**2023 NCEA Level 3 Te Reo Māori**

**10 Week Countdown to the Exam**

The NZQA examination for Level 3 Te Reo Māori will be held on: **Monday 6 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 3, 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 5, Term 4** | **Monday 6 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 3 Te Reo Māori exam starts at 9.30am on Monday 6 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-l3/)
* [2022 Pānui Marking Schedule for AS91652](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/schedules/2022/91652-ass-2022.pdf)
* [2022 Tuhituhi Marking Schedule for AS91653](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/schedules/2022/91653-ass-2022.pdf)

**Examples of Tuhituhi at NCEA level 3**

*Click the links for examples of Excellence, Merit, and Achieved in Tuhituhi at Level 3:*

* 2018 Example of Tuhituhi [Excellence](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exemplars/2018/91653-exp-2018-excellence.pdf)
* 2018 Example of Tuhituhi [Merit](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exemplars/2018/91653-exp-2018-merit.pdf)
* 2018 Example of Tuhituhi [Achieved](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exemplars/2018/91653-exp-2018-achievement.pdf)

**Examples of Pānui responses at NCEA level 3**

*Click the links for examples of Excellence, Merit, and Achieved in Pānui at Level 3:*

* 2017 Example of Pānui [Excellence](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exemplars/2018/91652-exp-2018-excellence.pdf)
* 2017 Example of Pānui [Merit](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exemplars/2018/91652-exp-2018-merit.pdf)
* 2017 Example of Pānui [Achieved](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exemplars/2018/91652-exp-2018-achievement.pdf)

**The Achievement Objectives for Level 8 of the curriculum**

*Students should be able to:*

* 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).

**Expectations for Pānui at Level 8 of the curriculum**

*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.

**Expectations for Tuhituhi at Level 8 of the curriculum**

*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.

**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](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-exams-and-portfolios/external/national-secondary-examinations-timetable/)
* [Level 3 Examination Papers](https://www.nzqa.govt.nz/ncea/assessment/search.do?query=reo+maori&view=exams&level=03) 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 for reading practice activities.**

**1. Responding using own words**

Students cannot answer using the exact text from the passage. Therefore, the skill of writing the answer in the student’s own words is something that needs to be developed.

**2. Understanding the question**

Understanding the question is of upmost importance, therefore looking at a range of common questions that have featured in previous examinations for Te Reo Māori is imperative.

**3. Using a range of starters**

It is very useful to learn a range of opinion starters EG: Ki ahau nei, ki ōku nei whakaaro, hei tāku, ki a ..., hei tā..., e ai ki..., ko tā..., nā...te kī, ka kī/mea a... etc. These will help to get started in the answering of the questions.

**4. Being familiar with a range of question types**

Use [Wharekura online](http://www.tki.org.nz/r/maori/wharekura/index_m.html) to generate questions that are like questions that have featured in previous examinations for Te Reo Māori. Students could write the questions themselves.

**5. Practice, practice, practice!**

The main thing is that students have had enough practice to prepare them for the exam.

**Wāhanga Tuhituhi**

The following are from the assessment specifications for 2023:

* Candidates will be required to write ONE essay of at least 400 words.
* Topics will cover local, national, and global themes across different text types.
* Information in planning spaces will not be marked.

**Preparing for the Tuhituhi (Level 3) examination**

**Questions and phrases (Level 2)**

Students would benefit from having good knowledge and understanding of the following type 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 use’s / 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 | *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…? | *Through what 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* |
| Hei taunaki/tautoko | *To support* |
| Me pēhea e...ai? | *How will/can…?* |
| Tīkina | *Select, fetch, take* |

**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. Reta ki te ētita**  Last year there was much discussion about whether teaching about the New Zealand wars should be compulsory in Aotearoa. Despite the efforts of many to make this happen, the suggestion was rejected. Write a letter to the editor of a major newspaper or a news media company expressing your opinions about this issue. Ensure that you back up your opinions. You may want to include quotes from other people to strengthen your argument. Sequence your ideas well and make sure your ideas are clear and to the point.  (You also may want to replace The NZ wars with compulsory reo in schools) |
| **2. Te hanga mahere**  You have noticed that there are very few people in your community that speak Māori. You want to do something about it and decide to apply to Te Taura Whiri i te Reo Māori for funding to help increase the number of speakers in your community. They require you to write a plan that will achieve your goal. Provide some background about the issue and what you plan to do about it. You may wish to consider times, dates, strategies, participants, and projected outcomes. Who in the community is supporting you, what are you going to do, and why? |
| **3. He tuhinga roa**  Write an essay about an issue that is important to you. What is the history of the issue? Who was involved? What were the differing opinions? What actions were taken to make a change? What currently is happening in relation to the issue? What do you think will happen in the future? What is required for success? Ensure you back up your points and have an introduction, body and conclusion. |
| **4. He tuhinga whakataurite**  Things in Te Ao Māori have changed quite dramatically over time. The changes are attributed to many causes. Write an essay comparing changes in Te Ao Māori from the past until now. Discuss the changes and also write your predictions for how you think things will further change in the future. |

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| **5. He kōrero paki / He waiata**  Myths, legends and waiata are used to teach people about morals, tikanga, history, decision making etc. Write a story or waiata where the objective is to teach something specific. Remember how the story of *Māui and the Sun* included problem solving, leadership, effective planning and courage.  Write your story or waiata. Your waiata does not require a tune, just lyrics. |
| **6. He kōrero hītori**  Learning about history is important in all cultures. History provides us with many lessons and important advice about what to do and what not to do. It tells us tales of bravery and overcoming obstacles.  Write about a historical event. How did it impact on people’s lives? Who was involved? Has it had a long-term impact? |
| **7. He kōrero tōrangapū**  Write an essay about a political issue in Aotearoa today. What are the origins of the issue? How is it affecting people in the community/country? What has been done to try to improve the situation? What are the differing opinions about the issue? What are the long-term impacts (positive or negative) of the issue? |
| **8. He waiata, haka**  Write an explanation of a waiata or haka that you have learnt. Who composed it? Why was it composed? When is it approriate to perform? What lessons can be learnt from learning it? What type of emotion is used when performing it? Does the composer use imagery, kīwaha and whakataukī? If so, why have they been used? |
| **9. He kōrero whakapakepake**  Your young cousin is going to college next year and is deciding what subjects to take. You really what him/her to take Māori. Write an email to him/her explaining why they should take te reo Māori. Think about the benefits for you, for your whānau, for your culture and for your future. Remember to use whakataukī to back up your kōrero. |

**Assessment Schedule / Evidence Statement**

**TIP:** Mark every piece of writing using the [2022 Tuhituhi Marking Schedule for AS91653](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/schedules/2022/91653-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 well? |  |
| Macrons |  | Adheres to the topic in detail? |  |
| Paragraphing |  | Ideas have been developed? |  |
| Spelling |  | It is 400 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 400 words is required. A* ***quality*** *paragraph of 400 words is better than a poorly written paragraph of 800 words.* |  |
| **Tip #12** | *Use all 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 3) examination**

Use the following activities to help prepare your students for the Level 3 Pānui exam:

1. [Ngā Poropiti Māori](https://akopanuku.tki.org.nz/assets/ResourceFiles/Resource_Nga-Poropiti-Maori-activities_File.pdf)
2. [He Kaupapa Tōrangapū](https://akopanuku.tki.org.nz/assets/ResourceFiles/Resource_He-Kaupapa-Torangapu-activities_File.pdf)
3. [Te Whakarauoratanga o te reo Māori](https://akopanuku.tki.org.nz/assets/ResourceFiles/Resource_Te-Whakarauoratanga-o-te-Reo_File.pdf)
4. [2022 Pānui Examination](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exams/2022/91652-exm-2022.pdf)
5. [2021 Pānui Examination](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exams/2021/91652-exm-2021.pdf)
6. [2020 Pānui Examination](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/exams/2020/91652-exm-2020.pdf)

**Achievement Criteria:** **Pānui kia mōhio ki te reo Māori o te ao whānau (91652)**

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| --- | --- | --- |
| **Paetae** | **Kaiaka** | **Kairangi** |
| **Pānui kia mōhio ki te reo Māori o te ao whānui:**   * ka tautohu i te pūtake o te tuhinga me ngā nuka reo * ka wetewete i ngā kōrero pono, i ngā whakaaro me ngā whakatau i roto i te tuhinga. | **Pānui kia mārama ki te reo Māori o te ao whānui:**   * ka whakamārama i te pūtake o te tuhinga * ka whakamārama i te kaupapa matua o te tuhinga. | **Pānui kia mātau ki te reo Māori o te ao whānui:**   * ka kōtui i ngā ariā matua o te kaituhi, o te tuhinga rānei * ka parahau i ōna whakaaro mō te kaupapa matua. |
| * Candidate demonstrates understanding of te reo Māori relating to local, national, and global themes. * Candidate identifies the main theme of the text and the language features used. * Candidate distinguishes the facts, opinions, and conclusions within the text. | * Candidate demonstrates comprehension in te reo Māori relating to local, national, and global themes. * Candidate can explain the intent / purpose of the text. * Candidate can explain the message / main theme of the text. | * Candidate demonstrates proficiency in te reo Māori relating to local, national, and global themes. * Candidate can integrate / synthesise the main ideas of the author or text. * Candidate can justify their thoughts on the main theme / message. |

**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 into 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 |