

Te Kaupae 1 Ngā Putanga Ako o te Wāhanga Ako Te Reo Rangatira

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

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 aromataawai. 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 Aromataawai ā-Waho me ngā Tikanga Aromataawai. 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 aromataawai hoki. Kaua ngā Putanga Ako ā-Wāhanga Ako e whakamahia mō ngā whakataunga a te kaiaromataawai. Ko te Paerewa Paetae me ngā Taunakitanga Aromataawai mō ngā Ngohe Aromataawai 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 aromataawai 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 aromataawai. E tika ana kia mōhio ko te aromataawai he tukanga tīpako noa, nā reira kāore e aromatawaihia ngā mea katoa ka whakaakona.

Level 1 Te Reo Rangatira Subject Learning Outcomes for Assessment

Companion to Te Reo Rangatira 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 (92073): Te Whakamārama i Tētahi Kaupapa Kua Ākona (Ngā Whiwhinga 6)

| Ngā mea kei te aromatawaihia | Te Putanga Ako Whāiti |
|---|--|
| <p>Te whakaahua – te mōhio o te ākonga ki te whakaahua i tāna e ako nā Describing – the ability of the ākonga to describe their learning</p> | <p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te tuhi, te kōrero rānei i ētahi kōrero whānui mō te kaupapa kua kōwhiria, hei tauira, <ul style="list-style-type: none"> ◦ Te tautohu i ngā whakaaro me ngā huatau matua ◦ Te kōrero, te tuhi rānei mō ngā āhuatanga me ngā pūmanawa o ngā tāngata, o ngā huānga, o ngā whanaungatanga, o te aha atu, o te aha atu. ◦ Te whakatakoto meka, pārongo, raraunga rānei e hāngai ana ki te kaupapa. ◦ Te matapaki i ngā pātai mō te mahi i mahia, mō te tangata nāna te mahi, mō te wā hoki. <p><i>Provide an overview of the chosen topic in written or spoken form eg.</i></p> <ul style="list-style-type: none"> ◦ Identify main ideas or concepts. ◦ Talk or write about characteristics, features, or qualities of people, elements, relationships etc. ◦ Present facts, information or data related to the topic. ◦ Discuss questions of what, who, and when. <ul style="list-style-type: none"> • Te whāngai mōhiotanga mō te kaupapa mā te matapaki i ia pae o ngā tukanga, i te whakahāngaitanga rānei o ngā whakaaro. <p><i>Share knowledge of the topic by discussing step-by-step processes, or how the ideas are applied.</i></p> <ul style="list-style-type: none"> • Te whakamahi i ngā kupu āhua whānui, hei tauira, ko ngā tūāhua, ko ngā tūāhua oti, ko ngā kupu tauira, ko ngā huahuatau hoki hei whakamārama i ngā āhuatanga ka kitea, ka rangona hoki ki te taringa, ki te arero me te pā. <p><i>Use a range of descriptive vocabulary eg. adjectives, statives, synonyms, similes, and metaphors to describe how something looks, sounds, tastes, or feels.</i></p> |

| | |
|--|---|
| <p>Te whakamāramatanga - te mōhio o te ākonga ki te whakamārama i tāna e ako nā Explanation – the ability of the ākonga to explain their learning</p> | <p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te tuhi, te kōrero rānei i te māramatanga tōtōpū ki tētahi kaupapa kua kōwhiria, hei tauira, <ul style="list-style-type: none"> ◦ Te whakamārama i te tūhonotanga o ngā whakaaro matua, o ngā huatau matua rānei ◦ Te matapaki i te hāngai me te tāpua o te kaupapa, tae atu ki te pānga ki a ia anō me tana hapori ◦ Te matapaki i ngā pātai mō te āhua me te take <p><i>Provide in-depth understanding of the chosen topic in written or spoken form e.g.,</i></p> <ul style="list-style-type: none"> ◦ <i>Explaining how main ideas or concepts are connected</i> ◦ <i>Discussing the relevance and significance of the topic including impact on themselves and their community</i> ◦ <i>Discuss questions of how and why</i> <ul style="list-style-type: none"> • Te whāngai i ngā mōhiotanga mō te kaupapa mā te whakatairite me te whakatauraro i ngā whakaaro e hāngai ana me te tuku tauira e whai taipitopito ana, e hāngai ana hoki ki te āhua o te whakahāngaitanga o ngā whakaaro matua ki ngā horopaki rerekē. <p><i>Share knowledge of the topic by comparing and contrasting related ideas and providing detailed and relevant examples of how main ideas can be applied in different contexts.</i></p> <ul style="list-style-type: none"> • Te whakamahi i te reo whakamārama whānui, hei tauira: nā te mea ... , he ...nō/nā ... , nā konā ka... , tuatahi/tuarua/tuatoru, kātahi ka... , ka mutu ... , i te mutunga iho ... , waihoki, hei whakamārama ake ..., ko tōna tikanga ..., ko tā tēnei he..., hei whakatauira ake..., nō reira ..., pēnei i. <p><i>Uses a range of explanatory language for example: nā te mea ... , he ...nō/nā ... , nā konā ka... , tuatahi/tuarua/tuatoru, kātahi ka... , ka mutu ... , i te mutunga iho ... , waihoki, hei whakamārama ake ..., ko tōna tikanga ..., ko tā tēnei he..., hei whakatauira ake..., nō reira ..., pēnei i.</i></p> |
| <p>Te whakaaturanga – te mōhio o te ākonga kia tika, kia whai hua hoki</p> | <p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te whakaatu i tana mōhiotanga ki te kaupapa kia whai hua mā: <ul style="list-style-type: none"> ◦ te whakaraupapa i ngā pārongo me ngā whakaaro hei āwhina kia whai māramatanga. |

| | |
|--|---|
| <p>tāna whakaaatu i ūna mōhiotanga</p> <p>Presentation – the ability of ākonga to present their knowledge appropriately and effectively</p> | <ul style="list-style-type: none"> ○ te whakamahi i ngā tuhinga me ngā kōrero e mārama ana, e hāngai pū ana hoki ○ te tautuhi i ngā kupu e hāngai ana ki te kaupapa ○ te whakamahi i ngā rautaki whāiti e tika ai te whakaaturanga, e ū ai hoki te tangata ki te whakaaturanga, pērā i te whakahāngai i tana reo me tāna whakamāramatanga ki te minenga me te whakamahi i ngā whakaahua āwhina, ngā tutenga auaha rānei mēnā e tika ana <p><i>Present their understanding of the topic effectively by:</i></p> <ul style="list-style-type: none"> ○ arranging information and ideas in sequential order to aid understanding ○ using clear and concise written or oral communication ○ defining topic-related terms ○ using specific strategies to ensure their presentation is appropriate and engaging such as adapting their language and explanation to suit their audience and using visual aids or creative prompts where relevant <ul style="list-style-type: none"> ● Kia māori te rere o te kōrero mō tētahi wāhangā o te whakaaturanga ā-waha, tae atu ki te tika o te hā, o te kahaoro, o te mahi ā-ringa, o te whakapuaki anō rānei i ngā whakamāramatanga e mārama ake ai. <p><i>Speak naturally for part of an oral presentation including using appropriate tone, intonation, volume, gestures or rephrasing explanations for greater clarity.</i></p> <ul style="list-style-type: none"> ● Te whai i ngā tikanga tuhituhi māori mō ngā whakaaturanga ā-tuhi, pērā i te whakamahi i ngā kōwae, i ngā upoko iti, i te kārawarawa, i te tika o te tātaki kupu, i te wetereo, i te whānui o hoki o ngā momo rerenga kōrero. <p><i>Follow standard writing conventions for written presentations such as using paragraphs, sub-headings, punctuation, spelling, grammar and variety of sentence structures.</i></p> |
|--|---|

Paerewa Paetae 1.2 (92074): Te Whakamārama i Te Pānga O Te Horopaki Ki Te Reo (Ngā Whiwhinga 6)

| | |
|--|-------------------------------------|
| <p>Ngā mea kei te aromatawaihia</p> | <p>Te Putanga Ako Whāiti</p> |
|--|-------------------------------------|

Ngā horopaki ā-pāpori - te mōhio o te ākonga ki te whakamārama, ki te whakaatu hoki i te pānga o ngā horopaki ā-pāpori ki te reo

Social contexts – the ability of the ākonga to explain and demonstrate the impact of social contexts on language

Ka mōhio te ākonga ki:

- Te tautohu i ngā take whakawhititwhakaaro rerekē, hei tauira: hei tono, hei whakangahau, hei whakamārama, hei whakawhere, hei tohutohu, hei whakamārama.
Identify different communicative purposes for example: requesting, entertaining, informing, persuading, instructing, explaining.
- Te whai wāhi ki ngā kōrero o ia rā, tae atu ki:
 - te whakamahi i ngā rerenga kōrero whānui, tae atu ki ngā whakakāhoretanga
 - te tautoko, te whakatītina hoki i ētahi atu kia tukua ana whakaaro
 - te mihi, te urupare tika hoki ki ētahi atu tāngata me ana whakaaro
 - te whakairo anō, te waihanga anō i ana kōrero me ana tuhinga hei āwhina kia whai māramatanga
 - te whakatakoto i ana whakaaro kia arorau, kia mārama hoki*Participate actively in everyday discussions including:*
 - using a range of sentence structures, including negative sentences
 - supporting and encouraging others to share their ideas
 - acknowledging and responding appropriately to others and their ideas
 - recrafting and reshaping what they say or write to support understanding
 - structuring their thoughts in logical and coherent ways
- Te whakamārama, te tuku tauira hoki o te āhua o te pāngia o te reo e te koronga, e te minenga, e te kaupapa, e te horopaki hoki. Hei tauira, ko te whakamārama i te āhua o te reo me te rerekē o te ara o te pōwhiri i tētahi tangata ki tētahi pāti huritau tamariki tērā i te pōwhiri i tētahi atu kura ki tētahi whakataetae hākinakina. I tēnei tauira, me kōrero pea ngā ākonga mō te kōwhiringa kupu, mō te momo mihi, mō te ūkawa o te reo, mō te hanga hoki o te tono.
Explain and give examples of how language is affected by purpose, audience, topic, and context. For example, explaining how the language and method of inviting someone to a children's birthday party

| | |
|--|---|
| | <p><i>might be different to inviting another kura to a sports competition. In this example, the ākonga might talk about choice of vocabulary, type of mihi, formality of language and format of the invitation.</i></p> |
| Ngā horopaki ā-ahurea – te mōhio o te ākonga ki te whakamārama i te pānga o ngā tikanga me ngā horopaki ki te reo Cultural contexts – the ability of the ākonga to explain the impact of cultural practices and contexts on language | <p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te whakamahi i ngā momo reo whānui i ngā horopaki o te ahurea me te mārama hoki ki taua reo (ngā āhuatanga Māori ake nei o te reo) tae atu ki ētahi tūreo. Hei tauira, ko te mihi, ko te pepeha, ko te karanga, ko te tauparapara, ko ngā kupu me ngā āhuatanga e whāiti ana ki tētahi rohe, ki tētahi tūreo hoki/rānei. <p><i>Use and understand a range of language that exists in cultural contexts (ngā āhuatanga Māori ake nei o te reo) including some dialectal features. For example, mihi, pepeha, karanga, tauparapara, and specific words or features of local and/or own iwi dialect.</i></p> <ul style="list-style-type: none"> • Ko te whakawehewehe i te reo ūkawa me te reo ūpaki, me te whakamārama i ngā āhuatanga o tēnā, o tēnā. Ka tautohu pea te ākonga i ngā āhuatanga pērā i te takotoranga, i ngā kupu, i ngā tohutoro (hei tauira, ko ngā āhuatanga o te whenua, ko ngā ara Māori o whakaute o te kōrero ki te tangata, o ngā atua, o ngā tikanga). <p><i>Differentiate formal and informal language, explaining the features of each. An ākonga might identify features such as structure, vocabulary choices, cultural references (for example, geographical features, Māori ways of referring to people respectfully, deities, cultural values).</i></p> <ul style="list-style-type: none"> • Te whakaute i te tangata i roto i ngā whakawhitihitī kōrero me te tika o te mihi ki te tangata. <p><i>Show respect to who they are communicating with and acknowledge others appropriately.</i></p> <ul style="list-style-type: none"> • Te whakamārama i te āhuatanga o tā te tikanga whakairo i te reo. Ka pīrangī pea ngā ākonga ki te kōrero mō te momo reo i ngā horopaki ā-ahurea, pērā i te pōwhiri i te marae, i te mihimihī, i te karakia rānei. <p><i>Explain how cultural practices shape language. Ākonga might talk about the type of language used in cultural contexts such as pōhiri on marae, during mihimihī, or karakia.</i></p> |
| Ngā horopaki ā-matihiko - te mōhio o te | <p>Ka mōhio te ākonga ki:</p> |

ākonga ki te whakamārama i te pānga o ngā horopaki ā-matihiko ki te reo

Digital contexts – the ability of the ākonga to explain the impact of digital contexts on language

- Te whakahāngai i tana reo kia whakamahia i ngā horopaki tuihono whānui. Hei tauira, ko te whakamahi i ngā rerenga poto e hāngai ana, i ngā whakapotonga kupu, i ngā mihi hoki e hāngai ana.
Adapt their language for use in a range of online contexts. For example, using short, concise sentences, abbreviations and appropriate salutations.
- Te whakawehewehe i te reo e whakamahia ana i te pāhopori, i te ao pāpāho, i te ao tuihono, i horopaki kē hoki. I konei, ka kōrero pea te ākonga mō te whānui, mō te momo, mō te kounga, mō te ūkawa hoki o te reo kei te whakamahia i ngā pānui mō ngā karere o te wā tērā i te pāhopori, mō ngā kupu kaupapa i ētahi horopaki matihiko tērā i ētahi atu, mō te whakamahinga, mō te korenga rānei o te whakamahinga o te reo atawhai i ngā horopaki tuihono, me ngā "ture", ngā tikanga rānei o te tuhituhi, me te āhua o te hāngai, o te korenga rānei e hāngai ki ētahi horopaki matihiko.
Differentiate the language used in social media, mass media, online, and other contexts. Here an ākonga might refer to the range, type and quality/standard and formality of language used in news articles compared with social media, the technicality of vocabulary in some digital contexts compared with other formats, the use or absence of courtesies in online contexts, and the “rules” or conventions of written language, and how they do or do not apply in some digital contexts.
- Te arotake i te reo e whakamahia ana i te ao pāhopori me te ao tuihono, tae atu ki te whakawehewehe i te whakawhitinga kōrero e tika ana, kāore hoki e tika ana.
Evaluate the language used in social media and online including differentiating between appropriate and inappropriate communication.
- Te whakamārama i te pānga o te hangarau ki te whakawhitinga whakaaro, hei tauira, ko te āhua o tōna pānga ki te reo, ki te takotoranga, ki ngā tikanga hoki o te whakawhiti whakaaro. Me matapaki te ākonga i ngā pānga ki te minenga, ki te take o te kōrero, ki ngā kaupapa hoki.
Explain the impact of technology on communication for example how it affects language, format, and etiquette of communication. An ākonga should also discuss any impacts on audiences, text purposes, and topics.

Paerewa Paetae 1.3 (92075): Te Whakamahi i Ētahi Rautaki Reo (Ngā Whiwhinga 4)

| Ngā mea kei te aromatawaihia | Te Putanga Ako Whāiti |
|--|---|
| <p>Ngā Rautaki Aroā mō te whakarongo, mō te pānui, mō te mārama hoki Comprehension strategies for listening, reading, and understanding</p> | <p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te tautohu i te whāinga a te kaituhi, a te kaikōrero, a te kaiwhakapuaki kōrero rānei (te take o te whakawhitinga kōrero). Hei tauira: hei whakaahua, hei whakangahau, hei whakamōhio, hei pātai, hei tohutohu, hei whakatītina, hei mihi, hei whakapuaki whakaaro, hei aha atu, hei aha atu. <p><i>Identify a writer, speaker, or presenter's intention (communicative purpose). For example: to describe, to entertain, to inform, to inquire, to instruct, to encourage, to acknowledge, to express an opinion etc.</i></p> Te whakahāngai i ngā rautaki whakarongo ki ngā horopaki ako o ia rā (hei tauira, ko te pātai i ngā pātai e hāngai ana e mārakerake ake ai, e hōhonu ake ai hoki te māramatanga, ko te tika o te urupare, ko te whakaatu i tō rongo i ngā kōrero mā te toai, mā te whakarāpopoto, mā te whakaata hoki i ngā kōrero kua kōrerohia). <p><i>Apply active listening strategies to everyday learning contexts (e.g., asking relevant questions to clarify and deepen understanding, responding appropriately, acknowledging what has been said by repeating, summarising, and reflecting).</i></p> Te whakaatu i ngā rautaki pānui (hei tauira, ko te whakamahi i ngā kupu tāpiri, i te tāmuramura, ko te tuhi tīpoka, ko te whakarāpopoto i ngā kaupapa matua, ko te whakarerekē i te tere o te pānui e ai ki te matatini o te tuhinga, ko te wāwāhi i ngā tuhinga ki ngā wāhangā hei whakamāmā i te pānui). <p><i>Demonstrate active reading strategies (e.g., using annotations, highlighting, note-taking, summarising key points, modifying reading speed according to complexity of the text, chunking text into manageable pieces).</i></p> |

| | |
|--|--|
| | <ul style="list-style-type: none"> Te whakamahi i te rautaki o te kōrero i ngā whakaaro i te wā o te pānui. I tēnei rautaki, ka tū te ākonga i ūna anō wā i te wā o te pānui e hihiratia ai tana mārama, e whakakupu ai i ngā whakaaro, i ngā matapae, i ngā pātai, i ngā hononga, i ngā huritaonga, e hīkaro ai hoki. <i>Use the think aloud strategy when reading to. In this strategy, the ākonga will stop periodically when reading to check comprehension, to verbalise thoughts, predictions, questions, connections, reflections and to make inferences.</i> Te whakamahi i ngā tīwhiri i te horopaki e mārama ai ki ngā kupu e nui ana ūna tikanga, te matapae, te hīkaro hoki i te wā o te pānui, o te whakarongo rānei, “e kitea ai ngā kura huna”. Hei tauira, i te reo kōrero o ia rā, ko te mārama ko te tawhitawhi, ko te whakaroa hoki i tētahi mahi he tohu pea i te horokukū o te tangata ki te mahi i tētahi mahi, ahakoa pea kua whakaaea. I te pānui, ka whakamahia pea tā te kiripuaki ‘pūhoto’ hei tohu i tōna wheke, i tōna hōhā, i te tā o tana ihu, i te paunga rānei o tana hau. Me whai tīwhiri pea i te horopaki e mārama ai ki te tino tikanga. <i>Use contextual clues to understand words with multiple meanings, make predictions and inferences when reading or listening, to “read between the lines”. For example, in conversational language, understanding that hesitation or prolonging an action may mean someone is reluctant to do something even if they agree to do it. In reading, a character ‘sighing’ may be used to signal that they are frustrated, annoyed, relieved or exhausted. Contextual clues may be needed to understand what is really meant.</i> |
| Ngā Rautaki Whakawhiti Whakaaro Communicative strategies | <p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te whakamārama i te āhua me te take o te whakamahi i ngā rautaki reo i te wā o te whakawhiti whakaaro. Hei tauira: <ul style="list-style-type: none"> te whakaahua i tētahi taputapu mēnā kāore e mōhiotia ana te kupu mō taua taputapu e rere tonu ai te kōrero te tuku pātai e hihira ai i te māramatanga, e whakaatu ai rānei i tō aro te mihi, te whakataki rānei i tētahi hei mahi whakawhanaungatanga te whakapuaki anō e whai māramatanga ai te whakamahi i te reo ā-tinana e wana ake ai |

| | |
|--|--|
| | <ul style="list-style-type: none">○ te whakamahi i ngā tapanga, i ngā upoko iti, i ngā kauwhata, i ngā whakaahua rānei hei ārahi i te māramatanga o te tangata. <p><i>Explain how and why language strategies are used when communicating. For example:</i></p> <ul style="list-style-type: none">○ <i>describing an item for which they do not know the correct word to keep a conversation going</i>○ <i>asking questions to check understanding or show interest</i>○ <i>greeting or introducing someone to form relationships</i>○ <i>rephrasing for clarification</i>○ <i>using body language to be more engaging</i>○ <i>using headings, sub-, graphs or images to aid comprehension</i> <ul style="list-style-type: none">● Te whakahāngai i ngā rautaki whāiti i te wā o te kōrero (hei tauira, ko te kōrero whakahoia, ko te whakatika i a ia anō, ko te tuku pātai, ko te kōrero takaāmio i tētahi kaupapa, ko te whakapuaki anō, ko te toai, ko te reo ā-tinana, ko te tangi o te reo, ko te kahaoro, ko te hā, ko te aha atu, ko te aha atu). <p><i>Apply specific strategies when speaking (e.g., small talk, self-correction, asking questions, talking around a point, rephrasing, repeating, gesturing, pitch, volume, intonation, etc).</i></p> <ul style="list-style-type: none">● Te tautohu i ngā rautaki whāiti i ngā tuhinga, i ngā kōrerotanga rānei (hei tauira, ko te whakamahinga o ngā kīwaha, o ngā kupu tāwere, o ngā ui makihoi, o ngā pakī rānei i te reo ā-waha; ko te whakamahinga o ngā huahuatau, o te whakarārangī, o te kupu whakapehapeha rānei i ngā tuhinga). <p><i>Identify specific strategies in written or oral texts (e.g., use of idioms, redundancies, rhetorical questions or anecdotes in spoken language; the use of metaphors, listing, or hyperbole in written text).</i></p> <ul style="list-style-type: none">● Te whakahāngai i ngā rautaki whāiti i te wā o te tuhituhi (hei tauira, ko te pānui whakatika, ko te hanganga o te tuhinga, ko te kōwhiringa kupu, ko te tūhonohonotanga, ko te aha atu, ko te aha atu). <p><i>Apply specific strategies when writing (e.g., proof-reading, text structure, word selection, cohesive devices etc).</i></p> |
|--|--|

| | |
|--|---|
| | <ul style="list-style-type: none"> Te huritao hei arotake i te whai hua o te whakawhitinga whakaaro. I konei, ka tautohu te ākonga i te whakatutukinga rānei o te whāinga me te pānga o te whakawhitinga whakaaro ki te hunga whakarongo, ki te hunga pānui, ki te hunga mātakitaki rānei; me te whai whakaaro ki ngā āhuatanga hei whakapakari i te whai hua o te whakawhitinga whakaaro. <p><i>Use reflection to evaluate effectiveness of communication. Here an ākonga will identify whether the intended purpose was achieved, and the impact of the communication on the listener, reader, or viewer; and consider what could be done to improve the effectiveness of the communication.</i></p> |
| Te whakarāpopoto Summarising | <p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te tuhi tīpoka i te wā o te pānui, o te whakarongo rānei mā: <ul style="list-style-type: none"> te tautohu i ngā horopaki matua, i ngā huatau matua, i ngā karere matua rānei te tuhi i ngā kupu kaupapa, i te reo kaupapa rānei te kapo i ngā taipitopito whāiti, pērā i te tau o te whārangī, i ngā tohutoro, i ngā meka te whakatau i ngā pātai hei whaiwhai ake māna. <p><i>Take notes while reading or listening, by:</i></p> <ul style="list-style-type: none"> <i>identifying key themes, concepts, or messages</i> <i>noting any key words, terms or technical language</i> <i>capturing any specific details such as page numbers, references, facts</i> <i>formulating any questions for follow up</i> <ul style="list-style-type: none"> Te whakaatu i ngā whakarāpopotanga hāngai o ngā tuhinga me ngā kōrerotanga e matatini ana. Ka poto, ka hāngai hoki ngā whakarāpopotanga, ka kapo hoki i ngā whakaaro matua, i ngā tāngata matua, i ngā meka whakahirahira, i ngā pārongo whakahirahira rānei. <p><i>Present concise summaries of complex written and spoken text. Summaries are short and concise, and capture key ideas, key people, important facts or information.</i></p> |
| Te whakapuaki anō | Ka mōhio te ākonga ki: |

| | |
|-----------------------------------|--|
| Rephrasing | <ul style="list-style-type: none"> • Te toai i tāna i rongo ai, i pānui ai rānei i āna ake kupu. I konei, ka whakapuaki te ākonga i tētahi whakaaro, i tētahi rerenga kōrero rānei mā te whakamahi i ētahi kupu kē, i ētahi rerenga kē rānei, engari ka mau tonu te tikanga kotahi. Hei tauira, ka whakapuaki anō i te “i whakamākū te ua i ngā kākahu” kia “i mākū ngā kākahu i te ua.” <i>Repeat what they hear or read in their own words. Here, an ākonga will express an idea or sentence using different words and different sentence structure while retaining the same meaning. For example, “the rain wet the clothes” might be rephrased as “the clothes got wet in the rain”.</i> <ul style="list-style-type: none"> • Te whakamahi i ētahi kupu rerekē (ngā kupu taurite) mō ētahi o ngā kupu waiwai, pērā i te: <ul style="list-style-type: none"> ○ ātaahua, rerehua, pūrotu ○ makariri, mātao ○ mahi, pīkaunga, kawenga ○ whakaaro, mahara, huatau <p><i>Use alternative vocabulary (synonyms) for some high frequency words such as:</i></p> <ul style="list-style-type: none"> ○ <i>ātaahua, rerehua, pūrotu</i> ○ <i>makariri, mātao</i> ○ <i>mahi, pīkaunga, kawenga</i> ○ <i>whakaaro, mahara, huatau</i> <ul style="list-style-type: none"> • Te kimi i ētahi atu ara ki te whakamārama i tētahi whakaaro mēnā kāore te kupu e mōhiotia ana, e mārama ana rānei, hei tauira, mā te kōrero takaāmio i te whakaaro, mā te whakaahua, mā te kimi rānei i tētahi whakaaro e tūhono ana ki tērā, e ōrite ana rānei. <p><i>Find alternative ways to explain an idea when the term is unknown or not understood, for example by talking around the idea, describing it, or finding a connected or similar idea.</i></p> |
| Te whakahāngai Adapting | Ka mōhio te ākonga ki: |

| | |
|--|---|
| | <ul style="list-style-type: none"> Te whakahāngai i te hā me te kāhua o te whakawhitinga whakaaro kia hāngai ai ki te ūkawa, ki ngā here whāiti rānei o te horopaki. Hei tauira, ko te kōrero ūpaki, ko te tuhituhi ūpaki rānei ki ētahi hoa, engari ka ūkawa te āhua ki ngā pakeke, ki ngā kaumātua, ki ngā kaiako, ki ngā tumuaki rānei. <i>Adjust the tone and communication style to match the formality or specific requirements of the context. For example, speaking or writing in an informal way to friends, but more formally to adults, kaumātua, kaiako or tumuaki.</i> Te whakaatu i te whānui o tōna reo mā te raweke i ana tuhinga me ana kōrero kia hāngai ai ki te matareo, ki te minenga, ki te take hoki o te kōrero. Hei tauira, ko te tuhi tuhinga roa, pūrongo hoki, ko ngā whakaaturanga, ko te matapaki rānei. <i>Demonstrate versatility in their language use by tailoring their written and spoken communication to the mode of communication, audience, and purpose. For example, writing essays or reports, delivering presentations, or participating in conversations.</i> |
| Te panoni i te reo, i te kātū rānei Changing language or genre | <p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te whakamahi i ngā rautaki tika e tutuki ai te whāinga o te whakawhitinga whakaaro. Hei tauira, ko te whakawhere, ko te kōrero paki, ko te tohutohu rānei. <i>Use appropriate strategies to achieve the intended communicative purpose. For example, persuading, storytelling, or providing instructions.</i> Ko te whakairo, ko te waihanga anō hoki i ngā kōrero, i ngā tuhinga rānei kia hāngai ai ki tētahi atu minenga, ki tētahi atu pūtake rānei. Hei tauira, ko te tuhi paki mā ngā tamariki me te whakairo anō mā ngā pakeke, tērā rānei ko te panoni i tētahi rotarota hei waiata. <i>Re-craft and reshape oral or written text for a different audience or text purpose. For example, writing a story for children and recrafting it for adults or turning a poem into a song.</i> |

Paerewa Paetae 1.4 (92076): Te Whakamārama I Ngā Āhuatanga Motuhake O Tētahi Momo Reo Kua Ākona (Ngā Whiwhinga 4)

| Ngā mea kei te aromatawaihia | Te Putanga Ako Whāiti |
|---|---|
| <p>Ngā titonga - te mōhio o te ākonga ki te whakamārama i ngā āhuatanga o ngā titonga auaha Compositions – the ability of the ākonga to explain the features of creative compositions</p> | <p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te whakaahua i ngā āhuatanga motuhake o te whakaari, o te rotarota, o te waiata, o te haka hoki, tae atu ki te hanganga, ki te whakawhittinga kōrero, ki te reo peha, ki te whakakata, ki te huarite, ki te orokati tārua, ki te toai, ki te huahuatau, ki te oropuare tārua, ko te kupu ororite hoki i ngā titonga auaha. <p><i>Describe the unique features of whakaari, of poetry, of waiata, and of haka including structure, dialogue, figurative language, humour, rhyme, alliteration, repetition, metaphor, simile, assonance, and onomatopoeia in creative compositions.</i></p> Te tautohu, te whakaahua hoki i ngā āhuatanga whāiti o ngā titonga (hei tauira, ko te kōwhiringa kupu, ko te hanganga, ko ngā nuka reo, ko te hā, ko te aha atu, ko te aha atu). <p><i>Identify and describe specific features of a given composition (e.g., vocabulary choice, structure, literary devices, tone etc).</i></p> Te whakamārama i te pānga o ētahi āhuatanga whāiti e whakamahia ana e te kaituhi, e te kaikōrero, e te kaiwhakapuaki kōrero rānei. Ko ētahi pea o ngā āhuatanga me ngā pānga, ko: <ul style="list-style-type: none"> te toai, te tītaha, te tāmuramura, te reo ā-tinana rānei hei whakaū i ngā kaupapa matua te tuku pātai hei whakamau i ngā whakaaro o te minenga te huahuatau hei whakamāmā i ngā whakaaro matatini ngā tohu hei whakaahua i ngā whakaaro te kōwhiringa kupu e hua ake ai ngā kare ā-roto. |

| | |
|---|---|
| | <p><i>Explain the effect of specific features used by an author, speaker, or presenter. This might include features and effects such as:</i></p> <ul style="list-style-type: none"> ○ <i>repetition, italics, bold text or gestures to emphasise key points</i> ○ <i>posing questions to engage the audience</i> ○ <i>metaphors or similes to simplify complex ideas</i> ○ <i>symbols to represent ideas</i> ○ <i>word choice to evoke emotion</i> |
| Ngā tuhinga paki - te mōhio o te ākonga ki te whakamārama i ngā āhuatanga o ngā tuhinga paki Narratives – the ability of ākonga to explain the features of narrative text | <p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te whakamārama i ngā āhuatanga motuhake o te pūrākau me ngā kōrero paki, tae atu ki ngā kiripuaki, ki te wāhi, ki te tāhū, ki ngā āhuatanga ui makihoi, pērā i te huahuatau me ngā kupu whakarite. <p><i>Describe the unique features of pūrākau and kōrero paki including characterisation, setting, plot, and rhetorical devices such as simile, metaphor, and symbolism.</i></p> • Te whakaahua i te pānga o te tangi, o te kahaoro, o te hā, o te tere hoki o te kōrero i te tukunga o ngā pūrākau me ngā kōrero paki. I konei, ka kōrero pea te ākonga mō te āhua o te whakamahinga o te tere, o te kahaoro, o te hā, o te tangi hoki hei whakangahau i te minenga, hei whakawehewehe i ngā kiripuaki me te whakaora i a rātou, hei whakatau i te wairua o te kōrero, hei whakaara hoki i ngā kare ā-roto. <p><i>Describe the impact of pitch, volume, intonation and pace in the delivery of pūrākau and kōrero paki. Here the ākonga could describe how speed, volume, intonation and pitch can be used to strengthen audience engagement, distinguish characters and bring them to life, create a mood, and stimulate emotional responses.</i></p> • Te tautohu i ngā tohu o te tuakiri i ngā pūrākau, pērā i ngā whakataukī, i ngā tūreo, i ngā tohu hoki o ngā iwi, o ngā hapū, o ngā whānau rānei. <p><i>Identify identity markers in pūrākau such as whakataukī, dialectal features, and iwi, hapū or whānau icons/symbols.</i></p> |

| | |
|---|--|
| | <ul style="list-style-type: none"> Te whakamahi i te kōrero whakaahua i āna ake kupu, tae atu ki te whakaahua, ki te reo whakaara i ngā kare ā-roto, ki te whakatangatatanga, ki ngā taipitopito hoki o ngā āhua, o ngā oro, o ngā tāwara, o ngā kare ā-roto hoki. <p><i>Use descriptive language in their own writing including imagery, emotive language, personification and details of appearances, sounds, tastes, and feelings.</i></p> <ul style="list-style-type: none"> Te whakamārama i tana māramatanga ki ngā āhuatanga whāiti o te reo o te pūrākau, o te kōrero pakī mā te tuku tauira nō te kōrero kua kōwhiria. Ko ētahi peā o ngā āhuatanga ka whai wāhi atu: ko te whakaahua i ngā kiripuaki, ko te whakaraupapa i ngā mahi, ko te kōrero whakaahua, ko te whakatangatatanga, ko te reo whakaara i ngā kare ā-roto, ko te reo whakaahua hoki. <p><i>Explain their understanding of the specific features of reo pūrākau and kōrero pakī by providing examples from a chosen text. Some of the features might include characterisation, sequence of events, imagery, personification, emotive language, and descriptive language.</i></p> |
| Te ao pāpāho - te mōhio o te ākonga ki te whakamārama i ngā āhuatanga o te ao pāpāho Media – the ability of ākonga to explain the features of the media | <p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te huritao ki tāna i pānui ai, i rongo ai, i kite ai, i wheako ai rānei i te ao pāpāho. I konei, ka matapaki peā ngā ākonga i te pono o ngā pārongo, i ngā rītahatanga, i ngā tirohanga whāiti rānei, i te tika o ngā pārongo, i te pūtake me te pānga o te kōrero, me ana kare ā-roto, whakaaro hoki. <p><i>Reflect on what they have read, heard, seen, or experienced in the media. Here an ākonga might discuss the credibility of the information, any bias or specific perspectives, the accuracy of information, the purpose and impact of the article, how they felt or what they thought.</i></p> <ul style="list-style-type: none"> Te whakamārama i tana māramatanga ki ngā āhuatanga whāiti o te tuhinga pāpāho mā te tuku tauira nō te tuhinga, nō te kōrero rānei kua kōwhiria. Ka whakamārama peā te ākonga i te whakamahinga me te pānga o te wairua me te reo (hei tauira, ko ngā kupu kāore e rite tonu ana te kitea, ko te tika, ko te ōkawa, ko te hanganga, ko te tūhonohono, ko ngā takotoranga wetereo hoki o te reretuatinī me te rerepūhui), i ngā upoko kōrero, i ngā whakatakinga, i ngā whakaahua, i ngā kī horipū, i te takoto, i ngā rautaki whakawhere, i ngā hopukanga kōrero, i ngā ata rānei. |

| | |
|--|--|
| | <p><i>Explain their understanding of specific features of media text by providing examples from a chosen written or verbal text. An ākonga might explain the use and impact of tone and language (e.g., lower frequency words, accuracy and formality, structure, and cohesion, complex and compound grammatical structures), headlines, opening sentences, photographs or images, quotes, layout, persuasive techniques, soundbytes, or visual elements.</i></p> |
| Ngā āhuatanga reo motuhake Special language features | <p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te tautohu i tētahi tino tauira o ētahi momo tuhinga kua kōwhiria, me te parahau i tana kōwhiringa. I konei, me matapaki ngā ākonga i te koronga matua o te momo tuhinga me ūna āhuatanga motuhake (hei tauira, ko te whakaahua i ngā kiripuaki, ko ngā huahuatau, ko te reo peha, ko te wāhi, ko ngā tohu, ko te aha atu, ko te aha atu). Me tautohu hoki ia i ngā āhuatanga motuhake kua whakapuakina i te momo tuhinga kua kōwhiria. <p><i>Identify an exemplar model of a chosen text type, justifying their choice. Here an ākonga should discuss the main purpose of the text type and its specific features (e.g., characterisation, metaphor, figurative language, setting, symbolism etc). They should also identify the special features presented in the chosen text type.</i></p> <ul style="list-style-type: none"> • Te whakamārama i te pānga o ngā āhuatanga motuhake e hāngai ana ki te kaituhi, ki te kaikōrero, ki te whāinga rānei a te kaiwaihanga. Hei tauira, ko te āhua o tana whakaara i ngā kare ā-roto o te minenga, ko te āhua o tana pānga, o tana āpiti taipitopito, o tana whakatau rānei i te wairua. <p><i>Explain the effect of specific features in relation to the author, speaker, or creator's intention. For example, how it makes the audience feel, how it adds impact, provides detail, creates mood or sets a particular tone.</i></p> |