

NCEA Review and Maintenance Programme – 2027 updates

Review and maintenance work has been undertaken for NZC NCEA for 2027. This pdf document contains the updated assessment materials for **Te Reo Māori Level 2**. In January 2027, Levels 2 and 3, assessment materials will be updated on TKI. For external assessment specifications, refer to the NZQA website.

Subject: Te Reo Māori Level 2

Product	What's changed?
AS2.1 91284 Internal Assessment Activity B and C	Two new Internal Assessment Activities created – 2.1B and 2.1C
AS2.1 91284 Activity adaptation guide	Document created to support adaptation of Internal Assessment Activities for 2.1.

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

Internal Assessment Resource

Te Reo Māori Level 2

This resource supports assessment against Achievement Standard 91284 version 3

Standard title: Whakarongo kia mōhio ki te reo o te ao torotoro

Credits: 4

Resource title: Kia aro mai

Resource reference: Te Reo Māori 2.1B v1

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

January 2027 Version 1
To support internal assessment from 2027

Authenticity of evidence

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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 91284. 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 listen to and demonstrate comprehensive understanding of a variety of spoken te reo Māori texts from a range of text types - both formal and informal, familiar and less familiar contexts, and for a range of purposes.

The activity requires students to provide at least two pieces of evidence of their listening skills.

Students will demonstrate their ability to listen to and demonstrate comprehensive understanding of spoken te reo Māori from contexts beyond their familiar world. 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.

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 online.

Final grades will be decided by the teacher using professional judgment based on a holistic examination of at least two pieces of student evidence. Students must be consistently meeting all the criteria of a grade across the evidence to be awarded that grade.

Conditions

Students will have been exposed to a range of vocabulary and language structures specific to the chosen themes and will have had exposure to the types of tasks they will have to complete as part of their assessment. This is an individual, in-class assessment activity.

Part A

For Part A, students listen to a pakiwaitara about a taniwha 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 B, students listen to a point of view passage about Te Wiki o Te Reo Māori.

See Teacher Resource 2 for the passage, and Student Resource 2 for the 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.

Teacher Resource sheet

Part A

Teacher Resource 1 - He kōrero taniwha

Kōwae 1

I ngā kōrero tuku iho, kei tēnā iwi, kei tēna iwi ōna ake kōrero pūrakau taniwha. Ehara i te mea ka kotahi te āhua o te taniwha. He nui ngā āhua rerekē, arā, he tohorā, he mangō, he ngārara, he manu, he ika rānei. Noho ai rātou i te moana, i ngā awa, i ngā roto, i ngā maunga, i ngā ana me ngā wāhi tapu hei kaitiaki. Ko ētahi o ēnei taniwha he taniwha atawhai, ā, ko ētahi he taniwha kino. Ko te mahi a ngā taniwha atawhai he manaaki i tā rātou iwi. Ko ngā taniwha kino he whakamataku tangata, he patu tangata rānei.

Kōwae 2

Ko te pūrakau taniwha e whai ake nei, nō Te Tai Rāwhiti. Ko te tāone o Te Araroa kei te pūtake o tētahi maunga rongonui, arā, ko Te Whetūmatarau te ingoa. He tino ātaahua tēnei tāone. Kei te taha raki, tētahi awa kua tapaina ki te ingoa o Awatere. Whakamataku ana tēnei awa. E kī nei ō mātou tīpuna, he rua taniwha. I ngā rā o mua, tērā tētahi iwi e noho ana i runga i tēnei maunga, i a Te Whetūmatarau. Ka whānau mai te tamaiti a te rangatira o taua pā, he tāne, he tino ngārara nei tōna āhua. Nō te whānautanga o tēnei tamaiti, ka pōuri te rangatira, ā, ka tūkino ia i tana tamaiti.

Kōwae 3

Ka tino pōuri te tama i te tūkino a tōna pāpā i a ia, kaore e tino mōhiotia āna mahi kino ki tana tamaiti, engari ka whakatau kia whakangaro atu ia. Ka mea ia ki te iwi, “Kāore i ahau te raruraru i pēnei ai tōku āhua. Nō te mea kua tūkinotia ahau e koutou, ka wehe atu ahau i a koutou. Ko tāku kupu tēnei ki a koutou: Mehemea ka kite koutou kei te paruparu te wai o Awatere, ahakoa e whiti ana te rā, ka mōhio koutou kei te hāereere ahau. Kua koutou e tata mai ki te awa i taua wā, kei mate koutou.” Kātahi ka peke te tamaiti nei ki rō wai, ngaro tonu atu ana. Ka tino pōuri te iwi. I ia rā, i ia rā, ka haere tana matua ki te awa nei ki te karanga i tana tamaiti. Heoi anō, kāore i puta mai.

Kōwae 4

Ka huri ngā tau, ka mate te rangatira me tōna iwi katoa, ā, kua tipu ake he iwi anō. Ka mahi pāmu rātou i ngā taha o tēnei awa. I reira anō tētahi tangata. Ko Haki tōna ingoa. Tokorua āna tamariki, ko Mere te ingoa o te kōtiro. I tētahi wā, ka haere te kōtiro nei ki te kaukau, ā, ka mau ia i te taniwha nei. Ka oma haere atu ōna hoa ki te kāinga, ka kōrero atu. Ka haere mai ngā tāngata katoa ki te mātakitaki i te wai. Kua piki te wai. He paruparu tōna āhua ahakoa e whiti ana te rā. Kātahi ka mōhio rātou kua riro a Mere i te taniwha. Tae noa ki tēnei wā, ka pēnei te āhua o tēnei awa. Ko te ture o te kāinga nei kia kua te tangata e kaukau i tēnei awa, i Te Rua Taniwha o Awatere.

Adapted from Te Rua Taniwha a Awatere, Te Wharekura 24.

Part B

Teacher Resource 2 - Te Wiki o te Reo Māori

Kōwae 1

Ko Te Wiki o te Reo Māori tētahi tino kaupapa i Aotearoa nei. Ka whakakotahia ngā iwi katoa ki te whakanui i tō tātou reo rangatira. Ka rangona te reo i hapori whānui, arā, ka piki ake te reo Māori e kōrerotia ana i te pouaka whakaata, i te reo irirangi me te pae pāpāho pāpori hoki. Ahakoa he toa, he tari kāwanatanga, he ūmanga rānei, ka kitea ngā kupu, ngā kīanga me ngā pānui hoki i te reo Māori. He nui hoki ngā mahinga whakangahau pērā i ngā hīkoi, i ngā whakataetaetae, i ngā kēmu, i ngā hākari hei whakanui i te reo Māori.

Kōwae 2

He wā hoki te wiki kia whakamaumahara tātou ki a rātou i whakapau kaha ki te whawhai mō te reo. Ko te rōpū o Ngā Tamatoa me Te Rōpū Reo Māori i hāereere i te whenua, e kawē ana i te petihana hei whakamana, hei whakarauora i te reo Māori i te tau kotahi mano, e iwa rau, e whitu tekau mā rua. E ai ki te rangahau a Reihana Benton, i taua wā e rima paihēneti noa iho o ngā tamariki Māori e kōrero Māori ana. Kāore e kore i pupū ake te wairua pakanga kia whakahokia mai te mana o te reo ki a tātou. E kore e mimiti te aroha mō rātou, mō ngā kaikōkiri reo, ko rātou ngā toki reo tuatahi.

Kōwae 3

Ka mihi hoki ahau ki te Taura Whiri i te Reo Māori. He kōmihana Karauna i whakatūria ai i te tau kotahi mano, e iwa tekau, e waru tekau mā whitu hei whakarauora i te reo Māori. Ko te Kōmihana Reo Māori te ingoa tuatahi, engari e ai ki te kōrero, kāore te poari tuatahi o te kōmihana i rata ki te ingoa Kōmihana Reo Māori, ā, nā rātou te ingoa i panoni ki te ingoa o Te Taura Whiri i te Reo Māori. He maha ngā whāinga o tēnei kōmihana Karauna ki te whakarauora i te reo. Ki ahau nei, ko te whāinga nui rawa atu, ko te whakatairanga i te reo Māori hei reo e kōrerotia ana i te hapori i ia te rangi, i ia te rangi.

Kōwae 4

Ki tōku mōhio he taonga te reo mō ngā iwi katoa e noho ana ki tēnei whenua. Māori mai, Tauīwi mai. He matapihi te reo ki te ao Māori. Mā te reo e ākonai ai ngā tikanga, ngā mātauranga hoki. Nā tēnei, he kaupapa whai take te ako a ngā Tauīwi i te reo kia whai hononga rātou ki tēnei whenua. He aha ai? He māmā noa te whakautu, nō tēnei whenua anake te reo rangatira. Ko te reo Māori te reo tuakiri o tēnei whenua, nō reira, he reo tēnei mō tātou katoa. Ko te āpōpōtanga o te reo, ko ngā kaikōrero. Ki te kore he kaikōrero, ka mate tō tātou reo.

Kōwae 5

Hei kōrero whakamutunga, he wā motuhake a Te Wiki o te Reo Māori mō te rangatahi, he ātaahua ngā mahi katoa hei whakanui i te reo rangatira. Me uru tātou ngā rangatahi ki tēnei pakanga kia whakarauora i te reo. Ehara mā rangatahi anake e pīkau nei te kaupapa. Me kaha ake tātou katoa ki te whakapakari i te reo mō ngā reanga kei te piki mai. Mā te ako, mā te kōrero, ka ora te reo Māori. He akiaki ki a tātou katoa ki te tiaki i te reo. Kaua mō te wiki anake! Kia kaha te reo Māori mō ake tonu ake!

Internal Assessment Resource

Achievement standard: 91284 Version 3

Standard title: Whakarongo kia mōhio ki te reo o te ao torotoro

Credits: 4

Resource title: Kia aro mai

Resource reference: Te Reo Māori 2.1B v1

Student instructions

Introduction

This assessment activity requires you to listen to and demonstrate understanding of a variety of spoken te reo Māori texts from a range of text types – both formal and informal – and in familiar and less familiar contexts, and for a range of purposes.

You are going to be assessed on how well you demonstrate a comprehensive understanding of te reo Māori, including the finer points, purpose, and context of the spoken texts.

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

Task

This is an individual in-class assessment activity.

This assessment activity is in two parts to be completed over the year. Each part requires you to listen to a spoken Māori text from a different context and demonstrate your understanding of it.

As this standard assesses comprehension for second language learners of te reo Māori, you will respond in English which allows you to show greater depth of understanding. One word responses would not be enough evidence to show comprehension.

Make sure your response shows that you:

- understand the purpose and meaning of the text you are listening to
- identify and expand upon the main information and/or ideas
- demonstrate understanding of the finer points and are able to elaborate on these, i.e. give an example from the passage to support your response.

Part A: He kōrero taniwha

You will listen to a pūrākau about a taniwha. As I read, listen carefully for meaning, and answer the questions on the sheet.

You will hear the passage FOUR times.

- The first time you will hear the passage as a whole.
- The second and third times you will hear the passage in sections, with a pause of one minute between each reading.
- The fourth time you will hear the passage as a whole again. You will then have two minutes to make any additions or changes to your responses.

As you listen, you may make notes. Write your responses in English.

Read through your response sheet now to ensure that you understand what is required of you before you begin the listening assessment.

Student Resource 1 (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 information is given about what taniwha looked like and where they lived?

(Note these lines are an indication that the template needs to be completed with sufficient lines for students to answer questions)

2. Describe the behaviour of taniwha?

Kōwae 2

3. What information is given about Awatere river?

4. Describe the behaviour of the rangatira towards his son and explain why he acted in this way.

Kōwae 3

5. What reasons does the chief's son give for his planned action?

6. What final message does the chief's son give to the tribe?

Kōwae 4

7. Why do you think that Haki and his family did not know about the taniwha living in the river?

Student Resource 2 (for Part B)

You will listen to a point of view passage about Māori Language Week and answer a series of questions in English.

You need to show you have understood the meaning of the passage. If you are using a direct quote, it should be recorded using quotation marks.

You will hear the passage FOUR times.

- The first time, you will hear the passage as a whole.
- The second and third times you will hear the passage in sections, with a pause of one minute between each reading.
- The fourth time, you will hear the passage again as a whole. You will have two minutes to make any additions or changes to your responses.

As you listen, you may make notes.

Read through your response sheet now to ensure that you understand what is required of you before you begin the listening assessment.

Kōwae 1

1. What is the writer's view of Māori Language Week?

(Note these lines are an indication that the template needs to be completed with sufficient lines for students to answer questions)

2. Describe the ways Māori Language Week is celebrated in Aotearoa.

Kōwae 2

3. Why does the writer mention Ngā Tama Toa and the Te Reo Māori Society in relation to Māori Language Week?

Kōwae 3

4. What information is given about the creation and purpose of Te Taura Whiri i te Reo Māori?

5. What does the writer believe the greatest objective of Te Taura Whiri is?

Kōwae 4

6. What opinions does the writer express about the value of te reo Māori?

7. What is the writer's message to people who live in Aotearoa and why do they feel this message is important?

Kōwae 5.

8. What opinions does the writer express for rangatahi?

Assessment schedule: Te Reo Māori 91284 – Kia aro mai

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Whakarongo kia mōhio ki te reo o te ao torotoro. The student submits evidence from both parts of the task from different contexts and for different purposes from the explorative world. The student demonstrates understanding and is able to make meaning of the relevant information, ideas and/or opinions from the spoken texts. Information is largely correct. The candidate has understood the general meaning of the spoken texts.	Whakarongo kia mārama ki te reo o te ao torotoro. The student submits evidence from both parts of the task from different contexts and for different purposes from the explorative world. The student demonstrates a clear understanding of the spoken texts. The relevant information, ideas and/or opinions are correctly identified. Information correctly includes relevant detail from the spoken texts.	Whakarongo kia mātau ki te reo o te ao torotoro. The student submits evidence from both parts of the task from different contexts and for different purposes from the explorative world. The student demonstrates a comprehensive understanding of the spoken texts. Implied meanings or conclusions within the spoken texts are identified. Relevant information, ideas and opinions, with supporting detail, are selected and expanded on.
Examples of possible student evidence for Part A		
How did the rangatira behave towards his son and why did he act in this way? <i>The father was very sad.</i> What reasons does the chief's son give for his planned action? <i>The son's great sadness.</i> Why do you think that Haki and his family did not know about the taniwha in the river? Support your response with references from the text? <i>The tribe had died and there was a new people on the land. They farmed the land beside the river.</i> <i>The examples above relate to only part of what is</i>	How did the rangatira behave towards his son and why did he act in this way? The son was born looking very reptile/lizard like/reptilian. The father was very sad. What reasons does the chief's son give for his planned action? <i>The son's great sadness at his father's mistreatment of him caused him to leave. It is not known exactly what he did to his son, but he decided to leave. The tribe's mistreatment of him is the reason he has decided to leave them.</i> Why do you think that Haki and his family did not know about the taniwha in the river? Support your response with references from the text?	How did the rangatira behave towards his son and why did he act in this way? <i>The son was born looking very reptile/lizard like/reptilian. The father was very sad. Because of this, he mistreated his son.</i> What reasons does the chief's son give for his planned action? <i>The son's great sadness at his father's mistreatment of him caused him to leave. It is not known exactly what he did to his son, but he decided to leave. He felt he was not responsible for his appearance. The tribe's mistreatment of him is the reason he has decided to leave them.</i>

required, and are just indicative.	<i>Many years later, the chief and all of his tribe had died and there was a new people on the land. They farmed the land beside the river.</i> The examples above relate to only part of what is required, and are just indicative.	Why do you think that Haki and his family did not know about the taniwha in the river? Support your response with references from the text? <i>Many years later, the chief and all of his tribe had died and there was a new people on the land. They farmed the land beside the river. The reference to “kua tipu he iwi anō” suggests the new people were not aware of the local traditions surrounding the river.</i> The examples above relate to only part of what is required, and are just indicative.
Examples of possible student evidence for Part B		
What opinions does the writer express about the value of te reo Māori? <i>Non-Māori learning te reo is an important kaupapa.</i> What opinions does the writer express for rangatahi? <i>They/the writer thinks it is important that young people join the battle to revitalise the language. Not for just a week. Be strong at speaking te reo Māori all the time.</i> The examples above relate to only part of what is required, and are just indicative.	What opinions does the writer express about the value of te reo Māori? <i>They think it is a taonga which belongs to everyone, both Māori and non-Māori living in this country/land. Non-Māori learning te reo is an important kaupapa as it connects them to this country.</i> What opinions does the writer express for rangatahi? <i>They/the writer thinks it is important that young people join the battle to revitalise the language. It shouldn't just be left to other people to carry this kaupapa. By learning te reo Māori, by speaking the language will be revived. Not for just a week. Be strong at speaking te reo Māori all the time.</i> The examples above relate to only part of what is required, and are just indicative.	What opinions does the writer express about the value of te reo Māori? <i>They think it is a taonga which belongs to everyone, both Māori and non-Māori living in this country/land. It is a window to the Māori world. Through language, culture and knowledge are learnt. Non-Māori learning te reo is an important kaupapa as it connects them to this country.</i> What opinions does the writer express for rangatahi? <i>They/the writer thinks it is important that young people join the battle to revitalise the language. It shouldn't just be left to other people to carry this kaupapa. Young people need to be firm/involved in strengthening te reo Māori for the next generation. By learning te reo Māori, by speaking the language will be revived. Not for just a week. Be strong at speaking te reo Māori all the time.</i> The examples above relate to only part of what is required, and are just indicative.

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



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

Internal Assessment Resource

Te Reo Māori Level 2

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Credits: 4

Resource title: Manu tīoriori

Resource reference: Te Reo Māori 2.1C v1

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- 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

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Conditions

Students will have been exposed to a range of vocabulary and language structures specific to the chosen themes and will have had exposure to the types of tasks they will have to complete as part of their assessment. This is an individual, in-class assessment activity.

Part A

For Part A, students listen to a student putting forward a possible trip destination and then answer a number of questions on the passage.

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

Part B

For Part B, students listen to a recording of a Ngā Manu Kōrero speech in the Rāwhiti Īhaka (Junior Māori) section and answer questions on the recording.

National Ngā Manu Kōrero competitions are available on Māori television, Regionals are widely available through local networks (e.g. Te Hiku for Te Tai Tokerau).

See Teacher Resource 2 for the passage, and Student Resource 2 for the 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.

Teacher Resource sheet

Part A

Teacher Resource 1 - He Haerenga

Kōwae 1

Kia ora. Ko Īhaka e tū mai nei. Kua roa ahau e rangahau ana i tētahi wāhi rawe mō tā tātou haerenga ā tērā tau. Āe, ehara tēnei i te haerenga māmā. He maha ngā raruraru me aro, arā, ko te utu i ngā tīkiti waka rererangi, te whai uruwhenua, ngā wharenoho me ngā utu hāereere. Ahakoa tonu, he tino hirahira ngā haerenga ā-kura ki tāwahi. Ki a au nei, he nui atu ngā painga i ngā raruraru. Mā te haere ki tāwahi, ka whānui ake tō tātou tirohanga ki te ao. Ka kite tātou i ngā āhuetanga kāore e kitea i roto i te akomanga. Ka ako i ngā tikanga me ngā ahurea rerekē o tētahi atu whenua. Mā ēnei wheako ka tipu ake te mātauranga me te whakaute ki iwi kē, ki whenua kē.

Kōwae 2

He tini ngā moutere ātaahua i Te Moana-nui-a-Kiwa, arā, ko ngā Kuki Airani, ko Hāmoa, ko Tonga me ētahi atu. Engari mōku, ko te whenua pai rawa atu mō tā tātou haerenga, ko Tahiti. He nui ngā take e pēnei ana ōku whakaaro. Ko Tahiti tētahi o ngā whenua taketake o ngā tūpuna. Kei Tahiti te motu o Ra'iātea. Ki te iwi Māori, ko Rangiātea te ingoa o taua motu, ā, he wāhi tino tapu. E kīia nei ko te ūkaipō o te iwi Māori. He hononga whakapapa tō te iwi Māori ki ngā iwi o reira. Kei te tino mōhiotia te whakataukī "E kore au e ngaro, he kākano i ruia mai i Rangiātea." He kākano tātou i whakatōngia mai e ō tātou tūpuna. Kei roto tonu i a tātou tō rātou mana, tō rātou kaha hoki.

Kōwae 3

E ai ki ngā kōrero tuku iho, ka takahia ngā motu o Tahiti e ētahi o ngā tūpuna i mua i tā rātou hekenga mai ki Aotearoa. Kei te motu o Ra'iātea te marae onamata o Taputapuātea. He marae rongonui tēnei puta noa i Te Moana-nui-a-Kiwa. I huihui ngā tohunga me ngā kaiārahi waka hei karakia i Taputapuātea i mua i tā rātou wehenga atu ki te rapu whenua hou. Heoi anō, kāore te katoa o ngā waka i ū mai ki Aotearoa i wehe mai i ngā motu o Tahiti, engari he nui tonu i wehe atu i reira. E ai ki aku mahi rangahau, ko Tainui, ko Te Arawa, ko Mātaatua, ko Kurahaupō ngā waka i tūhono ai ki ngā motu o Tahiti.

Kōwae 4

I a tātou e hāereere ana, ka ako tātou i ngā kōrero tuku iho, i te hītori o ngā iwi o Tahiti i reira. Ko tētahi atu hua, ko te ako i ngā reo hou. Ahakoa he rerekē te reo Tahiti i te reo Māori, mā te kōrero tahi, ka kite tātou i ngā ōritenga me ngā rerekētanga o ngā reo o Tahiti me te reo Māori. Ko te reo tuarua o Tahiti, ko te reo Wīwī. Ka āhei hoki tātou ki te ako i taua reo. Mā te noho tahi, mā te whakawhanaunga tahi, ka kaha haere te taura e paihere nei i a tātou. He hononga ahurea, he hononga whakapapa i waenganui i ngā iwi e rua.

Kōwae 5

Hei whakakapi i taku kōrero, me tautoko tātou i te kaupapa kia haere ki Tahiti. He haerenga anō tēnei e kore e warewaretia. Tokoiti ngā rangatahi ka whai wāhi ki te toro atu ki Tahiti. Ka noho ngā mahara, ngā whakaahua, ngā hononga me ngā akoranga hei taonga mō te roanga o tō tātou oranga. He haerenga hei whakapūmau i ngā tikanga me te mātauranga o tētahi whenua hou. Ahakoa he wheako kotahi noa

iho pea, ko ngā hua ka mau tonu mō āke ake tonu atu. Tūwhitia te hopo, marangatia te angitu!

Part B

Teacher Resource 2 - Ngā Manu Kōrero

Selected recording of a Ngā Manu Kōrero speech from the Rāwhiti Īhaka (Junior Māori) section.

For Planning 2027

Internal Assessment Resource

Achievement standard: 91284 Version 3

Standard title: Whakarongo kia mōhio ki te reo o te ao torotoro

Credits: 4

Resource title: Manu tīoriori

Resource reference: Te Reo Māori 2.1C v1

Student instructions

Introduction

This assessment activity requires you to listen to and demonstrate understanding of a variety of spoken te reo Māori texts from a range of text types – both formal and informal – and in familiar and less familiar contexts, and for a range of purposes.

You are going to be assessed on how well you demonstrate a comprehensive understanding of te reo Māori, including the finer points, purpose, and context of the spoken texts.

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

Task

This is an individual in-class assessment activity.

This assessment activity is in two parts to be completed over the year. Each part requires you to listen to a spoken Māori text from a different context and demonstrate your understanding of it.

As this standard assesses comprehension for second language learners of te reo Māori, you will respond in English which allows you to show greater depth of understanding. One word responses would not be enough evidence to show comprehension.

Make sure your response shows that you:

- understand the purpose and meaning of the text you are listening to
- identify and expand upon the main information and/or ideas
- demonstrate understanding of the finer points and are able to elaborate on these, i.e. give an example from the passage to support your response.

Part A: He Haerenga

A class have been researching an overseas destination for a school trip. You will be listening to a student who is putting forward Tahiti as a possible trip destination. Īhaka feels that Tahiti would be the best destination for a class trip and then answer a series of questions in English.

For Part A, students listen to a student putting forward a possible trip destination and then answer a number of questions on the passage.

You need to show that you understand what you have been listening to.

Provide as much detail as possible: one word responses do not provide enough evidence to show comprehension.

You will hear the passage FOUR times.

- The first time you will hear the passage as a whole.
- The second and third times you will hear the passage in sections, with a pause of one minute between each section.
- The fourth time you will hear the passage as a whole again. You will then have two minutes to make any additions or changes to your responses.

As you listen, you may make notes. Write your responses in English.

Read through your response sheet now to ensure that you understand what is required of you before you begin the listening assessment.

Student Resource 1 (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 opinions does Īhaka express about the positives and negatives of a school trip overseas?

(Note these lines are an indication that the template needs to be completed with sufficient lines for students to answer questions)

Kōwae 2

2. What opinions does Īhaka express about Tahiti, the whakataukī, and young people today?

Kōwae 3

3. What is the connection between the island of Ra'iātea and migration to Aotearoa?

Kōwae 4

4. What other outcomes does Īhaka feel will result from a trip to Tahiti?

Kōwae 5

5. What reasons does Īhaka give to convince his classmates that the trip will never be forgotten?

6. Which of Īhaka's arguments do you feel was the most persuasive for you? Support your response with reasons.

Student Resource 2 (for Part B)**Ngā Manu Kōrero**

You will watch a recording of a Ngā Manu Kōrero speech in the Rāwhiti Īhaka (Junior Māori) section and answer a series of questions.

You will respond in English. You need to show you have understood the meaning of the speech. Provide as much detail as possible in answering questions. If you are using a direct quote, it should be recorded using quotation marks.

You will hear the passage FOUR times.

- You will view the student's speech four times, with a pause of one minute between each viewing.
- After the fourth time you will have two minutes to complete your answers.

As you listen, you may make notes.

Read through your response sheet now to ensure that you understand what is required of you before you begin the listening assessment.

1. What were the main ideas expressed by the speaker about their topic?
Support your ideas with information you heard.

(Note these lines are an indication that the template needs to be completed with sufficient lines for students to answer questions)

2. How did the speaker use language or examples to explain their message?

3. What customs, values, or beliefs were shown in the speech?
Discuss how these ideas connect to te ao Māori or the wider world.

4. What idea(s) or key message(s) in the speech had the greatest impact on you?
Explain why these ideas were meaningful to you.

Assessment schedule: Te Reo Māori 91284 – Manu tīoriori

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Whakarongo kia mōhio ki te reo o te ao torotoro. The student submits evidence from both parts of the task from different contexts and for different purposes from the explorative world. The student demonstrates understanding and is able to make meaning of the relevant information, ideas and/or opinions from the spoken texts. Information is largely correct. The candidate has understood the general meaning of the spoken texts.	Whakarongo kia mārama ki te reo o te ao torotoro. The student submits evidence from both parts of the task from different contexts and for different purposes from the explorative world. The student demonstrates a clear understanding of the spoken texts. The relevant information, ideas and/or opinions are correctly identified. Information correctly includes relevant detail from the spoken texts.	Whakarongo kia mātau ki te reo o te ao torotoro. The student submits evidence from both parts of the task from different contexts and for different purposes from the explorative world. The student demonstrates a comprehensive understanding of the spoken texts. Implied meanings or conclusions within the spoken texts are identified. Relevant information, ideas and opinions, with supporting detail, are selected and expanded on.
Examples of possible student evidence for Part A		
What opinions does Īhaka express about Tahiti, the whakataukī, and young people today? <i>The reference is to the island of Rai'ātea in Tahiti which is known to Māori as Rangiātea. It is a sacred place which is said to be the ancient homeland of Māori. The whakataukī refers to the seed planted in Rangiātea which will never be lost.</i> What is the connection between the island of Rai'ātea and migration to Aotearoa? <i>According to stories handed down, some ancestors came from the islands of Tahiti</i>	What opinions does Īhaka express about Tahiti, the whakataukī, and young people today? <i>The reference is to the island of Rai'ātea in Tahiti which is known to Māori as Rangiātea. It is a sacred place which is said to be the ancient homeland of Māori. Māori have a whakapapa connection to the people there. The whakataukī refers to the seed planted in Rangiātea which will never be lost. Īhaka says Māori youth are that seed that was planted by their ancestors in Rāngiātea.</i> What is the connection between the island of	What opinions does Īhaka express about Tahiti, the whakataukī, and young people today? <i>The reference is to the island of Rai'ātea in Tahiti which is known to Māori as Rangiātea. It is a sacred place which is said to be the ancient homeland of Māori. Māori have a whakapapa connection to the people there. The whakataukī refers to the seed planted in Rangiātea which will never be lost. Īhaka says Māori youth are that seed that was planted by their ancestors in Rāngiātea. They still contain their mana and strength.</i>

<i>before their migration to Aotearoa. Īhaka's research showed that Tainui, Te Arawa, Mātaatua, and Kurahaupō waka had a connection to the Tahitian islands.</i> What other outcomes does Īhaka feel will occur if they visit Tahiti? <i>They will learn traditional Tahitian stories and their history. Also, as French is the second language they could learn French too.</i> <i>The examples above relate to only part of what is required, and are just indicative.</i>	Ra'īātea and migration to Aotearoa? <i>According to stories handed down, some ancestors came from the islands of Tahiti before their migration to Aotearoa. Most, but not all, Māori waka departed from the Tahitian islands. Īhaka's research showed that Tainui, Te Arawa, Mātaatua, and Kurahaupō waka had a connection to the Tahitian islands.</i> What other outcomes does Īhaka feel will occur if they visit Tahiti? <i>They will learn traditional Tahitian stories and their history. They will learn Tahitian Māori and be able to discover the similarities and differences between Tahitian and Māori. Also, as French is the second language they could learn French too.</i> <i>The examples above relate to only part of what is required, and are just indicative.</i>	What is the connection between the island of Ra'īātea and migration to Aotearoa? <i>According to stories handed down, some ancestors came from the islands of Tahiti before their migration to Aotearoa. On Ra'īātea there is an ancient marae called Taputapuātea, which is famous throughout the Pacific, where navigators, captains, and chiefs gathered to pray before departing to seek new lands. Most, but not all, Māori waka departed from the Tahitian islands. Īhaka's research showed that Tainui, Te Arawa, Mātaatua, and Kurahaupō waka had a connection to the Tahitian islands.</i> What other outcomes does Īhaka feel will occur if they visit Tahiti? <i>They will learn traditional Tahitian stories and their history. They will learn Tahitian Māori and be able to discover the similarities and differences between Tahitian and Māori. Also, as French is the second language they could learn French too. By being together, by socialising, it will build a binding connection. A cultural and whakapapa connection between the two peoples.</i> <i>The examples above relate to only part of what is required, and are just indicative.</i>
Examples of possible student evidence for Part B		
What were the main ideas expressed by the speaker about their topic? Support your ideas with information you heard. <i>Main ideas expressed.</i> What customs, values, or beliefs were shown in the speech? Discuss how these ideas connect to te ao	What were the main ideas expressed by the speaker about their topic? Support your ideas with information you heard. <i>Ideas developed with some detail.</i> What customs, values, or beliefs were shown in the speech? Discuss how these ideas connect to te ao Māori	What were the main ideas expressed by the speaker about their topic? Support your ideas with information you heard. <i>Fully developed ideas with fine detail.</i> What customs, values, or beliefs were shown in the speech? Discuss how these ideas connect to te ao Māori

Māori or the wider world. <i>Identifying the customs, values, or beliefs.</i> What idea(s) or key message(s) in the speech had the greatest impact on you? Explain why these ideas were meaningful to you. <i>A relevant key idea/s would be identified and reasons given to support the point of view. The quality of the response would determine higher grades.</i> <i>The examples above relate to only part of what is required, and are just indicative.</i>	or the wider world. <i>Identifying the customs, values, or beliefs for Achieved, discussing how these ideas connect to ao Māori for a higher grade. The decision for awarding the response a Merit or Excellence would rely on how successfully the connection between the ideas expressed and te ao Māori is made.</i> What idea(s) or key message(s) in the speech had the greatest impact on you? Explain why these ideas were meaningful to you. <i>A relevant key idea/s would be identified and reasons given to support the point of view. The quality of the response would determine higher grades.</i> <i>The examples above relate to only part of what is required, and are just indicative.</i>	or the wider world. <i>Identifying the customs, values, or beliefs for Achieved, discussing how these ideas connect to ao Māori for a higher grade. The decision for awarding the response a Merit or Excellence would rely on how successfully the connection between the ideas expressed and te ao Māori is made.</i> What idea(s) or key message(s) in the speech had the greatest impact on you? Explain why these ideas were meaningful to you. <i>A relevant key idea/s would be identified and reasons given to support the point of view. The quality of the response would determine higher grades.</i> <i>The examples above relate to only part of what is required, and are just indicative.</i>
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Final grades will be decided using professional judgement based on examination of all of the evidence against the criteria in the Achievement Standard.



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

NCEA Level 2 Te Reo Māori

Modifying Whakarongo Assessment Tasks

General Information

Subject Reference	Reo Māori
Domain	Reo Māori
Level	2

Modifying Whakarongo Assessment Tasks

Contents

Why is it necessary to modify TKI and Youth Guarantee assessment resources?

What guides the process for modification?

The step-by-step process

An example of how to modify the teacher passage

Assessment Schedule modification

Examples of other modification ideas

Summary of key requirements for the modification of Whakarongo Assessment resource activities

Frequently asked questions

Checklist

Why is it necessary to modify TKI assessment resources?

The TKI assessment activities 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 listening passages, questions, and the Assessment Schedules with indicative responses are available online and so can be accessed by students online.

The 2.1A assessment activity example text should not be used as it is for assessment, this should be modified or another example used. The 2.1B and 2.1C assessment activity example texts are housed for teachers at [Kāinga | Ako Panuku](#) and are able to be used as they are or modified.

How to create a Level 2 Resource activity for AS91284 Whakarongo kia mōhio ki te reo o te ao torotoro

What guides the process for modification?

1. Curriculum

Assessment tasks need to be closely aligned with the whakarongo achievement objectives of Level 7 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki Guide – Curriculum Guidelines for teaching and learning Te Reo Māori in English-medium schools; Years 1-13.

Taumata 7 (Level 7) contains Ngā Whāinga Paetae (Achievement Objectives) for Level 7 (page 54)

Students should be able to:	
7.1	communicate about future plans.
7.2	offer and respond to advice, warnings, and suggestions.
7.3	express and respond to approval and disapproval, agreement and disagreement.
7.4	offer and respond to information and opinions, giving reasons.
7.5	read about and recount actual or imagined events in the past.

Ngā Ara Reo – Language Mode - Whakarongo – Listening

By the end of Level 7, students can:

- understand much of what speakers of te reo Māori say about a range of topics across a range of spoken text types, formal and informal;
- distinguish between facts and opinions and recognise intentions to persuade and influence.

Listening proficiency involves the ability to:

- comprehend (understand) the vocabulary and grammar
- listen for intent and the purpose of the listening text
- understand the main ideas and specific information
- identify more subtle or complex details

- infer meaning or draw conclusions with explanations
- process information and respond giving only relevant detail
- justify responses with detail and/or explanation drawn (directly or indirectly) from the text.

2. Achievement Standard

This Achievement Standard involves listening to and demonstrating understanding of spoken te reo Māori from a range of different contexts from the explorative world (te ao torotoro). Level 2 contexts need to reflect te ao torotoro and could focus on topics/issues of personal and community interest.

3. The Conditions of Assessment

Guidance is provided on:

- the specific requirements.
- appropriate ways of, and conditions for, gathering evidence.
- ensuring that evidence is authentic.

The Conditions of Assessment are located on TKI.

4. Clarification for 91284

A clarification is an NZQA document that gives updates on issues that have arisen as a result of moderation. Clarifications are located on the NZQA Te Reo Māori subject page.

5. Grammar levels

The Te Reo Māori [Clarification of grammar levels](#) for curriculum level 7 can be found on the NZQA Te Reo Māori subject page. There are also grammar progression guides for Levels 1-3 available on [Te Reo Māori | NCEA](#)..

6. Exemplars of student work for 91284

Annotated exemplars are extracts of student evidence, with commentary, that explain key parts of the standard. These are intended to help teachers make assessment judgements at the grade boundaries.

7. TKI and Vocational Pathway assessment resources

These activities give examples of assessment tasks showing a range of contexts. Note, you need to modify these tasks to use with students as they can be accessed by students online, which could be an authenticity issue.

Creating your own assessment tasks

Contexts

Select contexts that reflect the teaching and learning programme. The Conditions of Assessment indicate students should be assessed on spoken language that they have encountered as part of the teaching and learning programme. This means that while students will be listening to the passage for the first time in the assessment, the topic will be known to them. They will have a pool of vocabulary and language to draw from which will allow them to comprehend the listening passage and provide

responses to the task requirements.

The context and content need to allow students to demonstrate understanding of te reo Māori rather than recalling information they may already know. For example, using an event/hui that the class attended would not be suitable as students would be using prior knowledge to give responses. This may also apply when using a well-known myth, legend, or a passage on a famous person as a context, where students may be using prior knowledge to give responses rather than showing their ability to understand the listening passage.

Stimulus material

Ako Panuku [Whakarongo resources](http://akopanuku.education.govt.nz) (akopanuku.education.govt.nz).

Down the Back of the Chair (Online Ministry of Education's catalogue of teaching and learning resources) [Down the Back of the Chair](#)

[Māori + Whakaata Māori](http://maoriplus.co.nz) (maoriplus.co.nz).

Ngā Manu Kōrero broadcasts.

Reo Māori podcasts.

[Te Tautoko journals](http://kauwhatareo.tahurangi.education.govt.nz/kauwhata-reo-online/te-tautoko/5637210606.p) (kauwhatareo.tahurangi.education.govt.nz/kauwhata-reo-online/te-tautoko/5637210606.p).

[Te Wharekura journals](#) from 1-70

(kauwhatareo.tahurangi.education.govt.nz/kauwhata-reo-online/te-wharekura/5637208392.p).

Modifying existing TKI assessment resource activities

The existing assessment resource activities can be modified. These can provide a template for creating a new assessment task.

The Process

1. Read through the existing assessment resource activities on TKI. Vocational Pathways assessment resource activities can also be used. [Level 2 Te Reo Māori assessment resources](#).
2. Select the listening task that you want to modify. Remember that TWO tasks are required for the standard and each task needs to be from a different context. Any of the tasks can be used, they do not have to come from the same assessment resource activity.

What can be modified in the listening text:

- Information (e.g. day, date, time, people, names etc.)
- Context (e.g. location/place)
- Issue/problem
- Opinion/s, point/s of view.

Note: only changing the names does not provide sufficient modification of the listening passage. Information and ideas need to be modified as well to ensure the text is sufficiently different from the original.

Reformatting

1. Copy the original listening text that will be used for Part A.

For the purposes of showing the process, only half of the listening passage has been copied into the box below.

Tame: Tēnā koe, e hoa

Ruia: Kia ora, e Tame, e pēhea ana?

Tame: E pai ana. I rongohau kua hoki mai tō tungāne ki te kāinga.

Ruia: Āe rā. Ko te take, ka tāia tana mokoa e taku matua kēkē.

Tame: Nē, ki tēhea wāhanga o te tinana?

Ruia: Ki tōna pokowhiwhi me te ringa matau. He moko Māori.

Tame: Ka rawe. He nui ngā taiohi o te kāinga e whai moko ana, nē. E pēhea ana ō whakaaro ki tērā?

Ruia: Kei te pai tonu, ki te mōhio koe ki te tikanga. Nā tōku karani me tōku matua i whakatakoto te tikanga mō te moko o tōku tungāne.

Tame: Āe, tautoko, engari, ko ētahi o ngā taiohi, pērā i tōku hoa, i a Hamuera, kāhore i te paku mōhio ki te tikanga o tana moko. I taku pātaitanga atu ki a ia, i mea mai ia, "I whāki mai te kaitāmoko i te tikanga o ngā tauira, engari kua warewarei ahau."

The example above reflects only part of a text that could be used at Level 2.

2. Change the original listening passage. The example below is based on the TKI activity 'Tō tātou Ao'. The context of the original listening passage is a discussion between two teenagers about young people receiving tāmoko.
3. Highlight the text that could be changed. *Note: only a part of the listening passage has been copied to show the process.*

Tame: Tēnā koe, e hoa

Ruia: Kia ora, e Tame, e pēhea ana?

Tame: E pai ana. I rongohau kua hoki mai tō tungāne ki te kāinga.

Ruia: Āe rā. Ko te take, ka tāia tana mokoa e taku matua kēkē.

Tame: Nē, ki tēhea wāhanga o te tinana?

Ruia: Ki tōna pokowhiwhi me te ringa matau. He moko Māori.

Tame: Ka rawe. He nui ngā taiohi o te kāinga e whai moko ana, nē. E pēhea ana ō whakaaro ki tērā?

Ruia: Kei te pai tonu, ki te mōhio koe ki te tikanga. Nā tōku karani me tōku matua i whakatakoto te tikanga mō te moko o tōku tungāne.

Tame: Āe, tautoko, engari, ko ētahi o ngā taiohi, pērā i tōku hoa, i a Hamuera, kāhore i te paku mōhio ki te tikanga o tana moko. I taku pātaitanga atu ki a ia, i mea mai ia, “I whāki mai te kaitāmoko i te tikanga o ngā tauira, engari kua warewarei ahau.”

The example above reflects only part of a text that could be used at Level 2.

4. Modify the context. Examples may include changing who will be involved, what information they give, and the context could be changed to another event.

The modified text is written in the box below. The new context in the example includes a mother, Rāwinia, and her son, Īhaka. Check the word count to ensure the modified text is not substantially shorter or longer than the original paragraph.

Rāwinia: Kia ora, e Tama, e pēhea ana tō rā ki te kura?

Īhaka: E pai ana. I tīmata tētahi ākongā hou ki te kura. Ko Pāora tōna ingoa. Kātahi anō tōna whānau ka hoki mai ki Aotearoa. E noho ana rātou ki Ahitereiria mō te wā roa. I tino ohorere ahau, nā te mea kua whāi kē i tana moko, kei tōna ringa matau.

Rāwinia: Ne rā. I māhi ki tāwāhi? He aha tana pakeke?

Īhaka: Tekau mā ono ōna tau, I haere ia ki tētahi toa moho ki Poihākena. He nui ngā taiohi o te kura e hiahia ana ki tētahi tāmoko. E pēhea ana ō whakaaro ki tērā?

Rāwinia: Kei te pai tonu, mēnā kei a koe tērā hiahia, ā, ka tautoko hoki tō whānau, e pai ana. I ēnei rā, ka kitea whānuitia ngā tāmoko. Te ātaahua hoki!

Īhaka: Āe, e tika ana ō whakaaro. Ka maumahara koe ki tōku hoa a Kahu. Ka hiahia ia tētahi moko, engari kāore ia i aro ki ngā tikanga o te tāmoko. Kāore ia i kōrero ki tōna whānau. I pātai atu au ki a ia, ā, i mea mai ia, “Nāku tētahi pikitia nō te ipurangi i whiriwhiri, he ātaahua, ko tērā te mea nui ki ahau.”

Īhaka: Āe, tika tāu. I tērā wiki, i tākaro tētahi o aku hoa mō tētahi tīma rīki ki Poihākena. I te whakaaturia te kēmu i Whakaata Māori - te mutunga mai o te pai ki te mātakitaki i a rātou ko ōna hoa tākaro Māori e tū toa ana me ō rātou moko Māori.

Rāwinia: Nē rā! Āe, e whakaae ana ahau - i te mutunga iho, ki ōku nei whakaaro, ki te kore tātou, ngā taiohi, e takahi i te huarahi kia pupuri tonu i ngā taonga a ngā tūpuna, ka ngaro.

5. The student response sheet needs modification to reflect the new names (Īhaka and Rāwinia).
6. The indicative responses in the Assessment Schedule need to be revised to reflect the modified listening passage. *Note: the indicative responses below only reflect the part of the passage that was modified.*

Indicative Responses: Tā Moko

Wahanga	Achieved	Merit	Excellence
Īhaka's issues with moko	Pāora was 16 years old when he got a Māori tattoo/moko on his right arm in Australia. His friend Kahu wanted a moko. He didn't talk to his family. He chose a design from the internet that he found beautiful.	Pāora was only 16 years old when he went to a tattoo parlour in Sydney, Australia. He got a Māori moko on his right arm. His friend Kahu wanted a moko but didn't want to follow Māori customs /tikanga around moko. He didn't talk to his family. He just selected a design he liked from the internet.	Pāora was 16 years old when he got his right hand tattooed at a tattoo parlour/shop in Sydney, Australia where his family had been living for many years. His friend Kahu wanted a moko but didn't want to observe the tikanga associated with moko. He didn't talk to his family about it. He just selected a design from the internet that he found beautiful. That was the most important thing for him (Kahu). Īhaka thinks that was a useless thing to do.

Summary of key requirements for the modification of Whakarongo assessment resources

Tasks – general

- Two modified tasks.
- A different context for each task.
- Avoid using a context/event/story that is familiar to students so they can recall detail such as people or events from memory as opposed to demonstrating their listening skills.
- Avoid 'closed' questions that require a single response. For example, "what date did this occur?"
- Use open questions to allow students to provide evidence at each achievement level. Examples include, "what information is given about ...?" "Why did the hui conclude?"
- Avoid asking students to write a summary of the information they have heard as this may prevent them from giving the finer detail required to meet the criteria for Merit and Excellence.
- The length/word count/time should be similar to the original task.
- If creating a new listening passage, consider if the language and grammar is at the appropriate level.

Re-formatting

- The original activity provides a template to follow as a guide.
- Add the school name and logo.
- Add a new name for the assessment activity.
- Add a date for when each assessment task will occur.
- Add sufficient lines/spaces for students to complete responses.
- Add a listening note box for each task.

Frequently asked questions

1. Can the assessment task include a glossary?

Yes, for low frequency or technical words that students would not know. This typically is a small list if required at all.

Words in the listening passage that are not present in the Te Reo Māori Level 2 Vocabulary List will be in a glossary in the student answer sheet.

2. Can the task be reformatted?

Yes, the task may need to be reformatted to ensure there are sufficient lines for students to write their responses in and listening note boxes could be added so students can make notes while they are listening.

3. Can you use a visual recording that has subtitles in English below?

Yes, if you can cover the subtitles. For example, covering the lower part of the screen with paper so the subtitles cannot be seen.

4. Can you pre-record the listening passage?

Yes. This might be useful to check how long it takes to read the passage the number of times required, with the pauses timed to ensure it fits into the allocated class time e.g. 50 mins.

5. Can you have different people reading the passage?

Yes, especially if the task involves more than one person. This can make it easier for students to differentiate the characters/persons speaking.

6. Can you create your own listening tasks rather than modifying existing activities?

Yes. The current activities can be used as a template for you to create your own. Look carefully at the supporting documents for the standard to ensure the curriculum and language levels are at Level 7 of Te Aho Arataki Marau mō te Ako i Te Reo.

7. Are questions the only way to assess listening?

No, listening can be assessed in different ways. For example, filling information in a table. An example of this can be seen in the activity 2.1A, where students fill out a table with headings for Part A and there is a listening template for Part B.

Completed Assessment Resource Checklist

	Completed ✓ x
Source, e.g. teacher/cluster/MoE	
Task states standard number, version, title, and credits.	
Instructions are clear and consistent with the Explanatory Notes of the Achievement Standard.	
Language is at the appropriate curriculum level.	
The task allows students to achieve the standard at each level of achievement.	
The Explanatory Notes of the standard are adhered to.	
The Assessment Schedule contains indicative responses for each level of achievement.	
The Assessment Schedule contains information to show how overall judgements will be made for the task.	
The school's internal policy for assessment has been followed.	