**2023 NCEA Level 1 Te Reo Māori**

**10 Week Countdown to the Exam**

The NZQA examination for Level 1 Te Reo Māori will be held on: **Monday 20 November 2023 (9.30am)**

This resource, outlines a 10-week programme to support students to prepare for the exam, suggesting a suite of pānui and tuhituhi activities aligned to NCEA Level 1, and cognisant of the 2023 assessment specifications. The 10-week countdown starts in Week 5 of Term 3, and concludes in Week 4 of Term 4.

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| **Countdown Week:** | **Week of Term:** | **Start Date for the week:** |
| 10 | Week 5, Term 3 | 14 August 2023 |
| 9 | Week 6, Term 3 | 21 August 2023 |
| 8 | Week 7, Term 3 | 28 August 2023 |
| 7 | Week 8, Term 3 | 4 September 2023 |
| 6 | Week 9, Term 3 | 11 September 2023 |
| 5 | Week 10, Term 3 | 18 September 2023 |
| 4 | Week 1, Term 4 | 9 October 2023 |
| 3 | Week 2, Term 4 | 16 October 2023 |
| 2 | Week 3, Term 4 | 23 October 2023 |
| 1 | Week 4, Term 4 | 30 October 2023 |
| **Examination**  **will be held:** | **Week 7, Term 4** | **Monday 20 November 2023, 9.30am** |

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| **Countdown Week 10** | | | | |
| *14 August 2023* | *15 August 2023* | *16 August 2023* | *17 August 2023* | *18 August 2023* |
| Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min |
| Tuhi 1 | Tuhi 1 | Tuhi 1 | Tuhi 2 | Tuhi 1 |
| Plan, draft. | Rework, finalise | Peer review, then rework, finalise | Kaiako review, then rework, finalise | Finalise, publish |

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| **Countdown Week 9** | | | | |
| *21 August 2023* | *22 August 2023* | *23 August 2023* | *24 August 2023* | *25 August 2023* |
| Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min |
| Pānui 1 | Pānui 1 | Pānui 1 | Pānui | Pānui |
| Define and explain and new words in the text. | Complete the reading comprehension task. | Mark as class | Exam techniques | Previous pānui exam |

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| **Countdown Week 8** | | | | |
| *28 August 2023* | *29 August 2023* | *30 August 2023* | *31 August 2023* | *1 September 2023* |
| Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min |
| Tuhi 2 | Tuhi 2 | Tuhi 2 | Tuhi 2 | Tuhituhi |
| Class brainstorm and co-constructed writing plan | Individual draft | Rework, finalise | Peer review | Exam techniques |

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| **Countdown Week 7** | | | | |
| *4 September 2023* | *5 September 2023* | *6 September 2023* | *7 September 2023* | *8 September 2023* |
| Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | ***Shared kai for class*** |
| Pānui 2 | Pānui 2 | Pānui 2 | Pānui |
| Define and explain and new words in the text. | Complete the reading comprehension task. | Mark as class | Brainstorming practice across a range of topics. |

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| **Countdown Week 6** | | | | |
| *11 September 2023* | *12 September 2023* | *13 September 2023* | *14 September 2023* | *15 September 2023* |
| Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min |
| Tuhi 3 | Tuhi 3 | Tuhi 3 | Tuhi 3 | Tuhituhi |
| Plan, draft. | Rework, finalise | Peer review, then rework, finalise | Kaiako review, then rework, finalise | Exam techniques |

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| **Countdown Week 5** | | | | |
| *18 September 2023* | *19 September 2023* | *20 September 2023* | *21 September 2023* | *22 September 2023* |
| Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min |
| Pānui 3 | Pānui 3 | Pānui 3 | Pānui | Pānui |
| Define and explain and new words in the text. | Complete the reading comprehension task. | Mark as class | Exam techniques | Previous pānui exam |

***Term 3 Ends| School Holidays Begin***

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| **Countdown Week 4** | | | | |
| *9 October 2023* | *10 October 2023* | *11 October 2023* | *12 October 2023* | *13 October 2023* |
| Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min |
| Tuhi 4 | Tuhi 4 | Tuhi 4 | Tuhi 4 | Tuhituhi |
| Plan, draft. | Rework, finalise | Peer review, then rework, finalise | Kaiako review, then rework, finalise | Revise and practice conjunctions |

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| **Countdown Week 3** | | | | |
| *16 October 2023* | *17 October 2023* | *18 October 2023* | *19 October 2023* | *20 October 2023* |
| Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min |
| Pānui 4 | Pānui 4 | Pānui 4 | Pānui | Pānui |
| Define and explain and new words in the text. | Complete the reading comprehension task. | Mark as class | Extra practice answering pānui exam questions | Previous pānui exam |

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| **Countdown Week 2** | | | | |
| *23 October 2023* | *24 October 2023* | *25 October 2023* | *26 October 2023* | *27 October 2023* |
| ***Labour Day*** | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min |
| Tuhituhi | Tuhituhi | Tuhituhi | Tuhituhi |
| Previous tuhituhi exam and essay planning | Write a perfect paragraph with marking shedule as a class | Write a perfect paragraph with marking shedule individually | Exam Practice – 150 words minimum quality writing. |

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| **Countdown Week 1** | | | | |
| *30 October 2023* | *31 October 2023* | *1 November 2023* | *2 November 2023* | *3 November 2023* |
| Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Ako kupu 10 min | Study Tips  followed by a ***shared kai*** for class! |
| Pānui 5 | Pānui 5 | Pānui 5 | Pānui |
| Define and explain and new words in the text. | Complete the reading comprehension task. | Mark as class | Extra practice reading exam instructions, and answering pānui exam questions |

[*The Level 1 Te Reo Māori exam starts at 9.30am on Monday 20 November*](https://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/exams-and-portfolios/2023-Timetable-plus-RAS-Final.pdf)

**Before you start your exam preparation, ensure you are familiar with the**

**following documents:**

* [2023 Assessment Specifications](https://www.nzqa.govt.nz/ncea/subjects/assessment-specifications/te-reo-maori-l1/)
* [2022 Pānui Marking Schedule for 91087](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/schedules/2022/91087-ass-2022.pdf)
* [2022 Tuhituhi Marking Schedule for 91088](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/schedules/2022/91088-ass-2022.pdf)

**Examples of Pānui responses at NCEA Level 1**

*Click the links for examples of Excellence, Merit, and Achieved in Pānui at Level 1:*

* 2017 Example of Pānui [Excellence](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exemplars/2017/91087-exp-2017-excellence.pdf)
* 2017 Example of Pānui [Merit](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exemplars/2017/91087-exp-2017-merit.pdf)
* 2017 Example of Pānui [Achieved](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exemplars/2017/91087-exp-2017-achievement.pdf)

**Examples of Tuhituhi at NCEA Level 1**

*Click the links for examples of Excellence, Merit, and Achieved in Tuhituhi at Level 1:*

* 2017 Example of Tuhituhi [Excellence](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exemplars/2017/91088-exp-2017-excellence.pdf)
* 2017 Example of Tuhituhi [Merit](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exemplars/2017/91088-exp-2017-merit.pdf)
* 2017 Example of Tuhituhi [Achieved](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exemplars/2017/91088-exp-2017-achievement.pdf)

**The Achievement Objectives for Level 6 of the curriculum**

*Students should be able to:*

* 6.1 give and follow instructions
* 6.2 communicate about problems and solutions
* 6.3 communicate about immediate plans, hopes, wishes, and intentions
* 6.4 communicate in formal situations.

**Expectations for Pānui at Level 6 of the curriculum**

*By the end of Level 6, students can:*

* make use of context and familiar language to understand written instructions and information in formal and informal contexts
* understand specific details in contexts that may contain some unfamiliar language
* distinguish between past and present actions and states.

**Expectations for Tuhituhi at Level 6 of the curriculum**

*By the end of Level 6 students can:*

* use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy
* write information on familiar topics, referring to past, present, and future time
* write a range of text types and more extended texts (for example, formal letters, personal letters, blogs, longer essays, descriptions, and narratives)
* use a range of written planning tools, such as graphic organisers and mind maps
* use appropriate writing conventions (spelling, punctuation, capitalisation, grammar).

**Other useful links**

* NZQA [Te Reo Māori subject](https://www.nzqa.govt.nz/ncea/subjects/te-reo-maori/levels/) page
* [Clarification of grammar levels](http://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/Te-Reo-Maori/TRM-Language-Clar-for-grammar-progression.pdf)
* [High frequency word list](http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/High-frequency-word-lists)
* [NZQA Exam timetable](https://www.nzqa.govt.nz/ncea/ncea-exams-and-portfolios/external/national-secondary-examinations-timetable/)
* [Level 1 Examination Papers](https://www.nzqa.govt.nz/ncea/assessment/search.do?query=reo+maori&view=exams&level=01) from previous years

**Student Tips: For each preparation block**

**Kupu list**

* Spend 10 minutes per day going over these kupu: <http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/High-frequency-word-lists>
* *NZQA have stated that all vocabulary outside of this list will be in the glossary in the exam*
* Quizlet: <https://quizlet.com/85552286/flashcards> To use the flashcards on Quizlet, turn off the audio and press play.

**Tuhituhi**

* Step 1: Each student is to choose a topic from the kaupapa list.
* Step 2: Brainstorm the content of the writing.
* Step 3: What will be at the beginning, middle and end of the piece?
* Step 4: What structures, kīwaha and whakataukī will be used to ensure you demonstrate your range
* Step 5: Read exam assessment schedule. Ensure that requirements for excellence are clearly understood. (Make regular checks on schedule throughout the writing.)
* Step 6: Write the piece.
* Step 7: Go through the writing checklist.

**Pānui**

* Step 1: Select a reading activity from the activity list.
* Step 2: Read through the whole passage.
* Step 3: Write down an overview of what you are reading. Just a few lines.
* Step 4: Read the first paragraph again.
* Step 5: Read the question and highlight the parts in the text that will contribute to the answer. (NOTE: If you see a word that you do not recognise, stay calm, take your time and try to decipher what it could mean from the context.)
* Step 6: Write down your answer in full and with as much detail as possible. Never leave a question unanswered. Always double check your answers.

**Some other strategies to mix up your reading practice activities. These are simple to create and you can use existing text.**

**1. Cloze. Fill in the gaps with the kupu in the box.**

EG: I ………………….pīrangi a Tamati ki te haere …………………te kanikani o te kura, engari, kāore …………………kākahu pai, kāore hoki āna …………………….

|  |
| --- |
| Ki, ōna, moni, tino |

EG: I **tino** pīrangi a Tamati ki te haere ki **te** kanikani o te kura, engari, kāore **ōna** kākahu pai, kāore hoki āna **moni**

**2. Some incorrect words have been placed in the sentence.   
Remove the incorrect words.**

EG: I te pai taenga o te manuhiri ki te nui marae, ka tatari rātou ki te waharoa. I a rātou e roa tatari ana, ka tīmata te heke mai o te makariri ua. “Auē, ko tā Tanira. Kāore ōku ngā koti.

EG: I te ~~pa~~i taenga o te manuhiri ki te ~~nui~~ marae, ka tatari rātou ki te waharoa. I a rātou e ~~roa~~ tatari ana, ka tīmata te heke mai o te ~~makariri~~ ua. “Auē, ko tā Tanira. Kāore ōku ~~ngā~~ koti.

**3. Find a synonym for the words in bold. Using dictionaries is fine for this activity.**

EG: Ko te wāhi pai rawa atu o te ao ki **a au,** ko Rotorua. He wāhi pai a Rotorua ki a au, **nā te mea**, he nui ngā mahi **pārekareka** pērā i te haere ki ngā **konohete** Māori, ngā kōneke, ngā **puna wera** me ētahi atu mea hoki.

EG: Ko te wāhi pai rawa atu o te ao ki **a au (ahau) ,** ko Rotorua. He wāhi pai a Rotorua ki a au, **nā te mea (i te mea)** , he nui ngā mahi **pārekareka** **(rekareka)** pērā i te haere ki ngā **konohete (Whakaaturanga)** Māori, ngā kōneke, ngā **puna wera** **(ngāwhā)** me ētahi atu mea hoki.

**Wāhanga Tuhituhi**

The following are from the assessment specifications for 2023:

* Candidates will be expected to write about a topic relating to their immediate world in te reo Māori.
* Writing topics will be linked to Level 5 and Level 6 of Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki and the New Zealand Curriculum.
* Candidates will choose one question they are familiar with and should display their ability to write purposefully and critically and be able to express ideas and opinions.
* Candidates must write in te reo Māori only.
* Information in planning spaces will not be marked.

**Preparing for the Tuhituhi (Level 1) examination**

**Questions and phrases (Level 1)**

Students would benefit from having good knowledge and understanding of the following types of questions and phrases.

**TIP:** A good way to practice these is to cut up the words, mix them up and get the students to match them up again. Print at A3 or larger.

|  |  |
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| … ki te aha? | *… to do what?* |
| … i te aha? I whiwhi a Rewi i te aha? | *What did …? What did Rewi get?* |
| E hia? | *How many?* |
| E hia te roa? | *How long?* |
| e pā ana/mō | *about* |
| e whai ake nei | *following* |
| Hāngai | *relates to, coincides* |
| He aha ai? | *Why?* |
| He aha ētahi o ngā …? | *What are some of the …?* |
| He aha i kore ai …? | *Why didn’t/Why not …?* |
| He aha ngā hua …? | *What are the outcomes …?* |
| He aha te take …? | *What’s the reason/Why …?* |
| He aha tētahi o ngā …? | *What’s one of the …?* |
| Hei aha? | *What for?* |
| He aha ētahi o ngā painga? | *What are some of the uses/good things?* |
| Hei tauira, … | *For example, …* |
| I hea …? | *Where was …?* |
| ō/āu ake kupu | *your own words* |
| I pēhea …? | *How did/was ...?* |
| I takea mai/I ahu mai … i hea? | *Where does … originate/come from?* |
| Inahea/Nōnahea …? | *When did …?* |
| Ka aha …? | *What did/will … do?* |
| Ka ahatia/I ahatia? | *What happened?* |
| Ka pēhea koe e mōhio ai? | *How do you know?* |
| Kei hea …? | *Where is …?* |
| Kei te tika, kei te hē rānei? | *Is it right or wrong?* |
| Ki ōu whakaaro … | *In your opinion …* |
| Kimihia te … | *Find the …* |
| Ko ēhea/ko ēwhea …? | *Which …?* |
| Ko wai …? | *Who …?* |
| Kōaro / tauaro | *opposite* |
| Kōwae | *paragraph, passage* |
| Kua kōrerohia/Kua whakahuatia | *That have been mentioned* |
| Mā hea …? | *How did/will (someone get somewhere)?* |
| māramatanga/whakamāramatanga | *explanation* |
| momo, tūmomo, tū | *type* |
| Nā te aha …? | *How (By what means) did … happen?* |
| Nā wai …? | *Who … (did something)?* |
| Nō hea …? | *Where from …?* |
| Nō tēhea …? | *From which …?* |
| ōrite, rite | *same* |
| Pātai | *question* |
| Rānei | *or* |
| rerenga kōrero | *sentence* |
| Tikanga | *meaning* |
| Tokohia? | *How many? (people)* |
| tuhia ō whakaaro | *write your thoughts, ideas* |
| Whakaingoatia | *name* |
| Whakakāhorengia | *write in the negative form, negate* |
| Whakamāoritia | *translate into Māori* |
| Whakamāramahia | *explain* |
| Whakapākehātia | *translate into English* |
| Whakarāpopotohia | *summarise* |
| whakautu(a) | *answer* |
| whiriwhiri(a) | *choose* |

**Tuhituhi practice**

**TIP:** Use the following scenarios and text types below to provide students with practice in preparation for the tuhituhi examination.

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| **1. Letter/email**  Your Māori speaking cousin has moved overseas. You email him/ her about your latest hobby/ sport/ club that you are in to. You may wish to talk about: How you got into it, how you do it, the things that are good about it and those that aren’t so good, events you’ve attended, likes, dislikes, rules, costs, venues, dates, times, problems, solutions, funny things that happened, transport, weather, and what you’d like to do in the future in relation to the thing that you do. |
| **2. Advertisement/article**  You are an important person in your team/club/sport. You want to get more people involved in what you do. Write an advertisement or an article for the school newsletter informing people about this kaupapa. Why is it good? What are the benefits for the participants? How do they get involved? When and where do you meet? Does it cost anything? What are the up- coming events? What do other people have to say about it. What are the practise and game times? What are the contact details? |
| **3. Review/Report**  Write a review or a report about an event you attended. Consider where it was, when, who was there, why it occurred, and some of the things you liked/disliked about it. Include details such as: costs incurred and by whom, transport people used to get there, other people’s opinions of the event, weather, what happened, highlights, what could have been better, problems and solutions, and if you would attend an event like that again. If so, why? If not, why not? |
| **4. Story**  Write a story about characters who are involved in a particular hobby, sport, or club. When and where is the story set? Who are the characters? What are they like? How does the story begin? Was there a problem? Was that problem solved? What happened in the story that will keep the reader interested? How does the story end? |
| **5. Facebook conversation**  You and a friend/s are planning a trip, excursion, event relating to something that you enjoy. Write the conversation that you must plan this. Where and when are you going? Who is going? What are your transport options? What are your preferences, likes, and dislikes? Compare options and give reasons for your opinions. Outline costs and problems that arise, and solutions to those problems. What food do you need? Outline arguments responding positively or negatively to someone’s suggestions. |
| **6. Instructions/rules**  Your club, team, or group have decided to speak only in Māori. They have asked you to write instructions to play a game, to cook a meal, to do a dance, or rules that you must all follow to be able to engage in a task. You could include what to do, what not to do, what happens if you do something wrong, warnings, equipment (including safety equipment), penalties, time requirements, clothing needs, preferences, scoring, ingredients, or how to win. Include everything you need to complete the task successfully. |
| **7. Notice**  You are organising a noho marae. You have been given the task of writing the pānui to the students and parents providing details and outlining the purpose of the noho, including the benefits students will get from the noho and the expectations of the participants. You may wish to consider greetings (opening and closing), when things will happen, dates, equipment required, things to take, tikanga, rules, the repercussions for breaking the rules, contact details, a breakdown of costs, payment information, transport, a contract, permission slip, an invite to parents to participate. |
| **8. Blog**  You are on a school trip either somewhere in the country or overseas for 5 days. The teacher in charge of the trip doesn’t want you to spend all day on your phone, so she has made a rule that you only get your phone once a day for an hour and you must do a blog entry for your whānau explaining what you did that day. You may wish to include places, times, descriptions, highs and lows, transport, problems and solutions, funny things, something interesting that you learned, someone interesting that you met, any drama that occurred, your opinions about things, and the opinions of others. |
| **9. Suggestion box**  Your school is keen to hear student voice, so they’ve put a suggestion box outside the main office. You have a great idea that you think will make things better for the students at your school. Your suggestion must have reasons for why your idea is a good one. You must also include how your suggestion will benefit your peers. Consider providing some of your friend’s opinions in your suggestion as well. You know they could be sceptical about this suggestion, so you may want to provide some proof that it will work. |

**Assessment Schedule / Evidence Statement**

**TIP:** Mark every piece of writing using the [2022 Tuhituhi Marking Schedule for 91088](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/schedules/2022/91088-ass-2022.pdf)

**Student Tips: Writing Checklist**

Tick the box on the right hand side once you have checked the following:

|  |  |  |  |
| --- | --- | --- | --- |
| Capital letters |  | Included appropriate whakataukī? |  |
| Punctuation |  | Included appropriate kīwaha? |  |
| Grammar |  | Ideas connect up well? |  |
| Macrons |  | Adheres to the topic in detail? |  |
| Paragraphing |  | Ideas have been developed? |  |
| Spelling |  | It is 150 words or longer? |  |

Have you incorporated any of the following conjunctions and structure types?

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| --- | --- | --- | --- |
| ā |  | e ai ki |  |
| engari |  | otirā |  |
| nā/nō/i te mea |  | mehemea/mēnā/pēnā |  |
| heoi anō |  | hāunga |  |
| koinā te take |  | …, arā, … |  |
| nā/nō reira |  | kāore e kore |  |
| i muri i tērā |  | pēnei i …/pērā i … |  |
| i mua i tērā |  | tēnā pea |  |
| ki ōku nei whakaaro |  | e pā ana/mō |  |
| ki ahau nei |  | waihoki |  |
| hei tā |  | me te mea anō |  |
| nā tērā/tēnei/tēnā |  | ahakoa |  |
| … ake … |  | … rawa … |  |
| … rānei |  | … kē … |  |
| … tonu … |  | … hoki … |  |

**Student Tips for NCEA Tuhituhi exams**

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| **Tip #1** | *Drink water and have something healthy to eat before*  *your exam. Take a water bottle in with you.* | Delicious milk bottle with healthy food Royalty Free Vector |
| **Tip #2** | *Complete the pānui exam FIRST.*  *Then the tuhituhi exam LAST* | . |
| **Tip #3** | *Watch the time, and take your time.* |  |
| **Tip #4** | *Use the planning pages to help structure your writing.* |  |
| **Tip #5** | *Read the questions carefully to make sure you understand what the question is asking you to do.* |  |
| **Tip #6** | *Remember your pens.*  *Write uisng blue or black pen only* | ***BLUE*** *or* ***BLACK*** |
| **Tip #7** | *Make sure to make your writing interesting to the reader!* | Graphic novels can get kids interested in reading | Parenting News,The  Indian Express |
| **Tip #8** | *Use a range of structures and vocabulary.* |  |
| **Tip #9** | *Check your grammar, punctuation and macrons.*  *These really do matter!* |  |
| **Tip #10** | *Check your writing structures using the reading passage in the pānui exam. This may help with checking macrons too.* | Using macrons on Storypark - Storypark Blog |
| **Tip #11** | *A minimum of 150 words is required. A* ***quality*** *paragraph of 150 words is better than a poorly written paragraph of 300 words.* |  |
| **Tip #12** | *Use all of the time available to you. Effort is the key.* |  |
| **Tip #13** | *Check through your writing at least twice, checking for different things. Check for sense/flow. Check for macrons/spelling.* |  |

**Wāhanga Pānui**

**Preparing for the Pānui (Level 1) examination**

Use the following activities to help prepare your students for the Level 1 Pānui exam:

1. [Hui Marae 1](https://www.akopanuku.tki.org.nz/assets/ResourceFiles/Resource_Hui-Marae-activities-1_File.pdf)
2. [Hui Marae 2](https://www.akopanuku.tki.org.nz/assets/ResourceFiles/Resource_Hui-Marae-activities-2_File.pdf)
3. [Hākinakina 1](https://www.akopanuku.tki.org.nz/assets/ResourceFiles/Resource_Hakinakina-1-activities_File.pdf)
4. [Hākinakina 2](https://www.akopanuku.tki.org.nz/assets/ResourceFiles/Resource_Hakinakina-2-activities_File.pdf)
5. [Te Kura](https://www.akopanuku.tki.org.nz/assets/ResourceFiles/Resource_Te-Kura-activities_File.pdf)
6. [2022 Pānui Examination](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exams/2022/91087-exm-2022.pdf)
7. [2021 Pānui Examination](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exams/2021/91087-exm-2021.pdf)
8. [2020 Pānui Examination](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exams/2020/91087-exm-2020.pdf)

**Achievement Criteria: Pānui kia mōhio ki te reo o tōna ao (91087)**

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| **Paetae** | **Kaiaka** | **Kairangi** |
| **Pānui kia mōhio ki te reo o**  **tōna ao:**   * ka whai i te ia o te tuhinga. | **Pānui kia mārama ki te reo o**  **tōna ao:**   * ka mārama ki te kiko o te tuhinga. | **Pānui kia mātau ki te reo o**  **tōna ao:**   * ka mātau ki ngā topehatanga o te tuhinga * ka mau te tikanga, te pūtake o te tuhinga. |
| * Candidate is able to recognise te reo Māori relating to their immediate world. * Candidate follows the gist of the text. | * Candidate is able to comprehend te reo Māori relating to their immediate world. * Candidate understands the content of the text. | * Candidate is able to comprehend with proficiency te reo Māori relating to their immediate world. * Candidate shows proficiency in their understanding of the finer details of the text. * Candidate grasps the meaning and purpose of the text. |

**Student Tips for NCEA Pānui exams**

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| **Tip #1** | *Have a healthy breakfast or lunch before your exam. Drink water.* |  |
| **Tip #2** | *Complete the reading part of the exam first. This helps your mind to get in to Māori thinking mode.* | C:\Users\trimp\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N1ARNNHS\MC900433938[1].png |
| **Tip #3** | *Watch the time, and take your time.* |  |
| **Tip #4** | *Take a highlighter in to the exam. As you are reading the text, highlight possible answers to questions. This will make it easier for you to return to the place you were in the text also.* | C:\Users\trimp\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N1ARNNHS\MC900359623[1].wmf |
| **Tip #5** | *Remember your pens. BLUE or BLACK only. Make sure that they work and that you have enough pens.* | C:\Users\trimp\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OLQYJ7OR\MC900340766[1].wmf |
| **Tip #6** | *Identify all details, those that are obvious and those that aren’t. The exam marker wants to see that you can understand the passage in full.* | C:\Users\trimp\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\POVJSCOE\MC900088622[1].wmf |
| **Tip #7** | *Answer every question, even if you aren’t sure of the answer.*  *If you do not answer a question, you cannot get any marks.*  *Give it your best.* | C:\Users\trimp\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B3J12B36\MC900088626[1].wmf |
| **Tip #8** | *Is there a glossary of words to help you? If so, highlight the words in the passage that are in the glossary.* | C:\Users\trimp\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N1ARNNHS\MC900432585[1].png |
| **Tip #9** | *If you don’t understand a word. Try and read the rest of the sentence to figure out what the missing word might mean.* | C:\Users\trimp\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\POVJSCOE\MC900048774[1].wmf |
| **Tip #10** | ***Do not leave the exam early. Use your time – ALL OF YOUR TIME.***  *If you have finished early, read and re-read your work to make it as correct as possible. Each time you read it, look for different things to improve on. Look for things such as:*  *Have you been specific with your answers?;*  *Have you given enough detail?;*  *Does it make sense to someone else reading it?*  *There will always be something that can be improved upon.*  ***Effort is the key.*** | C:\Users\trimp\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\POVJSCOE\MC900281333[1].wmf |