

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 3**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version 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 3

Product	What's changed?
Conditions of Assessment	Updated to include GenAI guidance and strengthen guidance for assessment.
AS3.1 91650 Internal Assessment Activity	Teacher Resource 1 (for Part A) updated. Guidance updated to state 'Write your response in English.'
AS3.2 91651 Internal Assessment Activity	Updated to include GenAI guidance and strengthen guidance for assessment.
AS3.5 91654 Internal Assessment Activity	Updated to include GenAI guidance and strengthen guidance for assessment.

Contents

Product	Page
Conditions of Assessment	2
AS3.1 91650 Internal Assessment Activity	12
AS3.2 91651 Internal Assessment Activity	27
AS3.5 91654 Internal Assessment Activity	34



National Certificate of Educational Achievement TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

NCEA Level 3 Te Reo Māori

Conditions of Assessment

General Information

Subject Reference	Reo Māori
Domain	Reo Māori
Level	3

Conditions of Assessment

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.

Unmodified extracts from any external source should not be included without acknowledgement of sources and will not be considered for the final achievement judgement.

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.

Specific Information for Individual Internal Achievement Standards

Achievement Standard Number	91650 Te Reo Māori 3.1
Title	Whakarongo kia mōhio ki te reo Māori o te ao whānui
Number of Credits	4
Version	2

This achievement standard involves listening to, and demonstrating understanding of, a variety of spoken te reo Māori texts from a range of less familiar topics.

Curriculum Level

Tasks should be closely aligned with the whakarongo achievement objectives of Level 8 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Māori in English-medium Schools: Years 1–13. They should provide opportunities for students to demonstrate understanding of language from a range of different contexts and using different text types.

At NCEA Level 3 contexts should reflect te ao whānui and focus on issues at a societal, national, or international level. Students are expected to demonstrate that they can understand much of what other speakers of te reo Māori say about a range of topics; distinguish between facts and opinions and recognise intentions to persuade and influence in different contexts. The language of the listening texts should be at curriculum level 8 with a link to a L8 achievement objective.

A Grammar Progression Guide | He Arawhata Reo for grammar levels that correspond with each curriculum level can be found at [NCEA.ed](https://www.ncea.ed.gov).

Assessment opportunities

Tasks should provide opportunities for students to demonstrate understanding of language across a range of contexts and for a range of purposes and enable achievement at all grades.

Students should be assessed on spoken language that they have encountered as part of the teaching and learning programme. Listening is a skill that develops over the year and so the best evidence will be collected in the second half of the year.

Feedback and Feed Forward

Throughout the year, give students clear information about the criteria for success in each of their learning tasks and give them specific feedback as they learn, to ensure they clearly understand the criteria and how to meet them.

Feedback and feed forward should focus on what is needed to achieve the standard. Formative feedback may be provided after each individual task. The teacher can feed forward as to what would be needed to reach a grade by referring to the assessment criteria and to exemplar models.

Sufficiency

Evidence of at least two listening tasks should be collected. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level consciously and reasonably consistently rather than accidentally and occasionally. The final selection is considered as a whole for grade allocation.

As this standard assesses comprehension for second language learners of te reo Māori, students will respond in English which allows them to show greater depth of understanding. Demonstrating a comprehensive understanding may involve expanding on relevant information, ideas and opinions with supporting detail; justifying a response or showing understanding of the implied meanings or conclusions within the listening text.

Authenticity

TKI and Youth Guarantee assessment resources should not be used without significant re-contextualisation as the scripts and indicative responses are available on-line.

For Moderation

The complete assessment resource is required for moderation. This includes:

- listening texts/passages – either transcripts, recordings or URL for each task
- assessment schedule – fully developed with the expected student responses for each level of achievement.
- student evidence for two listening tasks

Subject Reference	Reo Māori
Domain	Kōrero
Level	3

Achievement Standard Number	91651 Te Reo Māori 3.2
Title	Kōrero kia whakamahi i te reo Māori o te ao whānui
Number of Credits	6
Version	2

This achievement standard involves using te reo Māori to speak in different contexts and for different purposes.

This achievement standard involves speaking in te reo Māori in a range of contexts and for a variety of purposes from the less familiar world.

Curriculum Level

Tasks should be closely aligned with the whakarongo achievement objectives of Level 8 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Māori in English-medium Schools: Years 1–13. They should provide opportunities for students to demonstrate speaking in te reo Māori in range of different contexts and for different purposes. Examples of different purposes include speaking to inform, persuade and entertain.

At NCEA Level 3 contexts should reflect te ao whānui and focus on issues at a societal, national, or international level. Students are expected to demonstrate that they can communicate deeper thinking through inquiry, research, evaluation, and creativity.

A Grammar Progression Guide | He Arawhata Reo for grammar levels that correspond with each curriculum level can be found at [NCEA.ed](https://www.ncea.ed.gov).

Good Assessment Practice

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 used to produce the transcript for speaking evidence used for this assessment.

Teachers should ensure students are provided with a number of opportunities for constructive feedback. Teachers might demonstrate how the language features used in samples and exemplars can be applied to students own speaking.

The collection of speaking evidence should not be treated as short discrete assessment events. Instead, programme design should ensure that a student's speaking skills are developed over the year.

Spreading the speaking programme over an extended period is essential. This approach may involve recording snippets of speaking evidence, then developing those snippets into more extended pieces of speaking evidence later in the programme when speaking skills have developed further.

Sufficiency

Evidence of at least two pieces of speaking should be collected. Tasks should provide students the opportunity to demonstrate language in different contexts and for a range of purposes. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level.

Five minutes is the suggested guideline across the speaking evidence. Provided the evidence meets the communicative purpose(s) of the task(s), the length of evidence may vary. However, at all times, quality is more important than length. Overall judgement will come from a holistic evaluation of the quality of the speaking evidence showing the student is working at a level consciously and reasonably rather than accidentally and occasionally.

Where a presentation or interaction is made by a group, each person will be assessed individually.

Collection of Evidence

Evidence must be visually recorded and stored for moderation purposes following current NZQA procedures. Recordings should be carefully produced to ensure quality sound and picture. If possible, the whole body should be filmed as it allows facial and body language to be observed. Evidence must be recorded continuously without breaks or the editing of content that may compromise the integrity of the performance.

Authenticity

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.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and significant modification using their own words.

Traditional oratory aspects

Recited items such as karakia, or traditional oratory aspects such as tauparapara and pepehā, while an integral part of an oratory performance, are not suitable on their own for assessment purposes. The assessed speaking time begins once karakia or mihimihi aspects are completed.

Prompts

Communication is the focus of the assessment. Presentation tasks may be supported by prepared notes/cue cards, but these cannot be read verbatim/in its entirety. Visual clues such as a picture or images can be used as a prompt. Aids to memory such as those suggested above should enhance and not detract from the presentation. A reading performance will not meet the standard.

Interactions should allow natural communication. There is a level of spontaneity not apparent in oral presentations. A written script or cue cards may not be used. Authentic context material suitable to the task, for example, a map, can be used but the student may not read from it.

Feedback and Feed Forward

Teachers may provide suitable feedback and feed forward during the preparation phase of speaking tasks. This may be on the written or oral aspects of the presentation. Feedback should not compromise authenticity but may include suggestions about areas where further development is needed.

Teacher feedback and feed forward on students' drafts should be holistic to ensure the final presentation remains a true representation of the student's ability. Feedback should not involve the written or verbal correction of individual errors. More than one opportunity for feedback could compromise authenticity.

Teacher feedback and feed forward after listening to interactions may improve students understanding of the criteria for future interactions and support the natural communication of interactions students

Environment

The environment in which the assessment is conducted should facilitate the following aspects:

- minimal distractions to the speaker
- audibility of the speaker
- adequate space and lighting.

Subject Reference	Reo Māori
Domain	Tuhituhi
Level	3

Achievement Standard Number	91654 Te Reo Māori 3.5
Title	Waihanga tuhinga whai take i te reo Māori o te ao whānui
Number of Credits	6
Version	2

This achievement standard involves writing in te reo Māori in a range of contexts and for a variety of purposes from the less familiar world.

Curriculum Level

Tasks should be closely aligned with the tuhituhi achievement objectives of Level 8 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Māori in English-medium Schools: Years 1–13. They should provide opportunities for students to demonstrate writing in te reo Māori in different contexts and for different purposes. Examples of text types include research reports, short stories and persuasive texts.

At NCEA Level 3, contexts should reflect te ao whānui and focus on issues at a societal, national, or international level. Students are expected to demonstrate that they can communicate deeper thinking through inquiry, research, evaluation, and creativity.

A Grammar Progression Guide | He Arawhata Reo for grammar levels that correspond with each curriculum level can be found at [NCEA.ed](https://www.ncea.ed.gov).

Good Assessment Practice

Good assessment practice in writing includes providing multiple opportunities for students to draft, develop and craft writing.

They should provide opportunities for students to demonstrate language in range of different contexts and using different text types. Examples of text types include reviews, narratives, letters, persuasive texts, explanations (about why and how things happen), and recounting past events.

Teachers may guide students through the writing process and ensure that students are provided with a number of opportunities for constructive feedback. Teachers might demonstrate how the language features used in samples and exemplars can be applied to the students' own writing.

Writing should not be treated as short discrete assessment events. Instead, programme design should ensure that a student's writing is developed over the year, and then their best writing is submitted for summative assessment.

Spreading the writing programme over an extended period is essential. This approach may involve developing some pieces of writing to an early draft stage only, then 'parking' this writing to be revisited later when writing skills have developed further. Writing may be parked at any stage of the planning, drafting, revising, editing and proof-reading process.

The expectation is that the planning/brainstorming can be in either language, but at least one revision draft needs to be in te reo Māori. This revision draft will show the crafting/editing undertaken by the student prior to completing the final draft, which is assessed.

Examples of crafting/editing the revision draft include:

- checking and correcting grammar
- checking and correcting punctuation (capital letters, full stops, spelling, typos, run-on sentences, syntax (word order) and macrons or double vowels)
- checking for the inclusion of relevant language features e.g. kīwaha, whakataukī, kupu whakarite, reo whakaahua
- re-arranging ideas and sequencing paragraphs to link coherently to meet the requirements of the text type and task
- checking ideas are supported with details, explanation, and/or examples.

Sufficiency

Evidence of at least two pieces of crafted text in te reo Māori should be collected. Tasks should provide students the opportunity to demonstrate language in different contexts and for a range of purposes. This ensures the assessor has sufficient evidence to attest that a student is working at the specified level. Selection of the evidence for summative assessment should be made by the student in consultation with the teacher.

600 words is the suggested guideline across the written evidence. Provided the evidence meets the communicative purpose(s) of the task(s), the length of evidence may vary. However, at all times, quality is more important than length. The finished texts may be presented in electronic form or handwritten.

The final selection is considered as a whole for grade allocation. Overall judgement will come from a holistic evaluation of the quality of the written evidence showing the student is working at a level consciously and reasonably rather than accidentally and occasionally.

Two pieces of writing, each a different text type, should be used for assessment against this standard. Across the two pieces of writing the total number of words written should be a minimum of 600 words. To ensure authenticity, the planning and drafts must be handed in with the final submission. This will mean that if there is an issue with authenticity, the process undertaken by the student can be checked.

Feedback and Feed Forward

As students develop their final drafts, the role of the teacher is to support the student to recognise and correct their own mistakes. They may offer appropriate guidance that the writing may need further work on ideas, language, structure or accuracy in grammar, spelling, punctuation or paragraphing.

Teachers should not correct errors, rewrite sentences or make detailed written annotations or give verbal feedback identifying and commenting on individual errors throughout whole pieces of writing.

Teacher feedback and feed forward on students' drafts should be holistic to ensure the final product remains a true representation of the student's ability.

Authenticity

Teachers must develop strategies to ensure student work is authentic and in line with school policy.

When considering the authenticity of evidence: 'the teacher's knowledge of the student's work and learning enables the teacher to make judgements about the authenticity of the evidence' (NZC pp 39-41).

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.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and significant modification, using their own words
- include all sources consulted in a bibliography.



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Internal Assessment Resource

Te Reo Māori Level 3

This resource supports assessment against Achievement Standard 91650 version 1

Standard title: Whakarongo kia mōhio ki te reo Māori o te ao whānui

Credits: 4

Resource title: Whakarongo mai

Resource reference: Te Reo Māori 3.1A v3

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published
by Ministry of Education

October 2025 Version 3

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 91650

Standard title: Whakarongo kia mōhio ki te reo Māori o te ao whānui

Credits: 4

Resource title: Whakarongo mai

Resource reference: Te Reo Māori 3.1A v3

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Te Reo Māori 91650. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to complete two listening tasks over the course of the year.

Students will demonstrate their ability to listen to and demonstrate comprehensive understanding of spoken te reo Māori from contexts beyond their immediate experience. They will be expected to demonstrate their ability to explore ideas, perspectives and opinions other than their own. As this standard assesses comprehension for second language learners of te reo Māori, students will respond in English which allows them to show greater depth of understanding. One-word responses would not be enough evidence to show comprehension.

Students need to be given written notification about the way that assessment will be carried out. This may be done at the beginning of the year with an overall generic activity that outlines how evidence will be collected over the year.

You will need to select or create spoken texts in te reo Māori that ensure that achievement at each level of the standard is possible. The activities provided are only examples to show how listening evidence can be collected. To ensure the authenticity of student responses, the activities cannot be used without significant re-contextualisation, as the scripts and indicative responses are available on-line.

Do not give the students grades for the separate parts of the task – you must consider both parts when making a holistic judgement against the standard. Students must be consistently meeting all the criteria of a grade across the evidence to be awarded that grade.

Teach the vocabulary and language structures that relate to the chosen topic/theme, up to and including those at level 8 of *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13*.

Ensure that your students know the success criteria for the standard and how to meet them.

Conditions

Each of the listening tasks will take place in a classroom.

Part A

For Part A, students listen to a passage about schooling for Māori in the 19th century and then answer a number of questions.

See Teacher resource 1 for the passage, and Student resource 1 for the questions.

Part B

For Part C, students listen to an introduction and short speeches from three students seeking to be the school's representative at a youth hui at Parliament. The students identify the main ideas under four headings and then say who they would vote for, and why.

See Teacher resource 2 for the introduction and speeches, and Student resource 2 for the questions.

Teacher resource 1 (for Part A)

This activity requires students to listen to a passage and answer a number of questions.

Teacher note: It is recommended that you give your students a formatted sheet with the questions, and spaces where they can write notes as they listen. See Student resource 2.

Read the following to the students

I am about to read you a passage about schooling for Māori in the 19th century. As I read, listen carefully for meaning, and answer the questions on the sheet.

- First, I will read it right through slowly but without breaks.
- Then I will read it one section at a time, pause for a minute, and then repeat the section. I will wait for a minute before moving on to the next section.
- Finally, I will read the passage right through again. You will then have two minutes to make any additions or changes to your responses.

Write your responses in English.

Kōwae 1

I ngā rā o mua he nui ngā pōrarutanga mō ngā tamariki me ō tātou mātua ki te haere ki te kura. I te tuatahi, nā te tawhiti, tuarua, kotahi anake te reo o ngā tamariki i ērā wā, otirā ko te reo Māori. Ko te nuinga o ngā kura i ērā wā e whakahaeretia ana i raro i te kura kaupapa Pākehā, ā, me ngā māhita he Pākehā hoki. Torutoru noa iho ngā kura māhita e mōhio ana ki te whakamārama i ngā kaupapa kura ki ngā tamariki i ahu mai i te ngahere, i ahu mai rānei i ō rātou kāinga, kīhai anō i tae atu te reo Pākehā me ōna tikanga. Engari kāore i roa ka kite ngā kaumātua i te pai o tēnei mea te mātauranga a te Pākehā, me ētahi atu o ōna tikanga. E haere mai ana te wā kia whai tahi te Māori me te Pākehā i Aotearoa. Nō reira kia mōhio ngā uri e haere ake ana ki ēnei āhuatanga katoa, kia tū māia i roto i tēnei ao hurihuri.

Kōwae 2

I te tīmatanga o ngā kura noho Māori motuhake mō ngā taitamatāne me ngā taitamāhine, ka tino hiahia rawa atu ngā mātua ki te tono i ō rātou tamariki ki ēnei kura Māori. Ko te nuinga o ēnei nā ngā hāhi i tīmata, i tautoko, i whāngai ki ngā akoranga o tērā hāhi. Ko ngā māhita, he pirihi, he wāhine nō te hāhi rānei, pēnei i ngā kura Katorika, i ngā kura Mihinare, ā, he minita o tērā hāhi ngā māhita. Āhua rite anō te wā mō ngā akoranga kura tūturu, ki ngā akoranga mō ngā tikanga tapu o te hāhi. Tētahi anō o ngā kaupapa i haere kaha i ērā wā, pēnei i ngā kura mō ngā taitamatāne, ko ngā mahi mō ngā tama hōia. I konei, ka ākona ngā tama ki te whakarongo, ki te hīkoi, ki te whakapakari i ō rātou tinana me ērā atu āhuatanga o Tūmataurangi. Ko ētahi o ngā kura mō ngā taitamatāne e mahara ana ahau ko Hato Pētera ki Tāmaki-makau-rau i raro i te hāhi Katorika. Ko Tipene, ki tua atu o Pukekohe, i raro i te hāhi Mihinare, me Te Aute, ki Heretaunga. Ko ēnei ētahi o ngā kura rongonui o te motu.

Kōwae 3

He tino mahi nui kia tae atu ngā tamariki o te Tai Tokerau ki ēnei kura. I tua atu i te tawhiti o ngā kura, ko te utu anō. Ko ētahi i haere nā te karahipi i utu, ko ētahi atu nō ō rātou mātua i utu. I te atapō ka tīmata ngā tamariki ki te haere, mai i ō rātou kāinga

ki ēnei kura. Tīmata pea mā runga hoiho ki te awa, ka whiti mā runga waka, ā, ka haere mā runga tereina ki Tāmaki. He tino kūare ā rātou reo Pākehā, me a rātou mōhiotanga ki ngā tikanga o ngā tāone nui.

Kōwae 4

Heoi anō, i tō rātou hokinga mai ki te kāinga, he tino matatau ki ngā tikanga o te Pākehā me ngā āhuatanga o ngā tāone. Otirā ngā kanikani me ngā waiata o ērā wā.

Engari ko te mea tino nui rawa atu, kua kite rātou i te āhuatanga me te noho a ētahi atu iwi, mai i ngā pito e whā o te motu. Ngā tikanga, ngā ture, te tangi rerekē o te reo o tēnā, o tēnā wāhi kē. I haere tauira rātou, engari i hoki tohunga mai. Ka nui ngā tamariki Māori, tāne, wāhine hoki i haere ki ngā kura pēnei, i te tīmatanga, i roto i te kūare, engari i te mutunga i hoki mai, me ā rātou kete, e kī ana, hei orange rā mō tātou katoa.

Adapted from Te Haere ki te kura i mua, Te Tautoko 24. Nā te uri o Te Houtaewa i tuhi.

Teacher resource 2 (for Part B)

This activity requires students to listen to a brief introduction and three short 'speeches', and then answer a number of questions.

Teacher note: It is recommended that you give your students a formatted sheet with the questions, and spaces where they can write notes as they listen. See Student resource 3

Read the following to the students

I am about to read you an introductory paragraph and three brief speeches by students seeking to be your area's youth representative at a Youth Hui at parliament. As I read, listen carefully for meaning, and answer the questions on the sheet.

- First, I will read the introductions and speeches right through slowly but without breaks.
- Then I will read one speech at a time, pause for a minute, and then repeat the speech. I will wait for a minute before moving on to the next speech.
- Finally, I will read everything right through again. You will then have two minutes to make any additions or changes to your responses.

Responses will be in English.

He Kupu Whakataki

Kua karangahia e te Pirimia kia huihui ai ngā māngai o ngā rohe pōti ki Te Upoko-o-te-Ika kia taupatupatu ai ngā take taiohi o te wā. Kua tohaina he kaupapa kōrero ki tēnā, ki tēnā o ngā kaitono kia whakaatu ai tō rātau tohungatanga ki te kaupapa. Ko wai ka hua, ko wai ka tohu?

Ko Hēmi

Ko Hēmi: Kei aku nui, kei aku rahi, tēnā huihui mai tātou. Ka roa ka kitea tōku kaha ki te ārahi kaupapa, ki te whakatutuki i ōku whāinga i te kura. Nā, kua kitea ngā kaupapa kua puāwaitia i ngā tau kua pahure ake nei, pēnei i te Kaunihera ā-Kura, pēnei i te kaiārahi o ngā mahi hākinakina, pēnei i te kaitātaki mō te Kapa Haka i ngā tau e rua. Ahakoa aku mahi nui, kua ū tonu ahau ki aku mahi kura. Hei whakarāpopoto i ōku whakaaro mehemea ka pōti mai mōku, kei te pōti mō te tangata ringa raupā, kua whakatinanatia kētia tāku i kōrero ai. E hika mā, peka mai ki tōku waka, māku koe e ārahi.

Ko Mihiata

Kua roa nei tātou e whakarongo ana ki ngā pahupahu a ngā tāne e mea ana me pēnei, me pēnā. E te iwi, kei te hiahia koutou ki tētahi kaiārahi noa iho? Ki tētahi kaiārahi rānei e pūmau ana ki ngā uara tika o te tangata? He kōtiro pukumahi, he kōtiro manaaki tangata, he kōtiro ū ki ngā uaratanga tika. Ia Rāapa, whai muri mai i te kura, ko au tērā e āwhina ana i ngā teina o te kura ki te whakaoti i ā rātau mahi kura. Ka tae mai he manuhiri ki tō tātou kura, ko au tērā e whakarite ana i ngā moenga, e āwhina ana i roto i te kīhini. Hei tā te kōrero ko te amorangi ki mua, ko te hāpai ō ki muri. Ko te hāpai ō, e tū ake nei!

Ko Ihaka

Akuni pea kua ohore koutou i te kitenga atu i a Ihaka e tū ake nei ki te tono atu kia tū hei māngai ā-rohe mō koutou. Ahakoa i kotiti haere ahau i te huarahi tika i a au e teina ana i te kura, kua mau te rongo o Ihaka. Kua kā mai ngā raiti! Āe rā, e hika mā! Kua kā mai ngā raiti. Tērā pea kei te whakaaro koutou, he aha te painga o te haututū nei? Tēnā, areare mai ō koutou taringa! Tuatahi, kua tū ahau ki ngā taha e rua o te taiapa, arā, kua kite i te pai, i te kino o te ao o te taiohi. Nā tērā ka taea e au te kimi huarahi hei painga mō te katoa. Nā reira, ki te riro i a au te tūranga nei, ka whakatū hui, ka tuku īmera, ka whakawātea ahau kia whakarongo ki ō koutou nawe, ō koutou whakaaro, ō koutou tūmanako mō tō tātou rohe.

For 2026 Planning

Internal Assessment Resource

Standard title: Whakarongo kia mōhio ki te reo Māori o te ao whānui

Credits: 4

Resource title: Whakarongo mai

Resource reference: Te Reo Māori 3.1A v3

Student instructions

Introduction

Tēnā koe e te ākonga.

This assessment activity is in two parts. You will do each part on a different date.

Teacher note: Insert dates here.

Each part involves listening to spoken te reo Māori and responding to particular instructions or questions. Write your responses in English.

The completed tasks will be kept by your teacher, who will use them as evidence on which to base a holistic judgement and final grade.

At this level, you are required to:

- listen for a sustained period of time to te reo Māori
- identify the main information/ideas in less familiar contexts
- distinguish between facts and opinions
- recognise intentions to persuade and or influence
- select the most appropriate response and support your choice with evidence from the text
- recognise the meaning of vocabulary and language features up to and including level 8 of the curriculum.

Task

Part A

This task involves listening to a passage about Māori schooling in the 19th century and then answering a number of questions.

All responses will be in English.

Part B

This task involves listening to an introduction and brief speeches by three students who want to be your area's youth representative at a Youth Hui at parliament.

For each candidate, you will identify certain information and say which one of the three candidates you would vote for, and why.

Student resource 2 (for Part A)

Answer the following questions in English. You will be given credit for attention to detail and full answers.

Kōwae 1

1. What factors limited the educational success of students?
2. What benefits did kaumātua see once the students started school?

Kōwae 2

3. What were the views of the parents on the establishment of kura Māori?
4. How were church schools different from other schools?
5. What different things did boys learn in single-sex schools at that time?

Kōwae 3

6. What made travelling to boarding school from Northland difficult? How did people overcome the difficulties?

Kōwae 4

7. How did attending boarding school change rural Māori students?
8. What was the most important thing the students learnt at boarding school?
9. How were the students different as a result of completing school?

Student resource 3 (for Part B)

Provide the following information in English. You will be given credit for attention to detail and full answers.

Candidate 1

Involvements:

Personal characteristics:

Reasons for wanting the role:

Election platform (what they will be standing for):

Candidate 2

Involvements:

Personal characteristics:

Reasons for wanting the role:

Election platform:

Candidate 3

Involvements:

Personal characteristics:

Reasons for wanting the role:

Election platform:

Conclusion

Which one of the three candidates would you vote for?

Why would you vote for this candidate?

Assessment schedule: Te Reo Māori 91650 Whakarongo mai

Overall judgement

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Whakarongo kia mōhio ki te reo Māori o te ao whānui The student submits evidence from the two tasks. The student demonstrates a general understanding of spoken te reo Māori. Overall, the message being conveyed is understood. The student: - understands the overall message even if there are gaps in their understanding - attempts answers to questions asked, often giving snippets of the information required - is developing active listening strategies to process information to select the most appropriate answer - is gaining confidence in being able to cope with listening to spoken te reo Māori for sustained lengths of time - can usually understand language and vocabulary up to and including level 8.	Whakarongo kia mārama ki te reo Māori o te ao whānui The student submits evidence from the two tasks. The student demonstrates a competent understanding of spoken te reo Māori. The overall message is clearly understood. The student: - understands the majority of what they have heard and shows their understanding by responding appropriately (i.e. by answering questions or summarising the finer points) - is able to listen for sustained lengths of time to spoken te reo Māori without finding it too stressful - has developed strategies to tackle unfamiliar words, such as looking for the base of word (e.g. hearing "whakaakona", and recognising "ako", and knowing the prefix "whaka" and the suffix containing the passive ending and working out the meaning, "taught") - can understand language and vocabulary up to and including level 8.	Whakarongo kia mātau ki te reo Māori o te ao whānui The student submits evidence from the two tasks. The student demonstrates a clear and confident understanding of spoken te reo Māori. The student: - understands what they have heard and shows their understanding by consistently giving appropriate responses (i.e. gives thoughtful, accurate, and detailed answers) - can listen for sustained lengths of time to spoken te reo Māori - has developed successful word recognition strategies for unfamiliar words - is able to think critically about what they have heard, for example by distinguishing between facts and opinions and recognising the intentions of the speaker in different contexts - is able to consistently understand language and vocabulary up to and including level 8.

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

The following supplementary schedules are provided to assist teachers in collating the evidence on which to base this holistic judgement.

Note: Equivalent responses can be given for the evidence statements below.

Part A

Evidence/Judgements	Achievement	Achievement with Merit	Achievement with Excellence
Achievement responses are in plain text. <u>Merit responses are underlined.</u> Excellence responses are bold. Kōwae 1 What factors limited the educational success of students? - Distance from home to the school - The language used in schools was English. The language used at home was Māori <u>Māori was the only language spoken at home, but teachers were English and the language of instruction and the kaupapa were also English</u> Only a few teachers could successfully teach students who came from rural localities or from homes that did not have knowledge of English language and customs. What benefits did kaumātua see once the students started school? <u>It was not long before elders saw the benefits of an English-medium education, and some knowledge of Pākehā culture</u> - They saw the time coming when Māori and Pākehā would be together To stand strong in the changing world their offspring needed to know Pākehā customs/culture. Kōwae 2 What were the views of the parents on the establishment of kura Māori? - They were very keen to send their children to schools of this type. How were church schools different from other schools?	The student has a basic understanding of the text, but their responses lack detail. A minimum of 8 correct responses.	The student has a clear understanding of the text; their responses include some detailed information. 10 responses with a minimum of 3 responses at Merit or above.	The student has a comprehensive understanding of the text; their responses characteristically provide detailed information. 12 responses with a minimum of 4 responses at Excellence level.

• Church schools were <u>established and governed by the Church</u> to deliver both academic and religious education • The teachers in Catholic schools were priests and nuns and, in Anglican schools, they were ministers. What different things did boys learn in single-sex schools at that time? • Military training/drill • To listen, march, and improve their fitness and soldierly skills. Kōwae 3 What made travelling to boarding school from Northland difficult? How did people overcome the difficulties? • Distance and cost. • Cost – <u>some students got scholarships, some parents paid for their kids</u> • Complex travel arrangements: the journey could begin at dawn, perhaps by horse to the river, then by boat across the river, and then by train to Auckland. • The children did not speak very good English and <u>had very little knowledge of big city customs/practices</u>. Kōwae 4 How did attending boarding school change rural Māori students? • Students learnt English language and European/Pākehā culture in a city environment. Includes the songs and dances of the city. What was the most important thing the students learnt at boarding school? • They saw/observed how people <u>from the four corners of the country lived</u>. <u>The customs, rules, and languages/dialects of other places and other iwi.</u> How were the students different as a result of completing school? • They went with little knowledge and returned as experts. They returned with kete/baskets full of knowledge to be used for the well-being of everyone.			
---	--	--	--

Part B

Evidence/Judgements	Achievement	Achievement with Merit	Achievement with Excellence
Hēmi Involvements: • member of school council, sports leader, leader of kapa haka group <u>for the last two years.</u> Personal Qualities: • <u>a successful leader (he ringa raupā) who “walks the talk” or equivalent</u> • committed to academic and extra-curricular activities and is able to manage both. Reasons for wanting the role: • a capable leader with a successful track record of realising his goals Election platform: • “climb in my waka – I will lead you”. Mihiata Involvements: • every Wednesday after school she helps juniors with their schoolwork. • <u>when they have visitors to the school she organises the beds</u> and helps in the kitchen. Personal Qualities: • values-driven person, hardworking, kind, accomplishes jobs Reasons for wanting the role: • she is tired of seeing men/boys get roles because they are males and tell everyone what to do • <u>she wants the leader to be driven by values.</u> Election platform: • a leader with the right values.	The student has a basic understanding of the text, but their responses lack detail. 9 correct pieces of information plus the candidate they would vote for with a supporting reason.	The student has a clear understanding of the text; their responses include some detailed information. 14 correct responses with a minimum of 6 responses at Merit or higher, plus the candidate they would vote for with supporting reasons.	The student has a comprehensive understanding of the text; their responses characteristically provide detailed information. 16 correct responses with a minimum of 4 responses from Excellence, plus the candidate they would vote for with detailed supporting reasons.

• a worker who leads by example (Ko te amorangi ki mua, ko te hāpai ō ki muri). Ihaka Personal Qualities: • a reformed troublemaker (can only count once) Reasons for wanting the role: • a reformed troublemaker who can stand on either side of the fence – has seen both the good (positive) and bad (negative) sides of teenage life • <u>this experience allows him to seek the best path for everyone.</u> Election platform: • he will meet with everyone • <u>he will listen to their complaints, their thoughts, and their desires for their region.</u>			
--	--	--	--



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Internal Assessment Resource

Te Reo Māori Level 3

This resource supports assessment against Achievement Standard 91651

Standard title: Kōrero kia whakamahi i te reo Māori o te ao whānui

Credits: 6

Resource title: He taumata kōrero

Resource reference: Te Reo Māori 3.2A v3

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published
by Ministry of Education

October 2025 Version 3

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 91651

Standard title: Kōrero kia whakamahi i te reo Māori o te ao whānui

Credits: 6

Resource title: He taumata kōrero

Resource reference: Te Reo Māori 3.2A v3

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires the recording of evidence of a student's speaking in te reo Māori in different contexts and for different purposes.

Students should submit two pieces for assessment at the end of the assessment period.

Students will be assessed on how confidently and effectively they can speak on a range of topics from the less familiar world.

At this level, contexts should reflect *te ao whānui*, and focus on issues at a societal, national or international level. Students are expected to demonstrate deeper thinking through inquiry, research, evaluation, and creativity.

Examples of different purposes include speaking to inform, persuade, or entertain.

Conditions

The total length of student speaking across the two samples should be a minimum of five minutes. The two speaking activities will take place throughout the year.

Students may begin an activity and return to it at a later date.

Preparation may take place during class time and at home.

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 used to produce the transcript for speaking evidence used for this assessment.

Students should have the opportunity to receive feedback, edit, and revise their speaking samples before final recording for submission.

You can validly make suggestions about areas where further development is needed but constructive feedback should not compromise the authenticity of students' work.

You cannot give detailed written or verbal feedback about individual errors that occur throughout the sample of speaking.

You can make use of peer feedback as part of the formative process.

You will need to consider all the speaking evidence a student submits in order to make a holistic judgement about their grade.

Recordings must be audiovisual.

A system needs to be devised for the collection and digital storage of speaking evidence.

Resource requirements

Video recording devices.

Computer / data projector if required.

Dictionaries.

Language texts or grammar reference books.

Additional information

The activities can be modified to meet the interests of students and their communities.

A Grammar Progression Guide | He Arawhata Reo for grammar levels that correspond with each curriculum level can be found at [NCEA.ed](https://www.ncea.ed.gov).

Internal Assessment Resource

Achievement standard: 91651

Standard title: Kōrero kia whakamahi i te reo Māori o te ao whānui

Credits: 6

Resource title: He taumata kōrero

Resource reference: Te Reo Māori 3.2A v3

Student instructions

Introduction

Tēnā koe e te ākonga

This activity requires you to show evidence of you speaking in te reo Māori in different contexts and for different purposes, and to submit two pieces for assessment. These will be recorded for assessment and moderation purposes.

You are going to be assessed on how confidently and effectively you use te reo Māori from a range of topics from the less familiar world, that is, topics that are beyond your immediate personal experience. Your speaking should demonstrate you can present ideas based on your research and evaluation, and your ability to be creative (either with language or content).

Your evidence will add up to a combined total of at least five minutes across the two examples.

The work you submit must be your own. 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 used to produce the transcript for speaking evidence used for this assessment.

Your teacher will give you regular feedback and feed forward to support your learning. There may also be the opportunity for peer feedback.

Collection of speaking evidence will take place throughout the year.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt to allow you to achieve success in this standard.

Teacher note: Insert final submission date here

Task

Choose TWO of the speaking activities from the list below:

Presentation

Present an issue or event that you have researched. Ensure that your presentation has clear purpose and structure, and that it includes an evaluation of the information you collected.

Kōrero paki

Present your own version of a pūrākau or pakiwaitara in the style of a kōrero paki to an audience.

You can either create your own story or modify a story that you know. Modifications could include:

- changing the setting (e.g. mai i neherā ki nāianeī)
- adding a prequel (e.g. e hia kē ngā tau ki mua)
- adding a sequel (e.g. e hia kē ngā tau ki muri)
- adding a character (e.g. he teina nō Māui)
- changing the outcome of the story.

Persuade or give a point of view

Select ONE statement from the following list. Develop an argument or express a point of view, agreeing or disagreeing with the statement. Support your argument with reasons.

1. "Social networking sites (such as Facebook) devalue real friendship."
2. "Cultural tourism will lead to the devaluing of Māori culture."
3. "You don't need school qualifications if you want to have a professional sporting career."
4. "There is no value in learning traditional Māori myths and legends."

Teacher note: These topics are suggestions only and can be adapted to align with your teaching programme as long as they meet the Achievement Objectives of level 8.

You will be assessed on the quality of your speaking, which includes the way you:

- use language to communicate information, ideas and opinions
- give opinions that are justified using relevant supporting evidence to develop arguments in a way that is controlled and integrated
- connect and develop your ideas using explanations, relevant details and examples in a deliberate/well-planned way
- deliberately and skilfully use language features appropriate to the task to hold the attention of the audience
- speak clearly and audibly using natural pronunciation, stress, rhythm, and intonation
- speak confidently without significant pauses
- use some appropriate body language such as eye contact, gestures, movement, or intonation to make your speaking interesting
- use language with accuracy.

Assessment schedule: Te Reo Māori 91651 – He taumata kōrero

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Kōrero kia whakamahi i te reo Māori o te ao whānui. The student uses te reo Māori to speak on a range of topics from the less familiar world by: - providing two examples of speaking in te reo Māori from different contexts and for different purposes - speaking audibly for a minimum total of five minutes across the two examples - developing some ideas and/or information, through the use of explanations, relevant details, or examples - giving opinions with some justification where appropriate - using language features relevant to the task such as imagery, comparisons, kīwaha, or whakataukī - using appropriate body language such as actions, gestures, movements and intonation - demonstrating use of Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience - speaking on the topic without pauses that significantly affect fluency. Despite inconsistencies that may get in the way at times, the student is generally successful in	Kōrero kia whai kiko i te reo Māori o te ao whānui. The student uses te reo Māori to speak convincingly on a range of topics from the less familiar world by: - providing two examples of speaking in te reo Māori from different contexts and for different purposes - speaking audibly for a minimum total of five minutes across the two examples - developing and connecting ideas and/or information through the use of explanations, relevant details, or examples - giving opinions that are justified using relevant supporting evidence where appropriate - deliberately using appropriate language features relevant to the task such as imagery, comparisons, kīwaha, or whakataukī to support and enhance information, ideas or opinions - using appropriate body language such as actions, gestures, movements and intonation to enhance speaking - demonstrating use of Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience - speaking on the topic with natural pronunciation, stress, rhythm, and pace.	Kōrero kia whai hua i te reo Māori o te ao whānui. The student uses te reo Māori to speak confidently and effectively on a range of topics from the less familiar world: - providing two examples of speaking in te reo Māori from different contexts and for different purposes - speaking audibly for a minimum total of five minutes across the two examples - developing and integrating ideas relevant to the text type effectively through the use of explanations, detail, or examples - giving opinions that are justified using relevant supporting evidence to develop arguments in a way that is controlled and integrated - confidently and successfully using language features (e.g. metaphor, imagery, simile, personification, idiom, whakataukī and pepeha) to create a desired effect and to hold the attention of the audience - using appropriate body language such as actions, gestures, movements and intonation to enhance speaking - demonstrating use of Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience

communicating their ideas, using language that is generally fit for purpose and audience. Inconsistencies may relate to language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed, audibility, stress, tones, etc. For example, in the <i>kōrero paki</i> the student says: <i>I tae a Māui ki te kāinga o Taranga i te pokapū o Tāmaki-makau-rau. E tū ana tōna whare i te taha o te ara tereina.</i> <i>The examples above are indicative samples only.</i>	The student communicates their ideas, using a range of language that is fit for purpose and audience. Inconsistencies do not significantly interfere with communication. For example, in the <i>kōrero paki</i> the student says: <i>I tae atu a Māui ki te kāinga o tōna whaea i te pokapū o Tāmaki-makau-rau. Ko tōna whare e tū ana i te taha o te ara tereina. Ānini ana tōna māhunga i te haruru o ngā tereina e haere ana.</i> <i>The examples above are indicative samples only.</i>	confidently speaking on the topic with natural pronunciation, stress, rhythm, and pace. Despite minor inconsistencies, the student successfully communicates their ideas/message, using a range of language that is consistently appropriate to the task and intended audience. For example, in the <i>kōrero paki</i> the student says: <i>I te taenga atu ki te whare o tōna whaea ka rangirua ngā whakaaro a Māui. E hia kē ngā tau e rapu ana te tipua nei i tōna kāinga tūturu. Ka ahatia ināiane? Ka rongoa ia i te māharahara, i te wehi i roto i a ia. Kātahi rā, ka huakina te tatau.</i> <i>The examples above are indicative samples only.</i>
--	---	---

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEĀ

Internal Assessment Resource

Te Reo Māori Level 3

This resource supports assessment against Achievement Standard 91654

Standard title: Waihanga tuhinga whai take i te reo Māori o te ao whānui

Credits: 6

Resource title: Whakapuaki whakaaro

Resource reference: Te Reo Māori 3.5A v3

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published
by Ministry of Education

October 2025 Version 3

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 91654

Standard title: Waihanga tuhinga whai take i te reo
Māori o te ao whānui

Credits: 6

Resource title: Whakapuaki whakaaro

Resource reference: Te Reo Māori 3.5A v3

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to produce two crafted texts in te reo Māori from different contexts and using different text types. Students will be assessed on how effectively they can craft writing on a range of topics from the less familiar world.

At this level, contexts should reflect *te ao whānui*, and focus on issues at a societal, national or international level. Students are expected to demonstrate they can present ideas based on research and evaluation, and their ability to be creative (either with language or content).

Examples of text type include research reports, short stories, and persuasive texts.

Students need to be familiar with using dictionaries and other resources, reviewing their writing for accuracy and using appropriate writing conventions such as paragraphing and punctuation.

Conditions

A minimum of 600 words across the two pieces of writing.

The two writing activities will take place throughout the year. Students may begin an activity and return to it at a later date prior to the summative assessment date

Students can read texts, collect information, and develop ideas for their writing both in and out of class time.

Students can be guided through the writing process of planning, drafting, revising, editing and proofreading.

Students need to have the opportunity to receive feedback, edit, revise, and polish their work before assessment judgements are made. Teacher feedback and feed forward on student's drafts should be holistic to ensure the final product remains a true representation of the student's ability. It is expected that most of the writing students complete will be done during class time.

You will need to schedule checkpoints during the year to monitor student progress. Drafts should be regularly emailed, stored and/or printed by you to document the process.

The expectation is that the planning/brainstorming can be in either language, but at least one revision draft needs to be in te reo Māori. This revision draft will show the crafting/editing undertaken by the student prior to completing the final draft, which is assessed.

Examples of crafting/editing the revision draft include:

- checking and correcting grammar
- checking and correcting punctuation (capital letters, full stops, spelling, typos, run-on sentences, syntax (word order) and macrons or double vowels)
- checking for the inclusion of relevant language features e.g. kīwaha, whakataukī, kupu whakarite, reo whakaahua
- re-arranging ideas and sequencing paragraphs to link coherently to meet the requirements of the text type and task
- checking ideas are supported with details, explanation and or examples.

All student work, including plans, drafts and final pieces of writing are required to be submitted for assessment and moderation purposes. This will mean that if there is an issue with authenticity the process undertaken by the student can be checked.

Finished pieces of writing may be handwritten or word processed.

You will need to consider all of the writing a student submits before making a holistic judgement about their grade. Do not assess each piece separately; rather, consider it in terms of how it contributes to the final grade.

Resource requirements

A range of resources to support drafting and reworking could include search engines, word lists, grammar notes, dictionaries, textbooks, or class notes.

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.

Teachers must closely supervise the process of evidence collection to ensure that students:

- do not copy from another person or source without appropriate acknowledgement and significant modification, using their own words
- include all sources consulted in a bibliography.

Additional information

The activities can be modified to meet the interests of students and their communities.

A Grammar Progression Guide | He Arawhata Reo for grammar levels that correspond with each curriculum level can be found at [NCEA.ed](https://www.ncea.ed.gov).

Internal Assessment Resource

Achievement standard: 91654

Standard title: Waihanga tuhinga whai take i te reo
Māori o te ao whānui

Credits: 6

Resource title: Whakapuaki whakaaro

Resource reference: Te Reo Māori 3.5A v3

Student instructions

Introduction

Tēnā koe e te ākonga

This assessment activity requires you to produce two crafted texts in te reo Māori from different contexts and using different text types.

You are going to be assessed on how effectively you can craft writing on a range of topics from the less familiar world, that is, topics that are beyond your immediate personal experience. Your writing should demonstrate you can present ideas based on your research and evaluation, and your ability to be creative (either with language or content).

The following instructions provide you with a way to structure your work to enable you to demonstrate what you have learnt, and to allow you to achieve success in this standard.

Task

You must have a minimum of 600 words in total across the two texts you submit.

The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any writing for you.

Unmodified extracts from an external source may not be included without acknowledgement of sources and will not be considered for the final achievement judgement. You may not use the language samples from the assessment schedule in your own work without substantial modification. The writing will take place throughout the year, during or at the conclusion of a relevant programme of work.

Because this standard assesses your ability to craft writing you must include evidence of planning, drafting, revising, editing and proofreading. Keep all your draft material and submit it with your finished pieces of writing.

You are encouraged to use a range of resources to support drafting and reworking. This can include search engines, word lists, grammar notes, dictionaries, textbooks, or class notes.

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 your work.

- Do not copy from another person or source without appropriate acknowledgement and significant modification using your own words.
- All sources consulted should be included in a bibliography.

The expectation is that the planning/brainstorming can be in either language, but at least one revision draft needs to be in te reo Māori. This revision draft will show your crafting/editing process prior to completing the final draft, which is assessed.

Examples of crafting/editing the revision draft include:

- checking and correcting grammar
- checking and correcting punctuation (capital letters, full stops, spelling, typos, run-on sentences, syntax (word order) and macrons or double vowels)
- checking for the inclusion of relevant language features e.g. kīwaha, whakataukī, kupu whakarite, reo whakaahua
- re-arranging ideas and sequencing paragraphs to link coherently to meet the requirements of the text type and task
- checking ideas are supported with details, explanation and or examples.

Teacher note: Insert the final date for submission here.

Task

Choose **ONE** of the writing activities from Part A and **ONE** from Part B to complete:

Part A

Research an issue or event

Select ONE topic from the list below. Research the topic and present your findings.

1. Māori broadcasting (select either radio or television).
 - What factors/steps contributed to its emergence?
 - Identify what you consider to be the most successful strategy used.
 - Describe and explain one successful strategy.
 - What impact has Māori radio (television or social media) had on the revitalisation of te reo Māori? Justify your opinion with supporting evidence.
2. A significant event that had an impact on Māori in the 19th or 20th century.
 - Write a brief outline of the event.
 - What impact did the event have on Māori?
 - Explain why you selected this event and justify your viewpoint with reasons.
3. A significant Māori leader of the 19th or 20th century.
 - Write a brief summary of important biographical information.
 - Select one example of an action that showed this leader's quality.
 - Explain why you selected this leader and justify your viewpoint with reasons.

4. A contemporary issue.

- Write about a significant contemporary issue affecting Māori.
- Identify the different viewpoints of the people involved.
- Which viewpoint do you support and why?

5. The Marae.

In your opinion, does the marae still play a central role in Māori life?

Teacher note: These topics are suggestions only and can be adapted to align with your teaching programme as long as they meet the Achievement objectives of level 8.

Part B

Creative writing

Select ONE of the following suggestions as the basis for a piece of crafted creative writing.

1. Write your own original story involving patupaiarehe or taniwha, observing the traditional conventions for this type of kōrero.
2. Write a prequel or sequel to a well-known myth or legend.
3. Choose a significant event in New Zealand history and imagine that you were there at the time. Write about it using first-person narration.
4. Write an original story in a particular genre or mode (for example, humorous, scary and/or supernatural, or fable).

Teacher note: These topics are suggestions only and can be adapted to align with your teaching programme as long as they meet the Achievement objectives of level 8.

You will be assessed on the quality of your writing, which includes the way you:

- use language to communicate information, ideas and opinions effectively
- develop and connect ideas, information and opinions by giving explanations and/or examples where appropriate, and/or make comparisons to illustrate points
- ensure that there is a clear sequence in the ideas expressed or information conveyed in the writing
- use language appropriate to the task and intended audience
- use language effectively to hold the attention of the reader
- write language that is easily understood with very few errors
- communicate with correct grammar structures and accurate spelling.

Assessment schedule: Te Reo Māori 91654 – Whakapuaki whakaaro

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Waihanga tuhinga whai take i te reo Māori o te ao whānui. The student produces purposeful crafted writing on a range of topics from the less familiar world by: - providing examples of two crafted texts in te reo Māori that show evidence of drafting, writing and editing - writing a minimum of 600 words in total across the two examples - developing some ideas and/or information, through the use of explanations, relevant details, or examples - giving opinions with some justification where appropriate - using language features (e.g. metaphor, imagery, simile, personification, idiom, whakataukī and pepeha) that are appropriate for the purpose of the task and intended audience using writing conventions accurately. For example: macrons or long vowels, punctuation, capitalisation, and paragraphing - demonstrating use of Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience. The communication of ideas is achieved overall, although understanding may be hindered in some places by inconsistencies.	Waihanga tuhinga whai kiko i te reo Māori o te ao whānui. The student produces convincing crafted writing on a range of topics from the less familiar world by: - providing examples of two crafted texts in te reo Māori that show evidence of drafting, writing and editing - writing a minimum of 600 words in total across the two examples - using writing conventions accurately. For example: macrons or long vowels, punctuation, capitalisation and paragraphing - developing and connecting ideas relevant to the text type through the use of explanations, detail, or examples - giving opinions that are justified using relevant supporting evidence where appropriate - deliberately using language features (e.g. metaphor, imagery, simile, personification, idiom, whakataukī and pepeha) appropriate for the purpose of the task and intended audience - demonstrating use of Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience. The communication of ideas is achieved, and understanding is not significantly hindered by inconsistencies.	Waihanga tuhinga whai hua i te reo Māori o te ao whānui. The student produces effective crafted writing from a range of topics from the less familiar world by: - providing examples of two crafted texts in te reo Māori that show evidence of drafting, writing and editing - writing a minimum of 600 words in total across the two examples - using writing conventions accurately. For example: macrons or long vowels, punctuation, capitalisation and paragraphing - developing and integrating ideas relevant to the text type effectively through the use of explanations, detail, or examples - giving opinions that are justified using relevant supporting evidence to develop arguments in a way that is controlled and integrated - confidently and successfully using language features (e.g. metaphor, imagery, simile, personification, idiom, whakataukī and pepeha) to create a desired effect and to hold the attention of the audience - demonstrating use of Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience. The communication of ideas is achieved, and understanding is not hindered by inconsistencies.

For example, the student writes for Marae in Part A: <i>Ko te marae he wāhi whakahirahira, me kī te tūrangawaewae o ngāi tāua. He nui ngā take i pēnei ai. Tuatahi ...</i> <i>The examples above are indicative samples only.</i>	For example, the student writes for Marae in Part A: <i>Ko te marae te whatumanawa o te reo rangatira me ōna tikanga, he taonga tuku iho. E tika ana te whakataukī, 'e kore au e ngaro te kākano i ruia mai i Rangiātea' ...</i> <i>The examples above are indicative samples only.</i>	For example, the student writes for Marae in Part A: <i>Ko wai te taurekareka i kōrero pēnei ai? He tangata kore mōhio, kāore e kore, he tangata e noho ana i te ao Pākehā. Kua tae atu tēnei tangata heahea ki te marae kia kite ai i ngā āhuatanga i reira ...</i> <i>The examples above are indicative samples only.</i>
--	--	--

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.