonies)</i></li></ul> <ul style="list-style-type: none"><li>● Te kōrero i ngā tūāhuatanga, i ngā wheako hoki/rānei o mua, o nāianei hoki.</li><li>● Tirohia te wāhi ki te wetereo me ngā takotoranga reo i te tuhinga o He Arawhata Reo - Grammar Progression, e wātea ana ki te ripa o te Whakaako kei te whārangī kaupapa o te NCEA Te Reo Māori, e kitea ai ētahi tauira whāiti o ngā momo takotoranga reo tika e tohu ana i te wā kua hipa, ināianei anō hoki.</li></ul> <p><i>Refer to past and present events and/or experiences.</i></p>
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	<p><i>See the grammar and structures section of the He Arawhata Reo - Grammar Progression document, available on the Teaching tab of the NCEA Te Reo Māori subject page, for specific examples of indicative grammar structures to reference the past and present.</i></p> <ul style="list-style-type: none"><li>• Te whakamahi i ngā kupu me ngā takotoranga reo e tika ana mō te Kaupae 6 o te Marautanga, e whakaatu nei i kaha ake o te whānui, o te kounga, o te mōhio hoki ki te whakahaere i te reo i ngā taumata o runga ake o te eke paetae.</li><li>• Tirohia te tuhinga o He Arawhata Reo - Grammar Progression e kitea ai te momo reo e tika ana, tae atu ki te Kaupae 6 o te Marautanga.</li></ul> <p><i>Use vocabulary and structures appropriate for Curriculum Level 6, demonstrating greater variety, quality, and control of language at higher levels of achievement.</i></p> <p><i>See the He Arawhata Reo - Grammar Progression for indicative language, up to and including at Curriculum Level 6.</i></p> <ul style="list-style-type: none"><li>• Te āpiti i ngā pārongo, i ngā whakaaro i te wā o te kōrero, i ngā taumata o runga ake o te eke paetae.</li><li>• Ko ētahi tauira, ko:<ul style="list-style-type: none"><li>○ te whai wāhi o ētahi atu pārongo māmā, pērā i ngā wāhi (ka tae atu ki reira) me ngā take (nā whai anō i...)</li><li>○ te whakapuaki kare ā-roto (Ka mau te wehi!) me ngā whakaahuatanga (kātahi te mahi uaua) ki ngā kīwhaha</li><li>○ te tūhono i ngā rerenga kōrero ki ngā kīhono (otirā, ka mutu) hei waihanga i ngā reretuatinī</li><li>○ te whakaraupapa i ngā whakaaro ki ngā tau (ka tahi, ka rua...)</li></ul></li></ul> <p><i>Build on aspects of the information, ideas, and opinions they exchange, at higher levels of achievement.</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"><li>○ incorporating simple additional details such as locations (ka tae atu ki reira) and reasons (nā whai anō i...)</li></ul>
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	<ul style="list-style-type: none"> <li>○ expressing feelings (<i>Ka mau te wehi!</i>) and descriptors (<i>kātahi te mahi uaua</i>) using <i>kīwaha</i></li> <li>○ connecting sentences using <i>kīhono</i> (<i>otirā, ka mutu</i>) to create complex sentences</li> <li>○ sequencing ideas using ordinal numbers (<i>ka tahi, ka rua...</i>)</li> </ul> <ul style="list-style-type: none"> <li>• Te tuhi takitahi i te 300-500 kupu ki te reo Māori. <i>Independently produce between 300-500 words of written reo Māori.</i></li> </ul>
<b>Te whakawhititi whakaaro e mārama ana</b>  Creating cohesive communication	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> <li>• Te tūhono pārongo, te tūhono whakaaro hoki kia whai hua i ngā kaupapa kua kōrerotia, i te taunaki reo torowhārahi hoki. <i>Link information, ideas, and opinions effectively, both within the points communicated and across the piece of linguistic evidence as a whole.</i></li> <li>• Te whakaatu i te rere arorau, i te takotoranga rānei e mārama ana i te kātū whakawhititi whakaaro kua kōwhirihia. <i>Show logical flow or coherent structure in their chosen communicative format.</i></li> </ul>
<b>Te whakamahi takitahi i ngā rauemi e waihangahia ai tētahi whakawhititinga whakaaro hou</b>  Independently using resources to craft original communication	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> <li>• Te whakamahi i ngā mātāpuna kia whai hua, tae atu ki ngā tuhinga nō ngā akoranga, nō ngā pukapuka matua, nō ngā papakupu hoki hei whakaputa i tētahi tuhinga reo Māori. <i>Effectively use reference materials, including class notes, textbooks and dictionaries to produce written reo Māori.</i></li> <li>• Te whakawhanake i te tuhinga mā roto i te tukanga o te tuhi hukihuki me te whakatikatika hei whakaputa i tētahi tuhinga kua oti.</li> <li>• E whai wāhi ana ki tēnei te pānui whakatika me te arotake i ngā taunaki ā-tā me te kore tārua whānako, whakatika rānei a tētahi atu tangata (hāunga rā te Kaiako), a ngā taputapu matihiko rānei i ngā mahi.</li> </ul>

	<ul style="list-style-type: none"> <li>Ka tutuki ana te tānga hukihuki tuatahi me te tānga hukihuki tuarua, ka hihiratia e te kaiako e tāmuramura ai, e porohita ai, e whakamārama ā-waha ai hoki/rānei i ngā ākonga ki ngā hapa i roto i te reo.  <i>Develop writing through a process of drafting and editing to craft the final written product.</i>  <i>This includes proofreading and reviewing the written evidence without plagiarism or correction of work by any other person (besides the Kaiako) or digital tool.</i>  <i>After both the first and second drafts are completed, they will be checked by Kaiako who will either highlight, circle and/or verbally inform the students where the errors are in the language.</i></li> <li>Te whakaputa i tētahi kōpaki tuhinga reo Māori e whai wāhi ai ngā taunakitanga e whā: <ul style="list-style-type: none"> <li>he ohia manomano i ngā whakaaro</li> <li>he tānga hukihuki tuatahi</li> <li>he tānga hukihuki tuarua</li> <li>te tānga kua oti</li> </ul> <i>Produce a portfolio of written reo Māori that consists of four pieces of evidence:</i> <ul style="list-style-type: none"> <li><i>brainstorm of ideas</i></li> <li><i>first draft</i></li> <li><i>second draft</i></li> <li><i>final copy</i></li> </ul> </li> </ul>
<b>Te tika torowhārahi o te kōrero</b> Overall communicative accuracy	Ka mōhio te ākonga ki: <ul style="list-style-type: none"> <li>Te whakaputa i te reo Māori e mārama ana i ngā kōrerorero, ā, i ngā taumata o runga ake o te eke paetae, e tika ake ana, e whai wāhi nei te whakaaturanga o ētahi āhuatanga o te whakahaeere i te reo Māori: <ul style="list-style-type: none"> <li>ngā āheinga kōrero ā-waha, pērā i te whakahua, i te haureo, i te ūngeri, i te hā hoki, i ngā wā e tika ana, me te tere o te kōrero</li> </ul> </li> </ul>

- ngā tikanga ā-tuhi, pērā i te tātaki kupu, i te kārawarawa, i te whakamahinga hoki o ngā tohutō mēnā e hāngai ana

*Produce written reo Māori that is understandable, and at higher levels more accurate, which involves demonstrating some control of te reo Māori:*

- *vocabulary selection, sentence construction and grammar*
- *writing conventions, such as spelling, punctuation, and use of macrons when applicable*