

# Level 3 NCEA Te Reo Māori

*This roadmap resource is designed to assist and support teachers of te reo Māori in English medium settings with designing a **Level 3 NCEA te reo Māori programme**.*

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Level 3 NCEA te reo Māori programmes should be aligned to **Taumata 8** (Curriculum Level 8) of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki.

These curriculum guidelines therefore should be used to support your Level 3 NCEA te reo Māori programme design.

You can access and use an online html version of the curriculum guidelines from:

<http://tereomaori.tki.org.nz/Curriculum-guidelines>

You can download a PDF copy of the curriculum guidelines from:

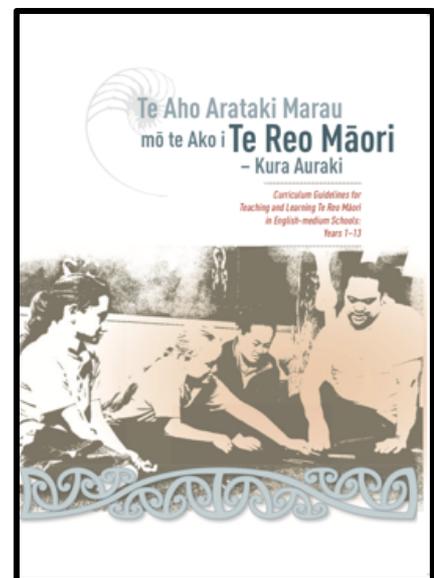
<http://tereomaori.tki.org.nz/content/download/762/4184/file/Curriculum%20guidelines.PDF>

The aim of this resource, is to support teachers to plan for the teaching and learning of te reo Māori at Curriculum Level 8 (NCEA Level 3), with a focus on **language progression**.

With the removal of the topics from the external assessment specifications for te reo Māori, this presents an exciting opportunity for kaiako to plan programmes around their own teaching strengths and interests coupled with language learning needs and interests of their students.

The process this resource is suggesting to support language progression, is to start broad, then refine and specify further as your progress through each aspect.

- Te Tohu Tauākī (Proficiency Target Statement)
- Whāinga Paetae (Achievement Objectives)
- Ara Reo (Language Modes)
- Horopaki (Socio Cultural Themes and Topics)



**Te Tohu Tauākī** (the Proficiency Target Statement) for Taumata 7 and 8 is called **Te Pakaritanga** (Achieving personal independence in te reo Māori) of the curriculum sets out in very broad terms what students should be able to know, understand and do across the six language modes:

- Whakarongo – listening
- Pānui – reading
- Mātakitaki – viewing
- Kōrero – speaking
- Tuhituhi – writing
- Whakaatu – presenting

The Tohu Tauākī also incorporates the development of language learning strategies in students. This means that we not only planning for language progression, but also how to support students to be well equipped learners of te reo Māori.

When planning or designing your te reo Māori programme, it's important to think about the proficiency target statements across all levels (1-8) of the curriculum, to support knowing where students are coming from, where they might be, and where ideally they are heading in terms of their proficiency development.

The proficiency target statements are presented on the following page, in a way, that will support kaiako to look **across** all levels, and **within** each pair of levels.

Keywords have been bolded to support kaiako to think about what students should be able to do and know, and therefore think critically about the implications for their programme design.

## Ngā Tohu Tauākī Proficiency Target Statements

<b>Te Whakatōtanga</b>	<b>Te Tupuranga</b>	<b>Te Puāwaitanga</b>	<b>Te Pakaritanga</b>
			
Levels 1 and 2: <b>Beginning</b> to use te reo Māori	Levels 3 and 4: <b>Developing communication skills</b> in te reo Māori	Levels 5 and 6: <b>Achieving social competence</b> in te reo Māori	Levels 7 and 8: <b>Achieving personal independence</b> in te reo Māori
By the end of Level 2,	By the end of Level 4,	By the end of Level 6,	By the end of Level 8,
students can understand te reo Māori that contains <b>well-rehearsed sentence patterns</b> and <b>familiar</b> vocabulary and can interact in <b>predictable exchanges</b> .	students can cope with a <b>variety of routine</b> situations when talking to speakers of te reo Māori.	students can converse with te reo Māori speakers in <b>familiar social</b> situations and cope with some less familiar ones.	students can take part in <b>general conversation with speakers</b> of te reo Māori, understand most of what is said, and contribute relevant comments.
They can read and write <b>straightforward</b> versions of what they have learned to say.	They can use <b>familiar</b> language with some <b>flexibility</b> and pick up some new language from its <b>context</b> .	They can use basic Māori language patterns <b>spontaneously</b> . They show a willingness to <b>experiment</b> with new language and to read <b>independently</b> .	They can <b>explain</b> and <b>discuss</b> many of their own <b>ideas</b> and <b>opinions</b> and may use te reo Māori <b>creatively</b> .
They are <b>aware</b> of and understand some of the <b>typical</b> cultural conventions that operate in interpersonal communication.	They can read and write <b>simple</b> notes and short letters and fill out simple forms. They can also <b>use and respond</b> to language, including directions and requests, that is likely to occur in familiar Māori settings.	They can write short passages, personal letters, and simple formal letters in te reo Māori.	They can read a variety of authentic te reo Māori materials and write <b>expressively</b> for a range of purposes.
Students are developing an <b>awareness</b> of the processes involved in learning te reo Māori.	They are becoming more <b>confident</b> in using a <b>range of language learning strategies</b> .	Students are <b>increasingly confident</b> in using a <b>range of strategies for learning</b> te reo Māori and for <b>communicating with others</b> in predominantly Māori social contexts.	Students use a <b>range</b> of strategies to help them learn te reo Māori <b>effectively</b> , and they demonstrate a high level of <b>fluency</b> for a learner of te reo Māori as a <b>second language</b> .

*By the end of Level 8, students can take part in general conversation with speakers of te reo Māori, understand most of what is said, and contribute relevant comments. They can explain and discuss many of their own ideas and opinions and may use te reo Māori creatively. They can read a variety of authentic te reo Māori materials and write expressively for a range of purposes. Students use a range of strategies to help them learn te reo Māori effectively, and they demonstrate a high level of fluency for a learner of te reo Māori as a second language.*

This proficiency target statement highlights some key aspects to consider in the design and delivery of a Level 3 NCEA programme. Use these reflective questions to support you to think in broad terms about a programme that supports progress against this proficiency target statement:

- *How will I support students to develop and achieve personal independence in te reo Māori?*
- *How will I encourage and support students to take part in general conversation?*
- *How will I encourage and support students to contribute relevant comments?*
- *What language features will I expect in an 'explain and discuss' context?*
- *What language could students use to justify and explain their own ideas and opinions?*
- *What does using te reo Māori creatively look and sound like?*
- *What are some of the language patterns I would expect students to spontaneously use?*
- *What are some examples of new language students might experience with?*
- *How will I support and encourage reading across a range of materials?*
- *How will I develop the necessary writing skills for students to be able to write longer passages?*
- *What are some familiar and less familiar genre for my students?*
- *What language learning strategies do my students already know and use to support their own te reo Māori learning?*
- *What new language learning strategies could I introduce to my students to build their repertoire of language learning strategies?*
- *What are some indicators of 'high level fluency' for a second language learners of te reo Māori?*

## Ngā Whāinga Paetae

The **Whāinga Paetae** (Achievement Objectives) represent key learning outcomes for a particular curriculum level. They are based on authentic texts and contexts that students are likely to encounter both in their everyday lives and also on special or formal occasions when te reo Māori is used for specific purposes.

There are five Whāinga Paetae at Taumata 8:

- 8.1 communicate about certainty and uncertainty, possibility and probability
- 8.2 develop an argument or point of view, with reasons
- 8.3 recount a series of events to inform, persuade or entertain
- 8.4 communicate the same information in different ways for different audiences
- 8.5 respond to selected and adapted texts in te reo Māori that are about te reo and tikanga Māori, for example, texts from recorded speeches, literature, film, newspapers, magazines, television, video, DVD and radio.

The Whāinga Paetae offer a further refining opportunity, to move from the broad context of the Tohu Tauākī and in to a more refined and specific context of the Whāinga Paetae. This means you need to consider the language demand that the Whāinga Paetae creates. For example, given 8.2 is about developing an argument or point of view, with reasons, *what language grammar, structures and vocabulary will my students need to know to be able to develop an argument or point of view, giving reasons?*

If you need help to identify language expectations at each curriculum level, access and use the Language Grammar Clarifications on the NZQA Te Reo Māori Subject Page:

<https://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/Te-Reo-Maori/TRM-Language-Clar-for-grammar-progression.pdf>

## Ngā Ara Reo

There are six **Ara Reo** (Language Modes) in total. The three **receptive** modes are:

- Whakarongo – listening
- Pānui – reading
- Mātakitaki – viewing

The three **productive** modes are:

- Kōrero – speaking
- Tuhiuhi – writing
- Whakaatu – presenting

The Ara Reo have suggestions for what students should be achieving in each of the language modes, and should be used to identify the finer skills to be developed across your Level 3 NCEA programme (Curriculum Level 8). Keep in mind, that to learn te reo Māori, students need to use **all** the ara reo.

### Whakarongo – Listening

By the end of Level 8 students can:

- understand much of what other speakers of te reo Māori say about a range of topics
- distinguish between facts, opinions and hypotheses and recognise intentions to persuade and influence in different contexts.

### Pānui – Reading

By the end of Level 8, students can:

- understand much of what is written by other users of te reo Māori about a range of topics
- distinguish between facts, opinions and hypotheses and recognise intentions to persuade and influence in different contexts.

### Mātakitaki – Viewing

By the end of Level 8, students can:

- understand the ways in which artists, speakers and writers combine visual and verbal features to present ideas and information to achieve particular effects for a range of purposes and audiences
- understand and respond to visual features used to present information and ideas for particular effects for a range of purposes and audiences.

## Kōrero – Speaking

By the end of Level 8, students can:

- initiate and sustain conversations
- give talks on a range of topics in a wide range of contexts
- produce a wide range of spoken text types, formal and informal
- adapt spoken texts to suit different audiences and purposes
- use te reo Māori to entertain and to persuade as well as to inform.

## Tuhituhi – Writing

By the end of Level 8, students can:

- use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy
- write about a range of topics across a wide range of text types, selecting words and expressions that are appropriate for the purpose and intended audience
- adapt written texts to suit different audiences and purposes
- use te reo Māori to entertain and to persuade as well as to inform.

## Whakaatu – Presenting

By the end of Level 8, students can:

- combine visual and verbal features to present ideas and information to achieve particular effects for a range of purposes and audiences
- use visual language in a range of text types for different audiences, purposes and effects
- create new visual texts to express their own information and ideas.

The Ara Reo offer a further refining opportunity, to move from the broad context of the Whaingā Pataa and in to a more refined and specific context of the Ara Reo. This means you need to think critically about which Ara Reo to focus on to support the development of relevant skills.

For example, given 8.2 is about developing an argument or point of view, with reasons, and students are learning through whakarongo and pānui to *distinguish between facts, opinions and hypotheses and recognise intentions to persuade and influence in different contexts.*

## Horopaki

At each level of the curriculum, there are possible contexts for introducing, practising and revising language in meaningful situations. These include:

- sociocultural themes
- topics
- text types

### Sociocultural themes

The socio-cultural themes suggested in the curriculum provide possible tikanga Māori content. The themes suggested at each level reflect the whāinga paetae at that particular level, however they can also be incorporated effectively at other levels. The themes suggested at Level 8 are:

- Ngā kōrero tuku iho (transmitting knowledge, spoken histories, the art of storytelling)
- Whaikōrero (the art of oratory)
- Tau utuutu, pāeke (delivering and responding to speeches)
- Ihi, wehi (qualities seen and felt that evoke emotion)
- Ngā toi (the creative arts) Rangatiratanga (the qualities of leadership, authority)
- Mana (authority, integrity)

The socio-cultural content at each level should be relevant to students' lives and yet varied enough to retain their interest, this is a key consideration for kaiako reo Māori as they design and plan their te reo Māori programmes.

### Topics

The topics suggested at each curriculum level, reflect the whāinga paetae for that particular level, however they can also be incorporated effectively at other levels. Kaiako could integrate some of these topics with others of their own choice or decide to reassign topics to a different level.

The topics suggested at Level 8 are:

- Bastion Point
- Land marches
- Māori media
- The representation of Māori in the media
- The foreshore and seabed situation
- The Waitangi Tribunal and Treaty settlements
- Environmental issues
- Natural resources
- Significant events, past and present
- Significant people, past and present
- Social cohesion and social justice in Aotearoa

There are different text types also suggested at each curriculum level, they have relevance to the achievement objectives at that particular level (and others) and include Māori-specific text types, for example, mōteatea and karakia.

The curriculum includes a small set of examples of text types, it is expected that Kaiako will supplement these with others that are relevant for their students.

The text types suggested at Level 8 are:

- Karakia (prayers)
- Kīwaha (idioms)
- Mōteatea (traditional Māori songs and chants)
- Pepeha (iwi-specific sayings)
- Whakataukī (proverbs)
- Classified advertisements
- Comics, graphic novels, cartoons
- Computer-assisted presentations
- Debates
- Dramatic texts
- Films and video presentations
- Formal and informal letters
- Formal and informal conversational exchanges
- Graphs and tables
- Magazines and newspapers
- Novels
- Poems
- Promotional and advertising material (for example, videos, CDs, book covers, posters)
- Questionnaires
- Reports
- Short stories
- Songs
- Talks
- Television, film, theatre, book, and exhibition reviews
- Television and radio programmes

When designing your te reo Māori programme, think critically about these horopaki to be the contexts where the time, space and place is created for te reo Māori to be introduced, practised and improved.

## Achievement Standards

The Te Reo Māori Subject Matrix outlines the entire suite of achievement standards for te reo Māori across NCEA Levels 1, 2 and 3. This entire subject matrix is included on the following page.

### Level 3 NCEA

The Level 3 achievement standards are aligned to Curriculum Level 8, there are five in total at Level 3 NCEA. Note: you are not required to use all of the Level 3 achievement standards in your programme.

### Level 3 NCEA Te Ao Whānui

The achievement standards at NCEA Level 3 (Curriculum Level 8) are contextualised in 'te ao whānui' for the student/s. This means that Level 3 NCEA programmes for te reo Māori need to be designed to ensure that all contexts through which learning is happening within are unfamiliar to the student/s, they are contexts from the wider world, and beyond the personal experience of the ākonga, and:

- The perspective is wide, and may include national /societal or even global issues
- The contexts at this level require deeper thinking, inquiry, research.
- Student/s may need to gather or research and analyse information which leads to evaluation, reflection, and summary to support or enable the student/s to express a personal point of view or express original imaginative/ creative thinking.

The Level 3 achievement standards are:

- 3.1 Whakarongo kia mōhio ki te reo o te ao whānui
- 3.2 Kōrero kia whakamahi i te reo o te ao whānui
- 3.3 Pānui kia mōhio ki te reo o te ao whānui
- 3.4 Tuhi i te reo o te ao whānui
- 3.5 Waihanga tuhinga i te reo o te ao whānui

The internally assessed achievement standards at Level 3 are:

- 3.1 Whakarongo kia mōhio ki te reo o te ao whānui
- 3.2 Kōrero kia whakamahi i te reo o te ao whānui
- 3.5 Waihanga tuhinga i te reo o te ao whānui

The externally assessed achievement standards at Level 3 are:

- 3.2 Kōrero kia whakamahi i te reo o te ao whānui
- 3.3 Pānui kia mōhio ki te reo o te ao whānui

The credit value for the whakarongo achievement standard at Level 3 is 4 credits, the credit value for all other achievement standards at Level 3 is 6 credits. This means there is a notional teaching and learning time for the whakarongo achievement standard of 40 hours, and 60 hours for all other achievement standards. This notional learning time needs to include time outside of class. Given this, you might want to factor in study, practise, wānanga, research or task completion into your programme design.

Te Reo Māori Subject Matrix						
	Level 1		Level 2		Level 3	
<b>Whakarongo</b>	AS91085	<b>1.1</b>	AS91284	<b>2.1</b>	AS91650	<b>3.1</b>
	<i>Whakarongo kia mōhio ki te reo o tōna ao</i>		<i>Whakarongo kia mōhio ki te reo o te ao torotoro</i>		<i>Whakarongo kia mōhio ki te reo Māori o te ao whānui</i>	
	<i>Whiwhinga: 6 Ā-roto</i>		<i>Whiwhinga: 4 Ā-roto</i>		<i>Whiwhinga: 4 Ā-roto</i>	
<b>Kōrero</b>	AS91086	<b>1.2</b>	AS91285	<b>2.2</b>	AS91651	<b>3.2</b>
	<i>Kōrero kia whakamahi i te reo o tōna ao</i>		<i>Kōrero kia whakamahi i te reo o te ao torotoro</i>		<i>Kōrero kia whakamahi i te reo Māori o te ao whānui</i>	
	<i>Whiwhinga: 6 Ā-roto</i>		<i>Whiwhinga: 6 Ā-roto</i>		<i>Whiwhinga: 6 Ā-roto</i>	
<b>Pānui</b>	AS91087	<b>1.3</b>	AS91286	<b>2.3</b>	AS91652	<b>3.3</b>
	<i>Pānui kia mōhio ki te reo o tōna ao</i>		<i>Pānui kia mōhio ki te reo o te ao torotoro</i>		<i>Pānui kia mōhio ki te reo Māori o te ao whānui</i>	
	<i>Whiwhinga: 6 Ā-waho</i>		<i>Whiwhinga: 6 Ā-waho</i>		<i>Whiwhinga: 6 Ā-waho</i>	
<b>Tuhituhi</b>	AS91088	<b>1.4</b>	AS91287	<b>2.4</b>	AS91653	<b>3.4</b>
	<i>Tuhi i te reo o tōna ao</i>		<i>Tuhi i te reo o te ao torotoro</i>		<i>Tuhi i te reo Māori o te ao whānui</i>	
	<i>Whiwhinga: 6 Ā-waho</i>		<i>Whiwhinga: 6 Ā-waho</i>		<i>Whiwhinga: 6 Ā-waho</i>	
<b>Waihanga Tuhinga</b>	AS91089	<b>1.5</b>	AS91288	<b>2.5</b>	AS91654	<b>3.5</b>
	<i>Waihanga tuhinga i te reo o tōna ao</i>		<i>Waihanga tuhinga auaha, i te reo o te ao torotoro</i>		<i>Waihanga tuhinga auaha, i te reo o te ao torotoro</i>	
	<i>Whiwhinga: 6 Ā-roto</i>		<i>Whiwhinga: 6 Ā-roto</i>		<i>Whiwhinga: 6 Ā-roto</i>	

### Essential links for NCEA Te Reo Māori

All secondary kaiako reo Māori teaching at NCEA levels should be familiar with the pages on NZQA and TKI.

### Te Kete Ipurangi

The TKI page for te reo Māori is:

<https://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Te-Reo-Maori>

The TKI page for Level 3 Te Reo Māori is:

<https://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Te-Reo-Maori/Level-3-Te-Reo-Maori>

From here, you can access Level 3 NCEA materials for te reo Māori including:

- Assessment resources
- Conditions of assessment
- Te Reo Māori subject matrix

The assessment resources available on TKI support internal assessment at Level 3. The assessment resources are NZQA quality assured. Remember, that you **MUST** modify the internal assessment resources available here for whakarongo, this is because the assessment schedule (including answers) are publicly available – they must be modified to ensure student work is authentic.

### New Zealand Qualifications Authority

The NZQA subject page for te reo Māori is:

<https://www.nzqa.govt.nz/ncea/subjects/te-reo-maori/levels/>

From here, you can access Level 3 NCEA materials for te reo Māori including:

- Achievement standards
- Moderator newsletters
- Clarifications
- Exemplars of student work
- Assessment specifications
- Examination papers and exemplars
- Assessment reports
- Scholarship documents
- Clarification of grammar levels

## Internal Assessment

It is encouraged that kaiako do not administer high stakes one-off assessment activities with students.

The achievement standards require a range of contexts and necessitate that speaking and writing are skills are developed over time, in an ongoing way.

Kaiako could assess using either a portfolio or a set task approach.

## Portfolio

A portfolio is a way of collecting evidence of speaking and writing throughout the year. Collecting evidence over time reflects good assessment practice. It allows both teachers and students to see development in knowledge and of skill across a range of learning contexts. Evidence may come from a formal or informal setting. For example, two students could be discussing their weekend (in te reo) informally. This could be filmed and recorded as evidence. Over the year they can record conversations and select the best for their portfolio.

Once all of the evidence from the portfolio has been compiled, the teacher will make a judgment as to what level the student is at, based on the Judgment Statement<sup>1</sup> in the assessment task. The Judgment Statement is derived from the standard. The tasks must demonstrate the student's ability in a range of speaking, writing or listening modes/genres.

As a teacher, you can give feedback and feed forward comments to students throughout the year. Students can refine their work as many times as they want prior to the submission date for the portfolio.

The selection of work for the portfolio is done with the teacher and then those best pieces (a minimum of two) are marked to give the overall grade. This usually happens at the end of Term 3, to allow time for grading, and resubmission if necessary before external examinations commence.

## Specified Assessments or Set Tasks

The achievement standard could be assessed in set tasks spread throughout the year.

A bank of assessment resources is available from TKI.

If using set tasks, a different genre must be used for each task, for example you might require students to write a review and a creative writing piece to constitute two pieces of waihangā tuhinga evidence.

The tasks, must enable the students to demonstrate their ability up to Excellence level. Kaiako are encouraged to refer to the achievement standard and the judgment statement in the assessment task.

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<sup>1</sup> The judgment statement in the assessment task is developed by the teacher. It expands on the broader statements of the standards and provides the detail of what is being assessed.

### External assessment

Both pānui and tuhituhi and pānui are externally assessed.

The 2019 assessment specifications for Level 3 outline the format of the pānui and tuhituhi exams, the link to these specifications is:

<https://www.nzqa.govt.nz/ncea/subjects/assessment-specifications/te-reo-maori-l3/>

### Internal Moderation

The internal moderation process has some requirements including:

- all assessment tasks must be **critiqued** by someone who has the necessary skills, this could be a teacher of any subject, not necessarily a subject specialist e.g. it's ok for your English teaching colleague to critique your assessment tasks before you use them with your students
- once you have administered the assessment task, and graded all student work, all grades must be **verified** by a subject specialist

### External Moderation

Every year schools are asked to provide samples of your student work to be submitted to, and moderated by NZQA, this is called external moderation.

You will need to have the following materials ready to submit on for your school:

- a copy of the task and any supporting resources
- a copy of the assessment schedule
- up to eight randomly selected samples of student work consisting of the key materials that the assessor has used to make an assessment judgement for achievement standards

To support this process, schools can adopt or adapt the **Internal Moderation Cover Sheet** available from:

<https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/internal-moderation-cover-sheet.docx>