

# NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated assessment materials for **Te Reo Māori Level 1**. In January 2026 the NCEA website will be updated with these changes for Level 1, including the updated Subject Learning Outcomes and te reo Māori translations of all resources, and this pdf will be removed as it will no longer be necessary. For Levels 2 and 3, assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

## Subject: Te Reo Māori Level 1

Product	What's changed?
Conditions of Assessment across all internal standards	Updated to provide clearer guidance around authenticity.
AS1.1 92092 Unpacking	Wording added for clarity and to strengthen interpretation of the Achievement Standard.
AS1.1c 92092 Internal Assessment Activity and Assessment Schedule	New Internal Assessment Activity and Assessment Schedule provided to align with the Achievement Standard.
AS1.2 92093 Unpacking	Wording added for clarity and to strengthen interpretation of the Achievement Standard.
AS1.2 92093 Internal Assessment Activities	Updated wording to allow for more guidance and clarity.
AS1.2 92093 Assessment Schedules	Updated wording to allow for more guidance and clarity.
AS1.3 92094 Unpacking	Wording added for clarity and to strengthen interpretation of the Achievement Standard.
AS1.4 92095 Unpacking	Wording added for clarity and to strengthen interpretation of the Achievement Standard.

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For 2026 Planning

# NCEA Conditions of Assessment across all internally assessed standards

Subject:	All NZC subjects
Achievement Standard:	All NZC internal Achievement Standards

The Conditions of Assessment across all Level 1 internally assessed standards have been updated to include clearer guidance about authenticity. Any changes to Standard Specific Conditions of Assessment will be shown separately within this document.

## Conditions of Assessment for internally assessed standards

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

The learning centre's Assessment Policy and Conditions of Assessment must be consistent with NZQA's [Assessment Rules for Schools with Consent to Assess](#). This link includes guidance for managing internal moderation and the collection of evidence.

## Gathering Evidence

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles, and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the Standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed Standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs, or film), or a portfolio of evidence.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students, and be valid and fair.

# Ensuring Authenticity of Evidence

[Authenticity](#) of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

Ensure that the student's evidence is individually identifiable and represents the student's own work. The evidence must be an accurate reflection of what the student independently knows and can do, according to the Standard being assessed. This includes evidence submitted as part of a group assessment, evidence produced outside of class time or without assessor supervision, and evidence produced with any use of generative artificial intelligence tools (GenAI). GenAI use should be carefully considered in the context of the Standard being assessed and its Conditions of Assessment, discussed with students before the assessment, and its use must be acknowledged. For example, an investigation carried out over several sessions could include:

- teacher guidance on the nature and extent of [acceptable GenAI use](#), if any
- assessor observations and conversations
- meeting with the student at set milestones or checkpoints
- the student's record of progress, such as photographic entries or any GenAI prompts used.

# NCEA Unpacking the Standard

Subject:	Te Reo Māori
Achievement Standard:	1.1 Te kōrerorero i ngā pārongo, i ngā ariā me ngā whakaaro
Credits:	5

## The intent of the Achievement Standard

This Achievement Standard assesses the student's ability to interact in spoken reo Māori to share and respond to information, ideas, and opinions with others. Students are encouraged to use different language within or across their interactions to meet the requirements of the Achievement Standard. Communicating about events or experiences will help students use different language. Each student needs to refer to past and present events or experiences. Students will interact in spoken reo Māori in pairs or groups.

In preparing for, and engaging with, this achievement standard, students will develop confidence, understand conversational cues, and enhance their ability to converse in spoken reo Māori.

### This Achievement Standard draws on the following Significant Learning:

- explore te reo Māori commonly used to express personal information, ideas, and opinions in everyday contexts
- develop communicative skills and strategies to present and exchange simple information, ideas, and opinions in a range of predictable situations
- practise and enjoy experimenting in a wide range of spoken communication in te reo Māori.

## Making reliable judgements

The Achievement Standard shows the student's ability to engage in authentic unrehearsed and unscripted conversation by utilising appropriate vocabulary and sentence structures up to and including curriculum level 6. At higher levels of achievement, students will demonstrate greater variety and control of language and flexibility in using interactive strategies to enhance conversation and engage with others.

## Collecting evidence

The evidence submitted for this Achievement Standard may not also be submitted for AS 92093 Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo.

The evidence for this achievement standard will be collected over one or more interactions.

As part of a teaching and learning programme, teachers will provide students with opportunities to practise interacting in spoken reo Māori with their classmates to explore the range of language and interactive strategies they have been introduced to.

Students **must not** rehearse the exact task with their partner(s) prior to the assessment. This means, they must not pre-plan or be provided the exact order of questions, or the nature of their partners' contributions during conversation. Entirely rote-learned or scripted role plays will not meet the requirements of this Achievement Standard. However, students **may** practise the language that is necessary to complete an assessment activity successfully.

Assessors must follow the Conditions of Assessment for collection of evidence.

## Possible contexts

The contexts for this Achievement Standard are events or experiences that are familiar and relevant to the student.

Examples include:

- organising activities or events
- understanding others and enhancing relationships
- sharing personal experiences and interests.

# NCEA Internal Assessment Activity

Activity name:	1.1c Wā Kāinga
Subject:	Te Reo Māori
Achievement Standard:	1.1 Te kōrerorero i ngā pārongo, i ngā ariā me ngā whakaaro
Credits:	5
Assessment Activity Version:	1

**Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.**

## What to do

You will select and record **two** interactions in spoken te reo Māori with a partner. These will centre around an informal chat with a classmate. Your contribution across the two interactions will be about 2-3 minutes.

This Assessment Activity centres around your life at home.

Choose and video **two** different interaction opportunities below.

Each participant needs to share and respond equally throughout the interaction to meet the requirements of the Achievement Standard.

You will show how well you can:

- interact in spoken te reo Māori without rehearsing and scripting what you are going to say
- use relevant language to communicate information, ideas, and opinions about your life
- refer to events or experiences in the present, as well as the past or future
- build on information, ideas, and opinions that are exchanged
- use interactive strategies to share and respond to information, ideas, and opinions to enhance the conversation
- achieve communication that is not hindered by inconsistencies.

### Interaction opportunity 1: Ngā Mahi i te Kāinga- Who is the hardest working or the best paid? And let's talk Masterchef!

Interact with your partner about household chores and food.

You could discover:

- the different chores each other's family members do, and why
- the chores you each do at home, and when you do them
- the chores you each like, dislike, or don't do, and why

- how old you each were when you were first given chores, and how you felt about it
- whether either of you get pocket money, or paid for chores
- the hardest, worst, or best job you each have ever had
- what foods you both like or dislike, and why
- who are the best cooks in your house, or who is the best cook out of the two of you
- a memorable meal you each have had or the most unusual food you have eaten.

*If your partner doesn't do any of the chores above, take your time to explain to them what you do and why, and find out what they do instead.*

### **Interaction opportunity 2: Te Ao Ipurangi - Who is living it up online!**

Interact with your partner to share and respond to information, ideas, and opinions around social media, gaming, or movies and series.

You could discover:

#### **Social Media Trends**

- an interesting thing you've each seen on social media recently
- whether it was it funny, inspiring, sad, or surprising, and why
- a recent trend or challenge that has caught your attention. You could you find out if your partner has seen the same trend and what they think about it.

#### **Gaming**

- what games you like and dislike, and why
- what games you have both played recently
- whether you each won, lost, or learned something new
- anything surprising that happened in the game
- who you each play with.

#### **Watching a Series or Movie**

- what your favourites genres/ movies/ series are
- a series or movies you have each watched lately
- who the most interesting, annoying, or inspiring characters are, and why
- whether you would recommend it, and why/ why not, or if you have both seen it, what you think about the key moments or ending, or your hopes for future storylines.

*If your partner doesn't like any of the above, take your time to explain to them why you like them, to persuade them to give it a go, and find out what they DO like, and why!*

### **Interaction opportunity 3: Ngā Wā Whakatā – Time to chill**

Interact with your partner to share and respond to information, ideas, and opinions around your recent experiences.

You could discover:

- what you each did last weekend
- where you went and why
- who was with you
- the things that happened
- an event you each recently went to (e.g. sports game, kapa haka, festival, market)
- what the people, the food, the atmosphere was like
- who performed or took part
- the highlights and lowlights
- whether you would recommend the event, and why/ why not.

*If your partner hasn't done any of the above, take your time to explain to them the benefits of doing these things, to persuade them to give it a go, and find out what they DO like to do, and why!*

## How to present your learning

You will need to:

- choose and video two of the four interaction opportunities
- make video recordings of your spoken interactions using the video file formats specified by your teacher
- show evidence of 2-3 minutes of your individual contribution across the two interactions, noting that significant pauses will not count towards the overall time of your contribution
- ensure that the interactions are recorded in a single take
- ensure that the video recordings show you and your partners' faces, and that your voices can be clearly heard
- submit your video files to your teacher by the due date.

You **may**:

- practise language that relates to important places or spaces before recording
- use relevant prompts provided by your teacher, such as photos or objects, while recording.

You **may not**:

- script or rehearse the interaction opportunities with your partner(s) before recording
- use any te reo Māori language notes, resources, or dictionaries while recording each interaction
- record the same interaction more than once.

Rote-learned exchanges or scripted role plays will not meet the requirements of this Achievement Standard.

## Timeframe

You will record each interaction video in single lesson slots when you are ready.

Your teacher will provide details on the final submission date.

## Getting started

Before attempting to record an interaction with others in te reo Māori, think about the range of language and interactive strategies you will need to complete each exchange successfully.

You could:

- revise useful vocabulary and expressions in relation to important places or spaces
- ensure you understand and can produce relevant sentence structures
- practise forming key questions.

Reflect on the kind of language and interactive strategies you will use to support conversation such as how to:

- clarify what others say
- get more information where necessary
- introduce new talking points
- engage with or expand on what your partner(s) have just said.

# Te Reo Māori — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 1.1c

**Te Ingoa o te Ngohe | Activity Title:** Wā Kāinga

**Paerewa Paetae | Achievement Standard:** 92092 Te kōrerorero i ngā pārongo, i ngā ariā me ngā whakaaro

<b>Paetae Achievement</b>	<b>Kaiaka Achievement with Merit</b>	<b>Kairangi Achievement with Excellence</b>
<b>Paearu Paetae   Achievement Criteria</b>		
Interact in spoken reo Māori to share and respond to information, ideas, and opinions	Interact capably in spoken reo Māori to share and respond to information, ideas, and opinions	Interact skilfully in spoken reo Māori to share and respond to information, ideas, and opinions
<b>Ngā Whakataunga Kaiako   Teacher Judgements</b>		
<p>At the Achieved level, the student is able to:</p> <ul style="list-style-type: none"> <li>• use relevant language in unrehearsed and unscripted conversation</li> <li>• refer to past and present events or experiences</li> <li>• achieve overall communication despite errors.</li> </ul>	<p>At the Merit level, the student is able to:</p> <ul style="list-style-type: none"> <li>• use interactive strategies to facilitate and support conversation</li> <li>• use a range of language</li> <li>• build on aspects of the information, ideas, and opinions exchanged</li> <li>• achieve communication that is not significantly hindered by errors.</li> </ul>	<p>At the Excellence level, the student is able to:</p> <ul style="list-style-type: none"> <li>• use interactive strategies that enhance conversation</li> <li>• use a range of language successfully</li> <li>• achieve communication that is not hindered by errors.</li> </ul>

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

**Hei tauira** (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe) |**For example** (description of possible student evidence for this activity)

<b>Paetae</b> <b>Achievement</b>	<b>Kaiaka</b> <b>Achievement with Merit</b>	<b>Kairangi</b> <b>Achievement with Excellence</b>
<p>At the Achieved level, the student has:</p> <ul style="list-style-type: none"> <li>produced an unrehearsed and unscripted conversation</li> <li>contributed equally to the conversation</li> <li>used vocabulary and language up to and including Curriculum Level 6</li> <li>used generally short, simple, and formulaic sentences to convey relevant messages on the interaction topic</li> <li>used relevant language to share and respond to information, ideas, and opinions</li> <li>used language that may be repetitive</li> <li>used interactive strategies to initiate and sustain (keep the conversation going) and participate, such as asking and answering relevant questions, <i>for example</i>, “Me koe?” (And you?), “Kōrero mai anō?” (Can you repeat?)</li> <li>talked about events or experiences in the present and past. Talking about future events is optional.</li> <li>provided contributions that are comprehensible overall but are hindered in places by errors such as extended pauses, pronunciation issues, vocabulary selection, sentence</li> </ul>	<p>At the Merit level, the student has:</p> <ul style="list-style-type: none"> <li>used interactive strategies to keep conversation going such as formulaic expressions, prompts for more specific information, <i>for example</i>: “Nōnāhea koe i tīmata ai ki te tunu tina mō te whānau?” “I a au e tamaiti tonu ana. I tae tōmuri taku whaea ki te kāinga i muri i te mahi.” (When did you start cooking dinner for the family? While I was still young. My mum arrived home late after her work finished.)</li> <li>demonstrated evidence of a variety of language, such as a combination of sentence types and a fuller vocabulary</li> <li>built on information, ideas, and opinions with simple additional detail, such as descriptions, reasons, feelings, <i>for example</i>: “I tōku whānau, ko Pāpā te kuki. He reka āna panikeke.” (In my family, Dad is the cook. His pancakes are scrumptious.)</li> <li>achieved communication that is not significantly hindered by errors.</li> </ul>	<p>At the Excellence level, the student has:</p> <ul style="list-style-type: none"> <li>used interactive strategies to enhance conversation, such as engaging with and extending on specific details in their partner’s responses, or changing the focus if conversation wanes, <i>for example</i>: “Hika! He pai ki a koe ngā kina?” “Ki ahau hoki! He pai ki ahau ngā momo kaimoana katoa. Kua kai koe i ngā tio?” (Gosh! You love kina? Me too! I love all kinds of seafood. Have you eaten oysters?)</li> <li>demonstrated consistent mastery of quality language, appropriate to both the context and level, such as well-chosen and varied vocabulary and controlled use of structures, including complex sentences, <i>for example</i>: “Kāore au e pai ana ki te horoi i ngā rīhi whai muri i te tina. Ahakoa he reka te kai nā te nui o tō mātou whānau he nui ngā rīhi paru hei horoi, ā he nui hoki ngā mahi o te kihini pērā i te tahitahi papa me te ukui i ngā raumanga. Tokomaha o mātou, ā, he nui ngā rīhi paru hei whakatika.” (I don’t like doing the dishes after dinner. Although the food is delicious because we are a big family, there are lots of dirty dishes to wash, as well lots of kitchen jobs such as sweeping the floor and</li> </ul>

<p>construction, and grammar.</p>		<p><i>wiping the benches.</i>)</p> <ul style="list-style-type: none"> <li>• achieved communication in which errors are minor in nature, such as occasional inaccuracy in stress or intonation, and do not impact on the clarity of the student’s contribution.</li> </ul>
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Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

For 2026 Planning

# NCEA Unpacking the Standard

Subject:	Te Reo Māori
Achievement Standard:	1.2 Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo
Credits:	5

## The intent of the Achievement Standard

This Achievement Standard assesses the student's ability to communicate in te reo Māori in relation to a language vitality context. Students will express information, ideas, and opinions in their chosen format and are encouraged to explore different ways of communicating that consider the context, purpose, and audience of their work. This inclusive and flexible way of assessment is reflective of how people communicate in an authentic setting.

Students are encouraged to explore contexts that relate to the health or promotion of te reo Māori. This allows them to share information, experiences, and opinions about events, people, or strategies that are contributing to the revitalisation of te reo Māori.

Contexts must also allow students to refer to past and present events or experiences. These need to be communicated within the language vitality context.

### This Achievement Standard draws on the following Significant Learning:

- explore te reo Māori commonly used to express personal information, ideas, and opinions in everyday context
- develop communicative skills and strategies to present and exchange simple information, ideas, and opinions in a range of predictable situations
- develop a foundational awareness of and use the key linguistic building blocks, patterns, and features of the language
- participate in activities that use, promote, and celebrate te reo Māori
- learn about events both present and past which have an impact on the vitality of the language.

## Making reliable judgements

The Achievement Standard supports the student's learning development in linguistic proficiency and reflects the idea that language acquisition requires working with an emerging skill set rather than demonstrating perfection. At higher levels of achievement, students will demonstrate greater variety and control of language to enhance their communication.

## Collecting evidence

The evidence submitted for this Achievement Standard may not also be submitted for AS 92092 *Te kōrerorero i ngā pārongo, i ngā ariā me ngā whakaaro*.

Leading towards the assessment of this Achievement Standard, students should be taught and have sufficient practice writing and speaking in te reo Māori. Students will select their chosen format to present their learning. Their submission may be in spoken reo Māori, written reo Māori, or a combination of both.

If **spoken** is chosen, students may draft written scripts to prepare for the assessment. The drafted written scripts will not be assessed.

If a **combination of spoken and written** is chosen, the spoken and written language content must be complementary to each other.

Assessors must follow the Conditions of Assessment for collection of evidence.

# NCEA Internal Assessment Activity

Activity name:	1.2a He Toi Pāho Reo Māori
Subject:	Te Reo Māori
Achievement Standard:	1.2a Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo
Credits:	5
Assessment Activity Version:	5

**Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.**

## What to do

You will submit a piece of work to communicate information, ideas, and opinions using te reo Māori. This will relate to the use of te reo Māori in modern media and how this connects to the vitality of the language.

You will show how well you **can**:

- use a range of language to communicate information, ideas, and opinions related to the use of te reo Māori in modern media
- refer to events or experiences in the present, as well as the past. Referring to future events is optional.
- link information, ideas, and opinions cohesively
- show logical flow or structure in your chosen format
- achieve communication that is not hindered by errors.

Your piece of work will relate to one of the contexts below:

- release of a te reo Māori version of a popular animated movie or television series
- publication or translation of a book in te reo Māori which is popular with teenagers
- availability of live reo Māori commentary for an important event. Examples include a sporting event, cultural celebration, or a nationally significant event.

You **could** cover:

- when, where, and how you experienced this use of te reo Māori in modern media
- how expert speakers were involved in the production
- how productions like this could support the use of te reo in the future
- suggestions for future te reo Māori coverage in modern media.

**Required:** how does the selected context relate to the vitality of te reo Māori. Choose at least two of the following statements to respond to.

- A personal reflection on what you or others thought about the event or experience.

- Why you think this event or experience is important to the health of the language.
- Why this event or experience is successfully promoting and normalising te reo Māori at a whānau, community, national, and international level.
- How does this event or experience inspire you on your own reo Māori journey?

## How to present your learning

You will communicate in spoken or written reo Māori, or a combination of both, to complete this Assessment Activity.

To provide sufficient evidence to meet the requirements of this Achievement Standard, you should produce:

- 200-250 words of written evidence, or
- approximately 1-1.5 minutes of spoken evidence, or
- an equivalent combination of both (for example, 120-150 words of written evidence and 40 seconds of spoken evidence).

If your submission is **spoken only**, you may:

- draft written scripts to prepare for the assessment (the drafted written scripts will not be assessed)
- edit your recording prior to submission.

If your submission is a **combination of spoken and written language**, the spoken and written language content must be complementary to each other — you cannot just read out what has been written.

You can show your work in a wide range of possible formats. Examples include:

- a poster or piece of advertising which includes client reviews
- a vlog or video with or without complementary written information
- a slideshow with or without voiceover
- a series of social media posts and/or short videos
- a written text.

You will not be assessed on the format or technical quality of the piece of work. Only the quality of your language will be assessed.

The language you produce as evidence must be your own work. However, you may draw on:

- classroom and community experiences
- reference materials such as class notes
- textbooks
- dictionaries.

You **may not**:

- copy whole sentences or passages from any source without significant modification
- use any digital language tools (for example, translators) other than dictionaries
- have anyone else point out errors, edit, or correct your work before handing it in for assessment.

## Timeframe

You may work on the technical aspects in your own time.

Your teacher will provide details of the final submission date and time.

## Getting started

Before beginning to produce written reo Māori, spoken reo Māori, or a combination of both, think about the range of language you will need to complete this Assessment Activity successfully while keeping in mind the language vitality context you will be communicating about.

Revise vocabulary, expressions, and sentence structures you have covered in your classes. Make sure you know how to produce language which refers to events or experiences in the past and the present and, if appropriate, the future.

The evidence you produce should reflect what you have learnt and your current level of ability in te reo Māori.

## Teacher Guidance

This assessment should take place after a significant portion of the year's teaching and learning programme has been delivered. Students should have had the opportunity to practise writing and speaking and to receive formative feedback on many occasions before being evaluated against this Achievement Standard.

Students should also have been given the opportunity to learn about ideas and events related to the vitality of reo Māori.

Students may craft their language production during class or at home over a period of time. Four to six hours is the suggested assessment duration, but this may be adapted to suit local circumstances.

Students may refer to class notes, study materials, and dictionaries (digital or hardcopy) in the development of their language production. The use of electronic translators or AI is not permitted. Students must not plagiarise pre-existing language samples, e.g. the indicative examples in the Assessment Schedule. Teachers must be satisfied that the work submitted as evidence for this Achievement Standard is the student's own.

Teachers are reminded that submissions should consist of one piece of work. The submission may be in spoken reo Māori, written reo Māori, or a combination of both. If spoken only is chosen, students may draft written scripts to prepare for the assessment and use this to support the delivery of their spoken evidence. The drafted written scripts will not be assessed. Memorisation of language content is not a requirement of this Achievement Standard. If an equivalent combination of both is chosen, the spoken and written language content must be complementary to each other — students will not fulfill the criteria for this Assessment Activity

by simply reading aloud what is also to be submitted as written evidence.

Teachers may not provide any feedback, edits, or make corrections to student work during the assessment, or before the work is handed in. Teachers may not provide any scaffolding, instruction or teaching, or other forms of guidance during the assessment event. The only feedback permitted is in relation to the requirements of the Achievement Standard, not the content of a student's work.

Students will be assessed exclusively on the language quality of their work — this includes the readability of any handwritten language components. They will not be assessed on the technical or artistic merits of their presentation format.

For 2026 Planning

# Te Reo Māori — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 1.2a

**Te Ingoa o te Ngohe | Activity Title:** He Toi Pāho Reo Māori

**Paerewa Paetae | Achievement Standard:** 92093 Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo

<b>Paetae Achievement</b>	<b>Kaiaka Achievement with Merit</b>	<b>Kairangi Achievement with Excellence</b>
<b>Paearu Paetae   Achievement Criteria</b>		
Communicate in te reo Māori in relation to a language vitality context	Communicate capably in te reo Māori in relation to a language vitality context	Communicate skilfully in te reo Māori in relation to a language vitality context
<b>Ngā Whakataunga Kaiako   Teacher Judgements</b>		
<p>At the Achieved level, the student is able to:</p> <ul style="list-style-type: none"> <li>• use language to express information, ideas, and opinions relevant to the context</li> <li>• refer to past and present events or experiences</li> <li>• achieve overall communication despite errors.</li> </ul>	<p>At the Merit level, the student is able to:</p> <ul style="list-style-type: none"> <li>• use a range of language</li> <li>• build on aspects of the information, ideas, and opinions expressed</li> <li>• achieve communication that is not significantly hindered by errors.</li> </ul>	<p>At the Excellence level, the student is able to:</p> <ul style="list-style-type: none"> <li>• use a range of language successfully</li> <li>• connect information, ideas, and opinions cohesively</li> <li>• achieve communication that is not hindered by errors.</li> </ul>

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

**Hei taaira** (he whakamārama i ngā taaira mahi e taea ana i tēnei ngohe) |**For example** (description of possible student evidence for this activity)

<b>Paetae</b> <b>Achievement</b>	<b>Kaiaka</b> <b>Achievement with Merit</b>	<b>Kairangi</b> <b>Achievement with Excellence</b>
<p>At the Achieved level, the student has:</p> <ul style="list-style-type: none"> <li>used generally short, simple, and repetitive sentences to communicate relevant spoken information, ideas, and opinions about te reo Māori use in the media</li> <li>expressed personal opinions/reflections to connect the context to the revitalisation of te reo Māori</li> <li>used a kīwaha, for example, “<i>Tau kē tēnei kiriata!</i>” (This movie was awesome!)</li> <li>talked about a minimum of two events or experiences in the present and past, for example, “<i>Inānahi, i mātakitaki au i te kiriata ‘Coco’ reo Māori.</i>” (Yesterday, I watched the movie ‘Coco’ in Māori.) Talking about future events is optional.</li> <li>achieved overall communication, though it may be hindered in places by errors such as pronunciation, word choice, sentence structure.</li> </ul>	<p>At the Merit level, the student has:</p> <ul style="list-style-type: none"> <li>demonstrated evidence of a variety of spoken language, such as a breadth of vocabulary, combination of sentence types, and coverage of different communicative functions, appropriate to both the context and level</li> <li>built on information, ideas, and opinions with simple additional detail about the context, such as descriptions, reasons, feelings, for example, “<i>Inānahi, i mātakitaki au i te kiriata ‘Coco’ reo Māori i te whare o tōku whaea kēkē. I te whakanui mātou i tētahi rā whānau.</i>” (Yesterday, I watched the movie ‘Coco’ in Māori at my aunty’s house. We were celebrating a birthday.)</li> <li>achieved communication that is not significantly hindered by errors.</li> </ul>	<p>At the Excellence level, the student has:</p> <ul style="list-style-type: none"> <li>demonstrated consistent mastery of quality spoken language appropriate to the level and the context such as using well-chosen and varied vocabulary and structures, including complex sentences, for example, “<i>Inānahi, i te rā whānau tuawaru o taku kaihana, I mātakitaki mātou i te kiriata ‘Coco’ reo Māori. Ahakoa, ehara tērā i taku tino kiriata, i rawe te rongo i tō tātou reo i tētahi kiriata rongonui.</i>” (Yesterday, during my cousin’s 8th birthday party, I watched the movie ‘Coco’ in Māori. Although it is not my favourite movie, it was so cool to hear our language used in a famous film.)</li> <li>linked information effectively and demonstrated logical flow in the expression of information, ideas, and opinions, for example the first part of the evidence is about the experience of the Coco film and this is then connected to the second part which focuses on what other uses of Māori in the media the student wants to experience</li> <li>achieved communication in which errors are minor in nature and do not impact on clarity.</li> </ul>

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

# NCEA Internal Assessment Activity

Activity name:	1.2b Ngā Manu Kōrero
Subject:	Te Reo Māori
Achievement Standard:	1.2 Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo
Credits:	5
Assessment Activity Version:	5

**Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.**

## What to do

You will submit a piece of work to communicate information, ideas, and opinions using a combination of spoken and written reo Māori. This will relate to the context of the Ngā Manu Kōrero speech competition and how this connects to the vitality of the language.

You will show how well you **can**:

- use a range of language to communicate information, ideas, and opinions related to the context of the Ngā Manu Kōrero speech competition
- give your thoughts and opinions on how the Ngā Manu Kōrero connects to the vitality of te reo Māori
- refer to events or experiences in the present, as well as the past. Referring to future events is optional.
- link information, ideas, and opinions cohesively
- show logical flow or structure in your chosen format
- achieve communication that is not hindered by errors.

You **could** cover:

- what Ngā Manu Kōrero is and when it started
- where and when you can be part of or attend the competition
- how this type of event inspires you to pursue te reo.

**Required:** How does Ngā Manu Kōrero relate to the vitality of te reo Māori? Choose at least two of the following statements to respond to.

- A personal reflection on what you or others thought about the event.
- Why you think this event is important to the health of the language.
- Why this event is successfully promoting and normalising te reo Māori at a whānau, community, national, and international level.
- How does this event or experience inspire you on your reo Māori journey?

# How to present your learning

You will communicate in spoken **and** written reo Māori to complete this assessment activity.

To provide sufficient evidence to achieve this standard, your work will include a combination of written and spoken evidence. Examples include:

- 90-110 words of written evidence and 60 seconds of spoken evidence, or
- 120-170 words of written evidence and 45 seconds of spoken evidence, or
- 180-250 words of written evidence and 30 seconds of spoken evidence.

You may draft written scripts to prepare for the spoken part of the assessment. The drafted written scripts will not be assessed.

The spoken and written language content must be complementary to each other - you cannot just read out what is to be submitted as written evidence.

You can show your work in a wide range of possible formats. Examples include:

- a vlog or video with complementary written information
- a slideshow with voiceover
- a series of social media text-based posts and related short videos.

You will not be assessed on the format or technical quality of the piece of work. Only the quality of your language will be assessed.

The language you produce as evidence must be your own work. However, you may draw on:

- classroom and community experiences
- reference materials such as class notes
- textbooks
- dictionaries.

**You may not:**

- copy whole sentences or passages from any source without significant modification
- use any digital language tools (for example, translators) other than dictionaries
- have anyone else point out errors, edit, or correct your work before handing it in for assessment.

## Timeframe

You may work on the technical aspects in your own time.

Your teacher will provide details of the final submission date and time.

## Getting started

Before beginning to produce written and spoken reo Māori, think about the range of language you will need to complete this Assessment Activity successfully while keeping in mind the

language vitality context you will be communicating about.

Revise vocabulary, expressions, and sentence structures you have covered in your classes. Make sure you know how to produce language which refers to events or experiences in the past and the present and, if appropriate, the future.

The evidence you produce should reflect what you have learnt and your current level of ability in te reo Māori.

## Teacher Guidance

This assessment should take place after a significant portion of the year's teaching and learning programme has been delivered. Students should have had the opportunity to practice writing and speaking and to receive formative feedback on many occasions before being evaluated against this Achievement Standard.

Students should also have been given the opportunity to learn about ideas and events related to the vitality of reo Māori.

Students may craft their language production during class or at home over a period of time. Four to six hours is the suggested assessment duration, but this may be adapted to suit local circumstances.

Students may refer to class notes, study materials, and dictionaries (digital or hardcopy) in the development of their language production. The use of electronic translators or AI is not permitted. They must not plagiarise pre-existing language samples, e.g. the indicative examples in the Assessment Schedule. Teachers must be satisfied that the work submitted as evidence for this Achievement Standard is the student's own.

Teachers are reminded that submissions should consist of one piece of work. The submission requires both spoken and written reo Māori. Students may draft written scripts to prepare for the assessment and use this to support the delivery of their spoken evidence. The drafted written scripts will not be assessed. Memorisation of language content is not a requirement of this Achievement Standard. The spoken and written language content must be complementary to each other — students will not fulfill the criteria for this Assessment Activity by simply reading aloud what is also to be submitted as written evidence.

Teachers may not provide any feedback, edits, or make corrections to student work during the assessment, or before the work is handed in. Teachers may not provide any scaffolding, instruction or teaching, or other forms of guidance during the assessment event. The only feedback permitted is in relation to the requirements of the Achievement Standard, not the content of a student's work.

Students will be assessed exclusively on the language quality of their work — this includes the readability of any handwritten language components. They will not be assessed on the technical or artistic merits of their presentation format.

# Te Reo Māori — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 1.2b

**Te Ingoa o te Ngohe | Activity Title:** Ngā Manu Kōrero

**Paerewa Paetae | Achievement Standard:** 92093 Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo

<b>Paetae Achievement</b>	<b>Kaiaka Achievement with Merit</b>	<b>Kairangi Achievement with Excellence</b>
<b>Paearu Paetae   Achievement Criteria</b>		
Communicate in te reo Māori in relation to a language vitality context	Communicate capably in te reo Māori in relation to a language vitality context	Communicate skilfully in te reo Māori in relation to a language vitality context
<b>Ngā Whakataunga Kaiako   Teacher Judgements</b>		
<p>At the Achieved level, the student is able to:</p> <ul style="list-style-type: none"> <li>• use language to express information, ideas, and opinions relevant to the context</li> <li>• refer to past and present events or experiences</li> <li>• achieve overall communication despite errors.</li> </ul>	<p>At the Merit level, the student is able to:</p> <ul style="list-style-type: none"> <li>• use a range of language</li> <li>• build on aspects of the information, ideas, and opinions expressed</li> <li>• achieve communication that is not significantly hindered by errors.</li> </ul>	<p>At the Excellence level, the student is able to:</p> <ul style="list-style-type: none"> <li>• use a range of language successfully</li> <li>• connect information, ideas, and opinions cohesively</li> <li>• achieve communication that is not hindered by errors.</li> </ul>

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

**Hei tauira** (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe) |**For example** (description of possible student evidence for this activity)

<b>Paetae</b> <b>Achievement</b>	<b>Kaiaka</b> <b>Achievement with Merit</b>	<b>Kairangi</b> <b>Achievement with Excellence</b>
<p>At the Achieved level, the student has:</p> <ul style="list-style-type: none"> <li>used generally short, simple, and repetitive sentences to communicate relevant spoken information, ideas, and opinions Ngā Manu Kōrero</li> <li>expressed personal opinions/reflections to connect the context to the revitalisation of te reo Māori</li> <li>included occasional simple kīwaha, for example, “Kāore he kaikōrero i tua atu i a ia!” (There was no other speaker better than her!)</li> <li>talked about a minimum of two events or experiences in the present and past, for example, “I tērā wiki, i mātakitaki mātou i te whakataetae Ngā Manu Kōrero.” (Last week, we watched the Ngā Manu Kōrero speech competition.) Talking about future events is optional.</li> <li>achieved overall communication, though it may be hindered in places by errors such as pronunciation, word choice, sentence structure.</li> </ul>	<p>At the Merit level, the student has:</p> <ul style="list-style-type: none"> <li>demonstrated evidence of a variety of spoken language, such as a breadth of vocabulary, combination of sentence types, and coverage of different communicative functions, appropriate to both the context and level</li> <li>built on information, ideas, and opinions with simple additional detail about the context, such as descriptions, reasons, feelings, for example, “I tērā wiki i mātakitaki mātou i ngā kōrero tene i te whakataetae Ngā Manu Kōrero. Te mīharo hoki! I eke ngā kaikōrero katoa ki tētahi taumata tiketike.” (Last week, we watched the impromptu speeches at the Ngā Manu Kōrero competition. They were amazing! All the speakers performed at a high level.)</li> <li>achieved communication that is not significantly hindered by errors.</li> </ul>	<p>At the Excellence level, the student has:</p> <ul style="list-style-type: none"> <li>demonstrated consistent mastery of quality spoken language appropriate to the level and the context such as using well-chosen and varied vocabulary and structures, including complex sentences, for example, “I tērā wiki, i whakatūria te whakataetae Ngā Manu Kōrero ā-rohe e tō mātou kura. Ahakoa, e ako tonu au i te reo, i mōhio au he pūkōrero ērā tauira mō te reo Māori.” (Last week, the regionals of the Ngā Manu Kōrero speech competition was hosted by our school. Even though I am still learning the language, I could tell that those students were orators of te reo Māori.)</li> <li>linked information effectively and demonstrated logical flow in the expression of information, ideas, and opinions, for example, the student grouped the language evidence presented around logical sub-topics (history of the competition, profile of a competitor, experience of an audience member) and showed connections between these sections</li> <li>achieved communication in which errors are minor in nature and do not impact on clarity.</li> </ul>

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

# NCEA Internal Assessment Activity

Activity name:	1.2c A Reo Journey
Subject:	Te Reo Māori
Achievement Standard:	1.2 Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo
Credits:	5
Assessment Activity Version:	2

**Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.**

## What to do

You will submit a piece of work to communicate information, ideas, and opinions using spoken or written reo Māori. Your piece of work will discuss your reo journey, including personal experiences and the experiences of whānau members, both past and present. You may include recommendations for te ora o te reo.

### You will show how well you can:

- use a range of language to communicate information, ideas, and opinions
- refer to events or experiences in the present, as well as the past. Referring to future events is optional.
- link information, ideas, and opinions cohesively
- show logical flow or structure in your chosen format
- achieve communication that is not hindered by errors.

### Required: Your reo journey.

- When, where, and how you experienced knowing/learning/not knowing/not learning your reo.
- Your te reo language champions, and their role in your journey.
- What you value about te reo Māori.

Your spoken or written piece will include a reflection on the reo journey of yourself and your whānau **and** at least **one** of the **three** topic areas below.

### Topic 1: Your whānau's reo journey. This could include:

- whānau stories about te reo Māori
- who currently is learning, or speaks te reo Māori in your whānau
- what factors influenced them to learn/kōrero or stop learning/using reo Māori
- your own reflections on the learning journey so far and your aspirations for the future.

**Topic 2: The history of te reo Māori.** This could include:

- causes of te reo being lost (at a personal/whānau/community/national level)
- consequences of the loss of te reo (at a personal/whānau/community/national level)
- your reaction to learning about the history of te reo Māori (at a personal/whānau/community/national level).

**Topic 3: The health and promotion of te reo Māori.** This could include:

- your thoughts about the current health of te reo Māori
- your thoughts about successful strategies that have helped with the revitalisation of te reo Māori at a whānau/community and national level
- barriers to learning/holding on to te reo (at a personal/whānau/community/national level) and what you or others thought/think or felt/feel about it
- your reflections, evaluations, and recommendations for the health and promotion of te reo Māori and why you think it is important for everyone.

**You must include:**

- references to past events and/or experiences related to your reo journey or that of your whānau.

## How to present your learning

You will communicate in **spoken or written** reo Māori to complete this Assessment Activity.

To provide sufficient evidence for this Achievement Standard, you will need to produce:

- 200-250 words of written evidence, or
- approximately 1-1.5 minutes of spoken evidence.

If your submission is **spoken** only, you may:

- draft written scripts to prepare for the assessment (the drafted written scripts will not be assessed)
- edit your recording prior to submission.

You can show your work in a wide range of possible formats. Examples include:

- a vlog or video with or without complementary written information
- a slideshow with or without voiceover
- a series of social media posts and/or short videos
- a written text.

You will not be assessed on the format or technical quality of the piece of work. Only the quality of your language will be assessed.

The language you produce as evidence must be your own work. However, you may draw on:

- classroom and community experiences
- reference materials including class notes
- textbooks

- dictionaries.

You **may**:

- draft written scripts to prepare for the assessment (these will not be assessed)
- edit your recording prior to submission.

You **may not**:

- copy whole sentences or passages from any source without significant modification
- use any digital language tools (for example, artificial intelligence (AI) or translators)
- have anyone else point out linguistic errors or correct the content of your work before editing and handing it in for assessment.

## Timeframe

You may work on the technical aspects in your own time.

Your teacher will provide details of the final submission date and time.

## Getting started

Before beginning to produce written or spoken reo Māori, think about the range of language you will need to complete this Assessment Activity successfully while keeping in mind you are communicating in relation to a language vitality context.

Revise vocabulary, expressions, and sentence structures you have covered in your classes. Make sure you know how to produce language which refers to events or experiences in the past and the present and, if appropriate, the future.

The evidence you produce should reflect what you have learnt and your current level of ability in te reo Māori.

## Teacher Guidance

This assessment should take place after a significant portion of the year's teaching and learning programme has been delivered. Students should have had the opportunity to practise writing and speaking and to receive formative feedback on many occasions before being evaluated against this Achievement Standard.

Students should also have been given the opportunity to learn about ideas and events related to the vitality of reo Māori.

Students may craft their language production during class or at home over a period of time. Four to six hours is the suggested assessment duration, but this may be adapted to suit local circumstances.

Students may refer to class notes, study materials, and dictionaries (digital or hardcopy) in the development of their language production. The use of electronic translators or AI is not permitted. They must not plagiarise pre-existing language samples, e.g. the indicative examples in the Assessment Schedule. Teachers must be satisfied that the work submitted as evidence for this Achievement Standard is the student's own.

Teachers are reminded that submissions should consist of one piece of work. The submission may be in spoken reo Māori, or written reo Māori. If spoken only is chosen, students may draft written scripts to prepare for the assessment and use this to support the delivery of their spoken evidence. The drafted written scripts will not be assessed. Memorisation of language content is not a requirement of this Achievement Standard.

Teachers may not provide any feedback, edits, or make corrections to student work during the assessment, or before the work is handed in. Teachers may not provide any scaffolding, instruction or teaching, or other forms of guidance during the assessment event. The only feedback permitted is in relation to the requirements of the Achievement Standard, not the content of a student's work.

Students will be assessed exclusively on the language quality of their work — this includes the readability of any handwritten language components. They will not be assessed on the technical or artistic merits of their presentation format.

# Te Reo Māori — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 1.2c

**Te Ingoa o te Ngohe | Activity Title:** A Reo Journey

**Paerewa Paetae | Achievement Standard:** 92093 Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo

<b>Paetae Achievement</b>	<b>Kaiaka Achievement with Merit</b>	<b>Kairangi Achievement with Excellence</b>
<b>Paearu Paetae   Achievement Criteria</b>		
Communicate in te reo Māori in relation to a language vitality context	Communicate capably in te reo Māori in relation to a language vitality context	Communicate skilfully in te reo Māori in relation to a language vitality context
<b>Ngā Whakataunga Kaiako   Teacher Judgements</b>		
<p>At the Achieved level, the student is able to:</p> <ul style="list-style-type: none"> <li>• use language to express information, ideas, and opinions relevant to the context</li> <li>• refer to past and present events or experiences</li> <li>• achieve overall communication despite errors.</li> </ul>	<p>At the Merit level, the student is able to:</p> <ul style="list-style-type: none"> <li>• use a range of language</li> <li>• build on aspects of the information, ideas, and opinions expressed</li> <li>• achieve communication that is not significantly hindered by errors.</li> </ul>	<p>At the Excellence level, the student is able to:</p> <ul style="list-style-type: none"> <li>• use a range of language successfully</li> <li>• connect information, ideas, and opinions cohesively</li> <li>• achieve communication that is not hindered by errors.</li> </ul>

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

**Hei tauira** (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe) |**For example** (description of possible student evidence for this activity)

<b>Paetae</b> <b>Achievement</b>	<b>Kaiaka</b> <b>Achievement with Merit</b>	<b>Kairangi</b> <b>Achievement with Excellence</b>
<p>At the Achieved level, the student has:</p> <ul style="list-style-type: none"> <li>used generally short, simple, and repetitive sentences to communicate relevant spoken information, ideas, and opinions in relation to a language vitality context</li> <li>expressed personal opinions/reflections to connect the context to the revitalisation of te reo Māori</li> <li>used kupu whakarite, for example, <i>“Ki ahau, he āhua uaua te ako. I tīmata taku ako i Tau Iwa. Kei te kōrero tōku pāpā te reo. He pai ki ahau te whakarongo ki a ia.”</i> (In my opinion, learning is quite difficult. I started learning in Year Nine. My dad speaks the language. I enjoy listening to him.)</li> <li>talked about a minimum of two events or experiences in the present and past. For example, <i>“Kāore ōku mātua i ako i te reo. Ināianeī, kei te ako tōku whaea i te reo ki te Aotearoa whare wānanga.”</i> (My parents didn't learn the language. Now, my mother is learning the language at Te Wānanga o Aotearoa.) Talking about future events is optional.</li> <li>achieved overall communication, though it may be hindered in places by errors such as pronunciation, word choice, sentence structure.</li> </ul>	<p>At the Merit level, the student has:</p> <ul style="list-style-type: none"> <li>demonstrated evidence of a variety of spoken language, such as a breadth of vocabulary, combination of sentence types, and coverage of different communicative functions, appropriate to both the context and level</li> <li>built on information, ideas, and opinions with simple additional detail about the context, such as descriptions, reasons, feelings, for example, <i>“Ki ahau nei, he āhua uaua te ako i te reo. I ētahi wā, rite tonu ahau ki te pēpi i te kohanga reo. Te whakamā hoki!”</i> (In my opinion, learning the language is quite difficult. Sometimes, I feel just like a baby at a kōhanga reo. It's so embarrassing!)</li> <li>achieved communication that is not significantly hindered by errors.</li> </ul>	<p>At the Excellence level, the student has:</p> <ul style="list-style-type: none"> <li>demonstrated consistent mastery of quality spoken language appropriate to the level and the context such as using well-chosen and varied vocabulary and structures, including complex sentences, for example, <i>“Ki ahau nei, he āhua uaua te ako i te reo. I ētahi wā, rite tonu ahau ki te pēpi i te kohanga reo i ahau e kōrero ana. Te whakamā hoki! Engari, i tēnei tau, kua tīmata hoki tōku whaea ki te ako i te reo ki te whare wānanga o Aotearoa. Poho kereru ana ahau i a ia, ā, ināianeī, nā tōna kaha ki te ako, kāore ahau e whakamā ana ki te kōrero i te reo, ahakoa he reo pēpi.”</i> (In my opinion, learning the language is quite difficult. Sometimes, I feel just like a baby at a kōhanga reo when I'm speaking. It's so embarrassing! But this year, my mother has also started learning the language at Te Wānanga o Aotearoa. I'm so proud of her, and now, because of her dedication to learning, I'm no longer embarrassed to speak the language, even if it's basic (baby talk).)</li> <li>linked information effectively and demonstrated logical flow in the expression of information, ideas, and opinions, for example language evidence presented is organised</li> </ul>

		<p><i>around the chronological experience of the classes during the term</i></p> <ul style="list-style-type: none"> <li>• achieved communication in which errors are minor in nature and do not impact on clarity.</li> </ul>
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Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

For 2026 Planning

# NCEA Unpacking the Standard

Subject:	Te Reo Māori
Achievement Standard:	1.3 Te whakaatu i te māramatanga ki te reo Māori me ōna mātāpono i tētahi horopaki e taunga ana
Credits:	5

## The intent of the Achievement Standard

This Achievement Standard assesses the student's ability to demonstrate understanding of spoken and written te reo Māori related to familiar contexts and to recognise language elements which connect to Māori principles.

Students will combine communicative, linguistic, and cultural knowledge with general linguistic strategies to decode listening and reading texts. They will demonstrate understanding of spoken and written te reo Māori to make meaning of vocabulary and grammar, with varying levels of precision.

Spoken te reo Māori refers to short audio text types that the student may encounter in their everyday life. Examples include short conversations, instructions, announcements, and voice messages.

Written te reo Māori may include a combination of texts, for example, a poster about an event, an email about a trip, an article about a person or place. Students will be required to show their understanding of the context, audience, and purpose of the text/s.

Students will show awareness of how language and cultural perspectives work together in communication. Examples of these principles include the signalling of different types of relationality, as expressed through the choice of 'A' or 'O' based possessive constructions, or the importance of balance or duality as exemplified through the combination of pairs or parallel opposites in language use such as Rangī/Papa, roto/waho, uta/tai, ao/pō, ora/mate, etc.

### This Achievement Standard draws on the following Significant Learning:

- explore te reo Māori commonly used to express personal information, ideas, and opinions in everyday contexts
- engage with, and make meaning of, a variety of short text types
- explore the key values of Māori culture and Māori principles embedded in the language
- explore how language and culture affect, and work together in, communication.

## Making reliable judgements

Students must demonstrate understanding of the context, audience, and purpose of the spoken and written texts as well as to recognise language elements which reflect Māori principles presented in the assessment. At all levels, they need to apply knowledge of te reo Māori including vocabulary and grammar specified in the Level 1 Vocabulary List, as well as cultural references to understand the context, audience, and purpose of spoken and written te reo Māori texts.

Students achieving at higher levels will show a deeper understanding of spoken and written texts and understand the way in which language elements work together to reflect Māori principles or worldview. In their responses, they will provide comprehensive detail. Students will submit evidence which demonstrates increasing levels of precision with fewer inconsistencies impacting overall communication.

## Collecting evidence

The method of this assessment is a Common Assessment Activity that will be administered during the end-of-year examination period. The provision of the tasks and grading of evidence will be carried out by NZQA.

Refer to the External Assessment Specifications for further information.

## Possible contexts

Familiar contexts relate to events or experiences that are well known, familiar, or relevant to the student's immediate environment.

Examples include:

- daily routines
- recreation / pastimes
- sports
- community events.

# NCEA Unpacking the Standard

Subject:	Te Reo Māori
Achievement Standard:	1.4 Te tuhi e pā ana ki tētahi horopaki e taunga ana
Credits:	5

## The intent of the Achievement Standard

This Achievement Standard assesses the student's independent ability to communicate in written reo Māori relating to a familiar context.

This external assessment should take place after a significant portion of the year's teaching and learning programme has been delivered. Students should have had the opportunity to practise writing and to receive formative feedback on many occasions before being evaluated against this Achievement Standard.

**This achievement standard draws on the following Significant Learning:**

- understand their contribution to the revitalisation of the language for the good of the collective
- practise and enjoy experimenting with a wide range of writing in te reo Māori.

## Making reliable judgements

Students must demonstrate the ability to present information, ideas, and opinions in written text connected to the chosen topic, as well as to show that they can reference past and present events or experiences. Overall communication should be achieved through written evidence in spite of any errors present.

Students achieving at higher levels will submit evidence containing a broader range and variety of language to build on the information, ideas, and opinions expressed and will show more consistent control over vocabulary selection and sentence construction.

## Collecting evidence

Writing will be externally assessed. The piece for assessment will be completed under conditions set by NZQA so that students can authentically demonstrate their ability to independently communicate in writing. The use of chatbots, generative AI, paraphrasing tools,

or other tools that can automatically generate the te reo Māori content is not permitted, and material generated by these tools should not be submitted as part of the student's work.

In order to provide sufficient evidence, it is recommended that the writing should be around 300 words. All writing completed by students needs to be included in the Kete Manarua. This includes brainstorming and edited drafts as well as the final copy.

The final submission for the writing is early in Term 4. As this is a summative assessment, students should not spend the entirety of the year engaged with this assessment. Teachers should ensure that students have completed a sufficient programme of teaching, learning, and formative assessment before beginning the administration of this Standard.

Refer to External Assessment Specifications for further information.

The evidence submitted for this Achievement Standard may not also be submitted for 92093 (1.2) *Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo.*