

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

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

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

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

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

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

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

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

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

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

Companion to Te Reo Māori Learning Matrix

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

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

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

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

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

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

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

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Te āheinga kōrerorero Interactive ability</p>	<p>Ka mōhio te ākongā ki:</p> <ul style="list-style-type: none"> ● te whakaatu i te māramatanga ki te reo ā-waha mā te whakahoki kōrero e hāngai ana ki ngā pātai, ki ngā whāngaitanga kupu, ki ētahi atu kōrero rānei a tō/ō rātou hoa i te reo Māori ● te kōrero tene i te reo Māori mō ngā tūāhuatanga me ngā wheako o mua, o nāiane rānei e hāngai ana ki tētahi horopaki e taunga ana ki te tangata. Me whakahuahua e ia ākongā tētahi tūāhuatanga, tētahi wheako rānei o mua, o nāiane hoki. ● te tautoko, te whakaniko rānei i te kōrero, i ngā taumata o runga o te eke paetae, mā te whai i ngā rautaki kōrerorero, hei tauira: <ul style="list-style-type: none"> ○ te tuku pātai me te urupare ki ngā pātai maha ○ te āta whakatū i te kōrero, te whakamahi rānei i ētahi kīanga hei tohu kia whai wā tētahi atu ('Me koe?') ○ te tohu i te mārama, i te ohore, i te whakaae rānei ('Mārama ana!', 'Nē?', 'Ka rawe!') ○ te toro atu ki ngā pārongo whāiti, te whakawhānui hoki i ngā pārongo whāiti o ngā urupare a tētahi hoa ○ te tūtakarere, te urupare hoki ki ngā tīwhiri i te kōrerorero. <p><i>Students are able to:</i></p> <ul style="list-style-type: none"> ● <i>demonstrate understanding of spoken reo Māori by producing spoken language responses that are relevant to questions, prompts or other reo Māori input from their partner(s)</i> ● <i>engage in unrehearsed, and unscripted spoken conversation in te reo Māori about past and present events or experiences related to familiar contexts. Each student needs to refer to past and present events or experiences.</i> ● <i>support or enhance conversation, at higher levels of achievement, by using interactive strategies, for example:</i> <ul style="list-style-type: none"> ○ <i>asking and responding to a variety of questions</i> ○ <i>deliberately pausing or using formulaic expressions to indicate turn taking ('Me koe?')</i> ○ <i>signalling understanding, surprise, or affirmation ('Mārama ana!', 'Nē?', 'Ka rawe!')</i> ○ <i>engaging with and extending on specific detail in a partner's responses</i> ○ <i>anticipating and responding to conversational cues.</i>



Te whakamahi i te reo e tika ana mō te horopaki

Using language that is appropriate to the context

Ka mōhio te ākongā ki:

- te whakawhiti pārongo, te whakawhiti whakaaro hoki ki te reo Māori ā-waha
 - Ko ētahi o ngā tauira o te whakawhiti pārongo, ko:
 - te whakaahua — te tirohanga, te āhua me ngā pūmanawa
 - te whakamōhio — te whāngai meka, te whāngai taipitopito rānei
 - te tohutohu — te whāngai tohutohu, te ārahi rānei
 - te pūrongo — te tohu, te whakarāpopoto, te whakaraupapa rānei i ngā mahi.
 - Ko ētahi o ngā tauira o te whakawhiti whakaaro, ko:
 - te whakapuaki i ētahi raru māmā me te tuku rongoā
 - te tuku kōwhiringa
 - te whakapuaki i ngā whakaaro me ngā kare ā-roto
 - te whakapuaki i ngā haepapa
 - te whakapuaki i ngā tūmanako, i ngā wawata, i ngā whāinga rānei.
 - Ko ētahi o ngā tauira o te whakawhiti whakaaro taparoto, ko:
 - te whakapuaki i ngā mea e paingia ana, kāore nei hoki e paingia ana
 - te whakapuaki i ngā mariutanga
 - te urupare, te whai rongoā hoki ki ngā raru
 - te huritao ki ngā wheako me ngā tūāhuatanga.
- te kōrero i ngā tūāhuatanga, i ngā wheako rānei o mua, o nāianei hoki. Ka whai wāhi atu ki tēnei te māramatanga me te whakaputa i te reo e rawaka ana e kōrero ai mō:
 - ngā tūāhuatanga me ngā wheako rerekē (pērā i ngā haerenga ki ō rātou tino wāhi hararei me tāna whakariterite mō tētahi whakanui huritau)
 - tērā rānei, ko te kōrero mō tētahi, mō ētahi rānei o ngā wheako e hāngai ana ki tētahi kaupapa kotahi (hei tauira, ko te kura - ngā akoranga, ngā ngohe, ngā ture, ngā haepapa rānei).
- te whakahuahua i ngā tūāhuatanga, i ngā wheako rānei o mua, o nāianei hoki
- tirohia te *Rārangi Kupu NCEA Taumata 1 mō Te Reo Māori* e kitea ai te reo e tika ana, tae noa atu ki te Taumata 6 o te Marautanga. E wātea ana ngā rauemi e rua i raro i te ripa Kaiako i te whārangi NCEA Te Reo Māori.
- te whakamahi i ngā kupu me ngā takotoranga reo e tika ana mō te Kaupae 6 o te Marautanga, e whakaatu nei i kaha ake o te whānui, o te kounga, o te mōhio hoki ki te whakahaere i te reo i ngā taumata o runga ake o te eke paetae

- Tirohia te tuinga o He Arawhata Reo - Grammar Progression e kitea ai te momo reo e tika ana, tae atu ki te Kaupae 6 o te Marautanga.
- te āpiti kōrero ki ētahi āhuatanga o ngā pārongo, o ngā whakaaro i te wā o te kōrero, i ngā taumata o runga ake o te eke paetae
 - Ko ētahi tauira, ko:
 - te whakawhanake i ngā pārongo, i ngā huatau, i ngā whakaaro hoki i whakapuakina ai me ōna kupu tautoko, ōna taipitopito, ōna tauira anō hoki.
 - te whai wāhi o ētahi atu pārongo māmā, pērā i ngā wāhi (kei te kāinga) me ngā take (Nā te mea...)
 - te whakapuaki kare ā-roto (ka aroha!) me ngā whakaahuatanga (te mutunga kē mai o te pai!) ki ngā kīwaha
 - te tūhono i ngā rerenga ki ngā kīhono (nō reira, engari, heoi anō, nā wai rā, ā, kātahi) hei waihanga i ngā rerenga tuatini
 - te whakaraupapa i ngā whakaaro ki ngā tau (tuatahi, tuarua...).

Te kōrero mō te 2-3 mēneti ki te reo Māori i tētahi, i ētahi rānei o ngā kōrerorerotanga.

Students are able to:

- *communicate information, ideas and opinions using spoken reo Māori*
 - *Examples of informative communication include:*
 - *describing — appearance, features or qualities*
 - *informing — sharing facts or details*
 - *instructing — giving directions or guidance*
 - *reporting — outlining actions, summarising or sequencing events.*
 - *Examples of ideas-based communication include:*
 - *expressing simple problems and offering solutions*
 - *giving options*
 - *expressing thoughts and feelings*
 - *expressing responsibilities*
 - *expressing hopes, wishes, or intentions.*

- *Examples of opinion-related communication include:*
 - *expressing likes and dislikes*
 - *expressing preferences*
 - *responding to and solving problems*
 - *reflecting on experiences or events.*
- *converse about past and present events or experiences. This involves understanding and producing sufficient language to interact about:*
 - *different events or experiences such as trips to their favourite holiday destination as well as a birthday party that they are preparing for, or a school trip which recounts when and where they went and what activities they did, what they thought about it. The second experience could be an account of an incident/accident/problem that occurred while they were away.*
 - *or more than one event or experience related to a single topic (for example, school - the classes, the activities, or the rules and expectations).*
- *refer to past and present events or experiences. Referring to future events is optional.*
- *refer to the Level 1 Te Reo Māori Vocabulary List for indicative language up to and including Curriculum Level 6. Both resources are available under the Teaching tab on the NCEA Te Reo Māori subject page.*
- *use vocabulary and structures appropriate for Curriculum Level 6, demonstrating greater variety, quality, and control of language at higher levels of achievement*
 - *See the He Arawhata Reo - Grammar Progression for indicative language, up to and including at Curriculum Level 6.*
- *build on aspects of the information, ideas, and opinions they exchange, at higher levels of achievement*
 - *Examples include:*
 - *developing information, ideas and opinions expressed with supporting reasons, details, and examples*
 - *incorporating simple additional details such as locations (kei te kāinga) and reasons (Nā te mea...)*
 - *expressing feelings (ka aroha!) and descriptors (te mutunga kē mai o te pai!) using kīwaha*
 - *connecting sentences using conjunctions (nō reira, engari, heoi anō, nā wai rā, ā, kātahi) to create complex sentences*
 - *sequencing ideas using ordinal numbers (tuatahi, tuarua...).*

Contribute around 2-3 minutes of spoken reo Māori over one or more interactions.



<p>Te tika torowhārahi o te kōrero</p> <p>Overall communicative accuracy</p>	<p>Ka mōhio te ākongā ki:</p> <ul style="list-style-type: none">● te whakaputa i te reo Māori e mārama ana i ngā kōrerorero, ā, i ngā taumata o runga ake o te eke paetae, e tika ake ana, e whai wāhi nei te whakaaturanga o ētahi āhuatanga o te whakamatua i te reo Māori:<ul style="list-style-type: none">○ ngā āheinga kōrero ā-waha, pērā i te whakahua, i te haureo, i te ūngeri, i te hā hoki, i ngā wā e tika ana, me te tere o te kōrero○ te kōwhiringa kupu, te waihanga rerenga me te wetereo. <p><i>Students are able to:</i></p> <ul style="list-style-type: none">● <i>produce reo Māori that is understandable in conversation, and at higher levels more accurate, which involves demonstrating some control of te reo Māori:</i><ul style="list-style-type: none">○ <i>oral features, such as pronunciation, stress, rhythm, and intonation, where appropriate, and speed of spoken production</i>○ <i>vocabulary selection, sentence construction and grammar.</i>
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Paerewa Paetae 1.2 (92093): Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo (Ngā Whiwhinga 5)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Te whakawhitinga kōrero mō tētahi horopaki e hāngai ana ki te ora o te reo</p> <p>Communication related to a language vitality context</p>	<p>Ka mōhio te ākongā ki:</p> <ul style="list-style-type: none"> ● te whakawhiti kōrero mō tētahi horopaki e hāngai ana ki te ora o te reo Māori. <ul style="list-style-type: none"> ○ E whai wāhi ana ki tēnei te kōrero mō ngā tūāhuatanga me ngā wheako i roto i tētahi horopaki ahurea Māori e hāngai ana ki te oranga me te whakatairangatanga o te reo Māori, pērā i: <ul style="list-style-type: none"> • te kōrero i ngā pārongo me ngā wheako o te haere ki ētahi mahi pēnei i ngā noho marae, i ngā wānanga reo, i ngā hui ahurea, me te āhua e whakatairanga ai, e whakapakari ai hoki ērā i te whakamahia me te kitea o te reo Māori • te whai wāhi atu me te kōrero i ngā pārongo me ngā whakaaro e pā ana ki ngā kaupapa e whakatairanga ana i te reo Māori ki te tangata kotahi, ki te hapori, ki te motu hoki, me te takoha o ērā ki te whakarauoratanga o te reo Māori • te whai wāhi atu me te kōrero i ngā wheako e pā ana ki ngā kaupapa e whakanui ana i te kitea o te reo Māori • te kōrero i ngā pārongo me ngā whakaaro mō te aranga ake o ngā Toa Reo Māori, o te ao pāpāho reo, o ngā kaiwhakaaweawe pāhopori e Māori ana, o ngā kaiwaiata Māori e whakatairanga ana, e whakamāori hoki ana i te reo Māori i ngā hapori, i te motu, me te ao. <p><i>Students are able to:</i></p> <ul style="list-style-type: none"> ● <i>communicate in relation to a reo Māori vitality context.</i> <ul style="list-style-type: none"> ○ <i>This involves referring to events or experience within a Māori cultural context that relate to the health or promotion of the Māori language, such as:</i> <ul style="list-style-type: none"> ▪ <i>sharing information and experiences about attending activities such noho marae, wānanga reo, hui ahurea and how they promote and strengthen the use and visibility of te reo Māori</i> ▪ <i>participating and sharing information and opinions about events that promote te reo Māori at an individual, community or national level and how they contributing to the revitalisation of te reo Māori</i> ▪ <i>participating and sharing experiences about events that increase the visibility of te reo Māori</i> ▪ <i>sharing information and opinions on the rise of Reo Māori champions, reo Māori broadcasting, reo Māori social media influencers, kaiwaiata Māori etc. who are promoting and normalising te reo Māori at a societal, national or international level.</i>



Te whakamahi i te reo e tika ana mō te horopaki

Using language that is appropriate to the context

Ka mōhio te ākonga ki:

- te whakawhiti pārongo, te whakawhiti whakaaro hoki ki te reo Māori ā-waha, ki te reo Māori ā-tuhi, ki tētahi hanumitanga rānei o te reo Māori ā-waha me te reo Māori ā-tuhi.
 - Ko ētahi o ngā tauira o te whakawhiti pārongo, ko:
 - te whakaahua — te tirohanga, te āhua me ngā pūmanawa
 - te whakamōhio — te whāngai meka, te whāngai taipitopito rānei
 - te tohutohu — te whāngai tohutohu, te ārahi rānei
 - te pūrongo — te tohu, te whakarāpopoto, te whakaraupapa rānei i ngā mahi.
 - Ko ētahi o ngā tauira o te whakawhiti whakaaro, ko:
 - te whakapuaki i ētahi raru māmā me te tuku rongoā
 - te tuku kōwhiringa
 - te whakapuaki i ngā whakaaro me ngā kare ā-roto
 - te whakapuaki i ngā haepapa
 - te whakapuaki i ngā tūmanako, i ngā wawata, i ngā whāinga rānei.
 - Ko ētahi o ngā tauira o te whakawhiti whakaaro taparoto, ko:
 - te whakapuaki i ngā mea e paingia ana, kāore nei hoki e paingia ana
 - te whakapuaki i ngā mariutanga
 - te huritao ki ngā wheako me ngā tūāhuatanga.

Students are able to:

- *communicate information, ideas and opinions in spoken reo Māori, written reo Māori or a combination of both spoken and written reo Māori.*
 - *Examples of informative communication include:*
 - *describing — appearance, features or qualities*
 - *informing — sharing facts or details*
 - *instructing — giving directions or guidance*
 - *reporting — outlining actions, summarising or sequencing events.*
 - *Examples of ideas-based communication include:*
 - *expressing simple problems and offering solutions*

- *giving options*
- *expressing thoughts and feelings*
- *expressing responsibilities*
- *expressing hopes, wishes or intentions.*
- *Examples of opinion-related communication include:*
 - *expressing likes and dislikes*
 - *expressing preferences*
 - *reflecting on experiences or events.*

Me āhei ngā ākonga, mā roto mai i te horopaki, ki te kōrero e pā ana ki ngā kaupapa, ki ngā wheako rānei o mua, o nāiane hoki, i te horopaki o te ora o te reo. Ka whai wāhi atu ki tēnei te māramatanga me te whakaputa i te reo e rawaka ana e whakawhiti whakaaro ai mō:

- ngā tūāhuatanga, ngā wheako rerekē rānei (hei tauira, te whakatairite i te noho marae ki tētahi i haere ai ia i te tau o mua)
- ētahi tūāhuatanga, kaupapa rānei, e hāngai aa ki tētahi kaupapa kotahi (hei tauira, tētahi whakaaturanga o ngā tūāhuatanga matua i tō hīkoinga reo Māori, me tōna whakaaweawe i a koe ki te ako tonu me te whakamahi i te reo Māori me ōna tikanga i te akomanga, i waho hoki.

Ka mōhio te ākonga ki:

- te whakahuahua i ngā tūāhuatanga, i ngā wheako rānei o mua, o nāiane hoki
- te whakamahi i te tuhinga o He Arawhata Reo - *Grammar Progression* mō ngā tauira whāiti o ngā takotoranga wetereo whakamārama. Tirohia te *Level 1 Te Reo Māori Vocabulary List* mō te reo whakamārama, tae noa atu ki te Taumata 6 o te Marautanga. E wātea ana ngā rauemi e rua nei ki te ripa Whakaako kei te whārangi kaupapa NCEA Te Reo Māori.
- te āpiti i ngā pārongo, i ngā whakaaro i te wā o te kōrero, i ngā taumata o runga ake o te eke paetae
 - Ko ētahi tauira, ko:
 - te whakawhanake i ngā pārongo, i ngā huatau me ngā whakaaro ka whakaputaina ki ngā taunakitanga ā-take, ki ngā taipitopito, me ngā tauira
 - te kōtui i ētahi atu pārongo māmā, pērā i ngā wāhi (te kaupapa i whakatūria ki Waiwhetū) me ngā take (he hiahia nō rātou ki te whakarauora i te reo)
 - te whakapuaki kare ā-roto (auē taukiri!) me ngā whakaahuatanga (tōna nui hoki!) ki ngā kīwaha

- te tūhono i ngā rerenga ki ngā kīhono (ā, waihoki) hei waihanga i ngā reretuātini
- te whakaraupapa i ngā whakaaro ki ngā tau (ka tahi, ka rua...).
- te kōrero takitahi mō te 1-1.5 mēneti ki te reo Māori, te tuhi rānei i te 200-250 kupu ki te reo Māori, te whakaputa rānei i tētahi hanumitanga o ngā mea e rua (ko te 40 hēkona ki te reo Māori ā-waha , ko te 120-150 kupu ki te reo Māori ā-tuhi).

Contexts must also allow students to reference past and present events or experiences within the language vitality context. This involves understanding and producing sufficient language to communicate about:

- *different events or experiences (for example, comparing a noho marae with one attended in a previous year)*
- *or, more than one event or experience related to a single topic (for example, a presentation of the key events in your te reo Māori journey and how they have inspired you to continue learning and the use of te reo me ōna tikanga inside and outside the classroom.*

Students are able to:

- *refer to past and present events or experiences*
- *use the He Arawhata Reo - Grammar Progression document for specific examples of indicative grammar structures. Refer to the Level 1 Te Reo Māori Vocabulary List for indicative language up to and including Curriculum Level 6. Both resources are available under the Teaching tab on the NCEA Te Reo Māori subject page.*
- *build on aspects of the information, ideas, and opinions they exchange, at higher levels of achievement*
 - *Examples include:*
 - *developing information, ideas and opinions expressed with supporting reasons, details, and examples*
 - *incorporating simple additional details such as locations (te kaupapa i whakatūria ki Waiwhetū) and reasons (he hiahia nō rātou ki te whakarauora i te reo)*
 - *expressing feelings (auē taukiri!) and descriptors (tōna nui hoki!) using kīwaha*
 - *connecting sentences using kīhono (ā, waihoki) to create complex sentences*
 - *sequencing ideas using ordinal numbers (ka tahi, ka rua...).*
- *independently produce around 1-1.5 minutes of spoken reo Māori, or 200-250 words of written reo Māori, or an equivalent combination of both (40 seconds of spoken reo Māori and 120-150 words of written reo Māori).*



<p>Te whakawhiti whakaaro e mārama ana Creating cohesive communication</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none">● te mārama o te tūhonohono i ngā pārongo, i ngā whakaaro hoki o ngā kaupapa o ia wāhanga, ā puta noa ki te katoa o te kōrero● te whakaatu i te rere arorau, i te hanga arorau rānei i te kātū whakawhiti whakaaro kua kōwhirihiā. <p><i>Students are able to:</i></p> <ul style="list-style-type: none">● <i>link information, ideas, and opinions effectively, both within the points communicated and across the piece of linguistic evidence as a whole</i>● <i>show logical flow or coherent structure in their chosen communication format.</i>
<p>Te whakamahi takitahi i ngā rauemi e waihangahia ai tētahi whakawhitinga whakaaro hou Independently using resources to craft original communication</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none">● te whakamahi i ngā mātāpuna kia whai hua, tae atu ki ngā tuhinga nō ngā akoranga, nō ngā pukapuka matua, nō ngā papakupu hoki hei whakaputa i te reo Māori ā-waha, ā-tuhi hoki/rānei● te arotake takitahi, te pānui whakatika takitahi, te hōmiromiro takitahi hoki i te reo i mua i te tukunga (arā, kāore he tārua whānako, he whakaputanga anō i tētahi mahi kua mākahia kētia, kua whakatikaina rānei e tētahi tangata, e tētahi taputapu matihiko rānei). <p><i>Students are able to:</i></p> <ul style="list-style-type: none">● <i>effectively use reference materials, including class notes, textbooks and dictionaries to produce spoken and/or written reo Māori</i>● <i>review, proofread and edit language evidence independently prior to submission (e.g. without plagiarism, reproduction of previously marked work or correction of work by any other person or digital tool).</i>



Te tika torowhārahi o te kōrero

Overall communicative accuracy

Ka mōhio te ākonga ki:

- te whakaputa i te reo Māori e mārama ana i ngā kōrerorero, ā, i ngā taumata o runga ake o te eke paetae, e tika ake ana, e whai wāhi nei te whakaaturanga o ētahi āhuatanga o te whakahaere i te reo Māori:
 - ngā kōwhiringa kupu, te takotoranga o ngā rerenga, te wetereo hoki
 - ngā āheinga kōrero ā-waha, pērā i te whakahua, i te haureo, i te ūngeri, i te hā hoki, i ngā wā e tika ana, me te tere o te kōrero
 - ngā tikanga ā-tuhi, pērā i te tātaki kupu, i te kārawarawa, i te whakamahinga hoki o ngā tohutō mēnā e hāngai ana.

Students are able to:

- *produce reo Māori that is understandable, and at higher levels more accurate, which involves demonstrating some control of te reo Māori:*
 - *vocabulary selection, sentence construction and grammar*
 - *oral features, such as pronunciation, stress, rhythm, and intonation, where appropriate, and speed of spoken production*
 - *writing conventions, such as spelling, punctuation, and use of macrons when applicable.*

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

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Te aroā ki te reo Māori ā-tuhi, i roto i ētahi horopaki e taunga ana ki te tangata</p> <p>Comprehension of written reo Māori within familiar contexts.</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> ● te whakaatu i te māramatanga ki te reo Māori ā-tuhi e hāngai ana ki ngā tūāhuatanga, ki ngā wheako rānei e hāngai ana ki te ākonga <ul style="list-style-type: none"> ○ Ko ētahi o ngā tauira o ngā horopaki o ia rā, ko te whānau, ko ngā ngohe pārekareka/hākinakina/ahurea, ko te kura me ngā haerenga. ○ Ko ētahi o ngā tauira o ngā momo tuhinga, ko te tuhi rātaka, ko ngā tuhinga poto e pā ana ki te tangata, ki te kaupapa rānei, ko ngā whakatairanga, ko ngā pātuhi/īmēra hoki. ● ko te tautohu, ko te tūhono, me te whai māramatanga, i runga i te horopaki, ki ngā kupu, ki ngā rerenga kōrero, me ngā whakapuakitanga i ahu mai ai i te Level 1 Te Reo Māori Vocabulary List, e wātea ana ki te ripa Whakaako kei te whārangi kaupapa NCEA Te Reo Māori ● ko te whakamahi i ngā pūkenga whānui o te reo matatini hei tautoko i te māramatanga whānui me te whakaputa i ngā whakataunga arotau e pā ana ki te tikanga o tētahi wāhanga o te tuhinga kāore e tino taunga ana, hei tauira: <ul style="list-style-type: none"> ○ ko ngā mōhioatanga ki te hanga o te kōrero me ōna āhuatanga ○ ko te matapae i ngā kai i ngā mōhioatanga o mua ○ ko te rapu i ngā whakaaro matua i ngā upoko iti, i te tīmatanga, i te whakamutunga rānei o ngā kōwae ○ ko te whiriwhiri i te āheinga pea, i te tikanga rānei o ngā kupu kāore e mōhioatia ana i runga i tōna taunga i ngā rerenga, i tōna hanga, i tōna āhua, i ētahi atu kupu rānei e karapoti ana i a ia. ● ko te whakamahi i ngā mōhioatanga ki ngā kupu Māori, ki te wetereo, me ngā tohutoro ahurea e mārama ai te horopaki, te minenga, me te pūtake o ngā tuhinga, ā, ka tautohua hoki pea: <ul style="list-style-type: none"> ○ te kaituhi, te wā i tuhia ai, me te wāhi i tuhia ai ○ te hunga e arongia ana ○ te take i tuhia ai te tuhinga ○ te hāngai o te reo i kōwhiria ai e ngā kaituhi ki te pūtake o te tuhinga.

Students are able to:

- *show understanding of a variety of short written reo Māori texts related to events or experiences that are familiar and relevant to the student*
 - *Examples of everyday contexts include family, leisure/sporting/cultural activities, school, and trips.*
 - *Examples of text types include diary entries, short articles on people or events, advertisements, text/email messages.*
- *identify, connect, and make meaning, in context, of vocabulary, sentence structures, and expressions drawn from the Level 1 Te Reo Māori Vocabulary List available on the Teaching Tab of the NCEA Te Reo Māori subject page*
- *use general literacy skills to support overall understanding and to draw logical conclusions about the meaning of any part of the texts that are not immediately familiar, for example:*
 - *knowledge of text structures and their features*
 - *predicting content from prior linguistic knowledge*
 - *looking for key ideas in the subheadings or the beginnings and endings of paragraphs*
 - *working out the likely function or meaning of unknown vocabulary items from their positions in sentences, their structure, or their form, or from the other words immediately around them.*
- *apply knowledge of reo Māori vocabulary, grammar and cultural references to understand the context, audience, and purpose of the written texts, which may involve identifying:*
 - *who wrote the text, when, and where*
 - *who the intended audience is*
 - *why the written text was produced*
 - *how writer(s)' language choices fit with their purposes for writing.*

Te aroā ki te reo Māori ā waha i roto i ētahi horopaki e taunga ana ki te tangata

Comprehension of spoken reo Māori within familiar contexts.

Ka mōhio te ākonga ki:

- te pānui me te whai māramatanga ki ngā pātai ki te reo Ingarihi e pā ana ki ngā tuhinga
- te whakaputa i ngā whakautu e hāngai ana, e mārama hoki ana ki te reo Ingarihi, ki te reo Māori rānei, e whakawhiti ana i ngā mōhiotanga ki ngā pārongo e tika ana, ki ngā huatau, me ngā whakaaro i ahu mai ai i ngā tuhinga
- te tūhonohono i ngā taipitopito i ahu mai ai i ngā tuhinga hei tautoko i ngā whakataunga. I ngā taumata teitei ake o te paetae, ko te nui ake o te whakamahī i ngā kōwhiringa taipitopito me ngā whakamāoritanga e tika ana o ngā tohutoro ā-reo, ahurea hoki, hei whakaatu i te māramatanga.

Students are able to:

- *read and understand questions in English about written texts*
- *produce relevant and comprehensible answers in English or te reo Māori that communicate understanding of appropriate information, ideas, and opinions from written texts*
- *connect details from texts to support conclusions. For higher levels of achievement, use an increasingly comprehensive selection of details and precise interpretation of language and cultural references to demonstrate thorough understanding.*

Ka mōhio te ākongā ki:

- *te whakaatu māramatanga ki te whānuitanga o ngā kōrero ā-waha poto ki te reo Māori, e hnāgai ana ki ngā tūāhuatanga, ki ngā wheako rānei e taunga ana ki a ia tōna ao o ia rā*
 - *Ko ngā tauira o ngā horopaki o ia rā, ko:*
 - *te kai*
 - *ngā mahi o ia rā*
 - *te takiwā o te tāone*
 - *ngā hākinakina*
 - *ngā mahi pārekareka*
 - *ngā mahi ahurea.*
 - *Ko ngā tauira o ngā momo kōrero, ko:*
 - *ngā kōrerorero poto*
 - *ngā pānui*
 - *ngā tohutohu*
 - *ngā karere ā-waha.*
- *te tautohu, te tūhono, te whakamāori hoki, i roto i te horopaki, i ngā kupu ka kōrerohia, i ngā hanga o ngā rerenga, me ngā kīanga i ahu mai ai i te Level 1 Reo Māori Vocabulary List*
- *te whakamahi i ngā pūkenga aroā whakarongo whānui hei tautoko i te māramatanga whānui, me te whakaputa i ngā whakataunga arorau e pā ana ki te tikanga o tētahi wāhanga o ngā kōrero ā-waha kāore e tino taunga ana, hei tauira:*
 - *te aro ki te tikanga whānui, ki ngā whakaaro matua rānei i a ia ka whakarongo tuatahi ki tētahi kōrero*
 - *te tautohu i ngā kupu matua e whāiti ana, i ngā kīanga rānei e tohu ana i ngā taipitopito whai tikanga i ngā tōaitanga o te mahi whakarongo, pēnei i te wā, i ngā rangi, i ngā ingoa, i ngā wāhi, i ngā painga, i ngā mea kāore e paingia ana, i ngā mahi whāiti rānei*

- te matapae i ngā āhuatanga ka whai pea i runga i te horopaki, i ngā kupu kua whakamāramatia, i ngā pātai rānei
- te kaha o te tuhi kōrero me te kōwhiri i ngā taipitopito e hāngai ana hei whakautu i ngā pātai.

Students are able to:

- *show understanding of a variety of short spoken reo Māori texts related to events or experiences that are familiar and relevant to them in their everyday life*
 - *Examples of everyday contexts include:*
 - *food*
 - *daily routines*
 - *around town*
 - *sports*
 - *leisure*
 - *cultural.*
 - *Examples of text types include:*
 - *short conversations*
 - *announcements*
 - *instructions*
 - *voice messages.*
- *identify, connect, and make meaning, in context, of spoken vocabulary, sentence structures, and expressions drawn from the Level 1 Reo Māori Vocabulary List*
- *use general listening comprehension skills to support the overall understanding and to draw logical conclusions about the meaning of any part of spoken texts that are not immediately familiar, for example:*
 - *focusing on the general meaning or main ideas when listening to a text for the first time*
 - *identifying specific keywords, or phrases that signal important details in follow-up listening of the same text, such as time, dates, names, places, likes, dislikes, or specific activities*
 - *predicting what might come next based on the context, glossed words, or questions*
 - *actively taking notes and selecting relevant details to answer questions.*

Ka mōhio te ākongā ki:

- te whakamahi i ngā pūkenga whakarongo aroā whānui hei tautoko i te māramatanga torowhārahi o te tangata, hei whakatauhoki i ētahi whakataunga arorau mō te tikanga o ngā wāhanga o tētahi hopukanga kōrero kāore nei e tere taunga ana ki a ia, hei tauira:
 - te arotahi ki te tikanga whānui, ki ngā whakaaro matua rānei i te tuatahi o ngā whakarongotanga ki tētahi kōrero
 - te tautohu i ngā kupu matua whāiti, i ngā kīanga rānei ka tohu i ngā taipitopito hei whaiwhai māna i te tuarua o ngā whakarongotanga ki taua hopukanga, pērā i te wā, i te rā, i ngā ingoa, i ngā wāhi, i ngā mea ka pai, ka kore hoki e pai, i ngā mahi whāiti rānei
 - te matapae i ngā mahi ka hua ake nā runga i te horopaki, i ngā kupu i pānui ripiripitia, i ngā pātai rānei
 - te tuhi i ngā kupu tīpoka me te kōwhiri i ngā taipitopito e hāngai ana hei whakautu i ngā pātai
 - te āhukahuka, te whai tikanga hoki i ngā āhukatanga ā-waha, pērā i te hā, i te tauira o te haureo, i te whakarerekētanga o te kahaoro, i te whakatūnga rānei o ngā kōrero.

Students are able to:

- *use general listening comprehension skills to support overall understanding and to draw logical conclusions about the meaning of any part of the spoken recording, which is not immediately familiar, for example:*
 - *focusing on general meaning or main ideas when listening to a text for the first time*
 - *identifying specific keywords or phrases that signal important details in follow-up listening of the same recording such as time, dates, names, places, likes/dislikes, or specific activities*
 - *predicting what might come next based on the context, glossed words, or questions*
 - *actively taking notes and selecting relevant details to answer questions*
 - *recognise and make meaning of oral features such as intonation, stress patterns, volume change, and use of pauses.*

Ka mōhio te ākongā ki:

- te whakamahi i ngā pūkenga reo matatini whānui hei tautoko i te māramatanga torowhārahi o te tangata, hei whakatauhoki i ētahi whakataunga arorau mō te tikanga o ngā wāhanga te tuhinga kāore nei e tere taunga ana ki a ia, hei tauira:
 - te mōhio ki ngā hanganga tuhinga (whakaahua, raupapa, raru/rongoā) me ōna āhukatanga
 - te kimi i ngā whakaaro matua i ngā upoko iti e whai horopaki ana (Te Hui ā-motu ki Pōneke)
 - te whiriwhiri i te tikanga o ngā kupu kāore nei e mōhiotia nā runga i tōna wāhi i te rerenga, i tōna hanga, i tōna āhua, i ngā kupu rānei e karapoti ana i a ia.

	<ul style="list-style-type: none"> te whakamahi i te puka o He Arawhata Reo - Grammar Progression mō ngā tauira whāiti o ngā takotoranga wetereo whakamārama. Tirohia te <i>Level 1 Te Reo Māori Vocabulary List</i> mō te reo whakamārama, tae noa atu ki te Taumata 6 o te Marautanga. E wātea ana ngā rauemi e rua nei ki te ripa Whakaako kei te whārangi kaupapa NCEA Te Reo Māori. <p><i>Students are able to:</i></p> <ul style="list-style-type: none"> <i>use general literacy skills to support overall understanding and to draw logical conclusions about the meaning of any part of the written text which are not immediately familiar, for example:</i> <ul style="list-style-type: none"> <i>knowledge of text structures (descriptive, sequential, problem/solution) and their features</i> <i>looking for key ideas in subheadings that give context (Te Hui ā-motu ki Pōneke)</i> <i>working out the meaning of unknown vocabulary items from their position in sentences, their structure or form or the other words immediately around them.</i> <i>use the He Arawhata Reo - Grammar Progression document for specific examples of indicative grammar structures. Refer to the Level 1 Te Reo Māori Vocabulary List for indicative language up to and including Curriculum Level 6. Both resources are available under the Teaching tab on the NCEA Te Reo Māori subject page.</i>
<p>Te mārama, te tika, te tōtōpū hoki o ā rātou urupare</p> <p>Having clarity, accuracy, and thoroughness in their responses</p>	<p>Ka mōhio te ākongā ki:</p> <ul style="list-style-type: none"> te whakaputa i ngā whakautu e hāngai ana, e mārama ana hoki ki te reo Pākehā, ki te reo Māori rānei e whakaatu ana i te mārama ki ngā pārongo, ki ngā whakaaro hoki e tika ana i ngā hopukanga kōrero me ngā tuinga, me ngā mātāpono kei te reo Māori te tōtōpū o ngā taipitopito taunaki e piki haere ana me te tika pū o te whakawhitinga o te reo me ngā mōhiotanga whaiaro, i ngā taumata o runga ake o te eke paetae, hei whakaatu i te māramatanga tōtōpū. <p><i>Students are able to:</i></p> <ul style="list-style-type: none"> <i>produce relevant and comprehensible answers in English or te reo Māori which communicate understanding of appropriate information, ideas, and opinions from the spoken recordings and written texts and of principles embedded in te reo Māori</i> <i>use an increasingly comprehensive selection of supporting details and precise interpretation of language and personal knowledge, at higher levels of achievement, to demonstrate thorough understanding.</i>
<p>Te whakaatu i te māramatanga ki te reo Māori me ōna tikanga</p>	<p>Ka mōhio te ākongā ki:</p> <ul style="list-style-type: none"> te whakaatu i te māramatanga ki te āhuatanga o te mahi tahi o te reo me ngā tirohanga ā-ahurea i te



Demonstrating understanding of te reo Māori and its principles

whakawhitinga whakaaro. Ko ētahi o aua tikanga, ko:

- te tohu i ngā momo whanaungatanga rerekē, e whakapuakina nei mā roto i te kōwhiringa o ngā takotoranga rirohanga o te 'A' me te 'O' (tōku matua/tāku mokopuna)
- ngā huatau o te kauawhi/kaupare, e whakapuakina nei mā roto i ngā tūpou me ngā pūriro (tō tātou marae - kauawhi / tō koutou waka – kaupare)
- te hiranga o te tauritenga, o te takiruatanga rānei e whakatauirahia ana mā roto mai i te hanumitanga o ngā takirua, o ngā tauaro e rua rānei i te whakamahinga o te reo (Rangi/Papa, roto/waho, uta/tai, ao/pō, ora/mate).

Students are able to:

- *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 (tōku matua/tāku mokopuna)*
 - *the concepts of inclusivity/exclusivity, as expressed through pronouns and possessive determiners (tō tātou marae - inclusive / tō koutou waka – exclusive)*
 - *the importance of balance or duality as exemplified through the combination of pairs or parallel opposites in language use (Rangi/Papa, roto/waho, uta/tai, ao/pō, ora/mate).*

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

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Te whakawhiti whakaaro i tētahi horopaki e taunga ana ki a ia</p> <p>Communication related to a familiar context</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> ● te whakawhiti whakaaro e hāngai ana ki tētahi horopaki e taunga ana ki a ia, hei tauira: <ul style="list-style-type: none"> ○ te tuku i ngā pārongo, i ngā wheako, me ngā whakaaro e pā ana ki tētahi ngohe (<i>I a au e tamariki ana ka tīmata ahau ki te purei i ngā kēmu ātea</i>) ○ te whai wāhi, te kōrero hoki ki ngā kaupapa i te marae (<i>I tū te pōwhiri ki te marae o Papanui</i>) ○ te kōrero mō ngā wheako mō te whai wāhi ki ngā tīma hākinakina (<i>E whakaharatau ana tō mātou kapa Poitūkohu mō te whakataetae ā-motu</i>). <p><i>Students are able to:</i></p> <ul style="list-style-type: none"> ● <i>communicate in writing in relation to a familiar context, for example:</i> <ul style="list-style-type: none"> ○ <i>sharing information, experiences, and opinions about a favourite activity (I a au e tamariki ana ka tīmata ahau ki te purei i ngā kēmu ātea)</i> ○ <i>participating in and communicating about events on the marae (I tū te pōwhiri ki te marae o Papanui)</i> ○ <i>sharing experiences about participating in sports teams (E whakaharatau ana tō mātou kapa Poitūkohu mō te whakataetae ā-motu).</i>
<p>Te whakamahi i te reo e tika ana mō te horopaki</p> <p>Using language that is appropriate to the context</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> ● te whakawhiti pārongo, te whakawhiti whakaaro hoki ki te reo Māori ā-tuhi <ul style="list-style-type: none"> ○ Ko ētahi o ngā tauira o te whakawhiti pārongo, ko: <ul style="list-style-type: none"> • te whakaahua — te tirohanga, te āhua me ngā pūmanawa • te whakamōhio — te whāngai meka, te whāngai taipitopito rānei • te tohutohu — te whāngai tohutohu, te ārahi rānei



- te pūrongo — te tohu, te whakarāpopoto, te whakaraupapa rānei i ngā mahi.
- Ko ētahi o ngā tauira o te whakawhiti whakaaro, ko:
 - te whakapuaki i ētahi raru māmā me te tuku rongoā
 - te tuku kōwhiringa
 - te whakapuaki i ngā whakaaro me ngā kare ā-roto
 - te whakapuaki i ngā haepapa
 - te whakapuaki i ngā tūmanako, i ngā wawata, i ngā whāinga rānei.
- Ko ētahi o ngā tauira o te whakawhiti whakaaro taparoto, ko:
 - te whakapuaki i ngā mea e paingia ana, kāore nei hoki e paingia ana
 - te whakapuaki i ngā mariutanga
 - te huritao ki ngā wheako me ngā tūāhutatanga.
- me kōrero i ngā ka tūāhutatanga, ngā wheako rānei o mua, o nāianei hoki. Ka whai wāhi atu ki tēnei te māramatanga me te whakaputa i te reo e rawaka ana e whakawhiti whakaaro ai mō:
 - ngā tūāhutatanga me ngā wheako rerekē (arā, ko ōna maumaharatanga me tāna whakariterite mō tētahi kēmu hākinakina)
 - tērā rānei, ko te kōrero mō tētahi, mō ētahi rānei o ngā wheako e hāngai ana ki tētahi kaupapa kotahi (arā, ko ngā kaupapa whakanui i te aranga o Matariki - ngā kai, ngā mahi, ngā taiopenga hoki).
- te kōrero i ngā tūāhutatanga, i ngā wheako rānei o mua, o nāianei hoki
- whakamahia te wāhi ki te wetereo me ngā takotoranga reo i te tuhinga o He Arawhata Reo - Grammar Progression, e wātea ana ki te ripa o te Whakaako kei te whārangi kaupapa o te NCEA Te Reo.
 - Tirohia te *Level 1 Te Reo Māori Vocabulary List* mō te reo whakamārama, tae noa atu ki te Taumata 6 o te Marautanga. E wātea ana ngā rauemi e rua nei ki te ripa Whakaako kei te whārangi kaupapa NCEA Te Reo Māori.
- te āpiti i ngā pārongo, i ngā whakaaro i te wā o te kōrero, i ngā taumata o runga ake o te eke paetae
 - Ko ētahi tauira, ko:
 - te whakawhanake i ngā pārongo, i ngā ariā me ngā whakaaro ka whakaputaina, tae noa atu ki ngā taunakitanga ā-take, ki ngā taipitopito, me ngā tauira
 - te whai wāhi o ētahi atu pārongo māmā, pērā i ngā wāhi (ka tae atu ki reira) me ngā take (nā whai anō i...)
 - te whakapuaki kare ā-roto (Ka mau te wehi!) me ngā whakaahuatanga (kātahi te mahi uaua) ki ngā kīwaha

- te tūhono i ngā rerenga kōrero ki ngā kīhono (ā, whai muri i tērā, kāore i roa, nā wa rā, kātahi, ōtira, ka mutu) hei waihanga i ngā reretuatini te whakaraupapa i ngā whakaaro ki ngā tau (ka tahi, ka rua...).

E tika ai te nui o ngā taunakitanga, e tūtohua ana kia āhua 300 kupu te roa o te tuhinga.

Students are able to:

- *communicate information, ideas and opinions in written reo Māori*
 - *Examples of informative communication include:*
 - *describing — appearance, features or qualities*
 - *informing — sharing facts or details*
 - *instructing — giving directions or guidance*
 - *reporting — outlining actions, summarising or sequencing events.*
 - *Examples of ideas-based communication include:*
 - *expressing simple problems and offering solutions*
 - *giving options*
 - *expressing thoughts and feelings*
 - *expressing responsibilities*
 - *expressing hopes, wishes or intentions.*
 - *Examples of opinion-related communication include:*
 - *expressing likes and dislikes*
 - *expressing preferences*
 - *reflecting on experiences or events.*
- *reference present and past events or experiences. This involves understanding and producing sufficient language to communicate about:*
 - *different events or experiences (for example, their memories and a sports game that they are preparing for)*
 - *or more than one event or experience related to a single topic (for example, Matariki celebrations - the food, the activities, and ceremonies).*
- *refer to past and present events or experiences*
- *use the grammar and structures section of the He Arawhata Reo - Grammar Progression document, available on*

the Teaching tab of the NCEA Te Reo Māori subject page.

- *Refer to the Level 1 Te Reo Māori Vocabulary List for indicative language up to and including Curriculum Level 6. Both resources are available under the Teaching tab on the NCEA Te Reo Māori subject page.*
- *build on aspects of the information, ideas, and opinions they exchange, at higher levels of achievement*
 - *Examples include:*
 - *developing information, ideas and opinions expressed with supporting reasons, details, and examples.*
 - *incorporating simple additional details such as locations (ka tae atu ki reira) and reasons (nā whai anō i...)*
 - *expressing feelings (Ka mau te wehi!) and descriptors (kātahi te mahi uaua) using kīwaha*
 - *connecting sentences using conjunctions (ā, whai muri i tērā, kāore i roa, nā wa rā, kātahi, otirā, ka mutu) to create complex sentences*
 - *sequencing ideas using ordinal numbers (ka tahi, ka rua...).*

In order to provide sufficient evidence, it is recommended that writing should be around 300 words.



<p>Te whakawhiti whakaaro e mārama ana</p> <p>Creating cohesive communication</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none">● te tūhono pārongo, te tūhono whakaaro hoki kia whai hua i ngā kaupapa kua kōrerotia, i te taunaki reo torowhārahi hoki● te whakaatu i te rere arorau, i te takotoranga rānei e mārama ana i te kātū whakawhiti whakaaro kua kōwhirihiā. <p><i>Students are able to:</i></p> <ul style="list-style-type: none">● <i>link information, ideas, and opinions effectively, both within the points communicated and across the piece of linguistic evidence as a whole</i>● <i>show logical flow or coherent structure in their chosen communicative format.</i>
<p>Te whakamahi takitahi i ngā rauemi e waihangahia ai tētahi whakawhitinga whakaaro hou</p> <p>Independently using resources to craft original communication</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none">● te whakamahi i ngā mātāpuna kia whai hua, tae atu ki ngā tuhinga nō ngā akoranga, nō ngā pukapuka matua, nō ngā papakupu hoki hei whakaputa i tētahi tuhinga reo Māori● te whakawhanake i te tuhinga mā roto i te tukanga o te tuhi hukihuki me te whakatikatika hei whakaputa i tētahi tuhinga kua oti● te arotake, te pānui whakatika, me te takatā tautauāmoa i mua i te tāpaetanga (hei tauira, kāore ngā mahi i tāruatia whānakotia, kāore i whakamahi anō i ngā mahi kua oti kē te māka, kāore ngā mahi i whakatikaina e tētahi atu tangata, kāore ngā taputapu matihiko, pēnei i ngā kaiwhamamāori ā-ipurangi, i te atamai hangahanga rānei, i whakamahia)● te whakaputa i tētahi kōpaki tuhinga reo Māori e whai wāhi ai ngā tukanga waihanganga:<ul style="list-style-type: none">○ he ohia manomano i ngā whakaaro○ he tānga hukihuki tuatahi○ he tānga hukihuki tuarua○ te tānga kua oti. <p><i>Students are able to:</i></p> <ul style="list-style-type: none">● <i>effectively use reference materials, including class notes, textbooks and dictionaries to produce written reo Māori</i>● <i>develop writing through a process of drafting and editing to craft the final written product</i>● <i>review, proofread, and edit language independently prior to the submission (for example, without plagiarism, reproduction of previously marked work, the correction of work by any other person or the use of digital tools such as an online translator or AI)</i>

- *produce a portfolio of written reo Māori that consists of the crafting process:*
 - *brainstorm of ideas*
 - *first draft*
 - *second draft*
 - *final copy.*

Te tika torowhārahi o te kōrero

Overall communicative accuracy

Ka mōhio te ākonga ki:

- *te whakaputa i te reo Māori e mārama ana i ngā kōrerorero, ā, i ngā taumata o runga ake o te eke paetae, e tika ake ana, e whai wāhi nei te whakaaturanga o ētahi āhuatanga o te whakahaere i te reo Māori:*
 - *ngā āheinga kōrero ā-waha, pērā i te whakahua, i te haureo, i te ūngeri, i te hā hoki, i ngā wā e tika ana, me te tere o te kōrero*
 - *ngā tikanga ā-tuhi, pērā i te tātaki kupu, i te kārawarawa, i te whakamahinga hoki o ngā tohutō ngā pūoro e rua rānei.*

Students are able to:

- *produce written reo Māori that is understandable, and at higher levels more accurate, which involves demonstrating some control of te reo Māori:*
 - *vocabulary selection, sentence construction and grammar*
 - *writing conventions, such as spelling, punctuation, and use of macrons or double vowels.*