Mahere Aromatawai / Assessment Schedule – 2016

Te Reo Māori: Pānui kia mōhio ki te reo o tōna ao (91087)

Assessment Criteria

Kāore i whiwhi	Paetae	Kaiaka	Kairangi
Kāore te tauira i whiwhi i tēnei Paerewa Paetae.	Pānui kia mōhio ki te reo o tōna ao ngahau.	Pānui kia mārama ki te reo o tōna ao ngahau.	Pānui kia mātau ki te reo o tōna ao. Ngahau
	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 pūake o te tuhinga.

Grade Score Descriptors and Examples for Question One

Ki ōu whakaaro ka tino hiahia te moko kia tū hei kuia mō te marae? Whakamāramatia mai ki āu ake kupu he aha i pērā ai. Tīkina ngā kōrero i te tuhinga hei taunaki i tō whakautu.

Do you think that the moko wants to be a kuia on the marae? Explain why, using examples from the text.

N1	N2	A3	A4
Low-order thinking. Misunderstood. Incorrect. Incomplete ideas.	Low-order thinking. Incomplete ideas. Understood. Not convincing.	Basic thinking. Convincing. Understood. Referencing.	Basic thinking. Referencing. Convincing. Extending.
Partial response without making reference to whether or not the moko wants to be a kuia E.g. She likes to sing	Stating that the kuia does not want to be a kuia on the marae E.g. No, because she says 'E, kāo'	Identifying that the kuia wants to be a kuia on the marae E.g. Yes, she wants to be a kuia on the marae	One basic point of whether or not the moko wants to be a kuia on the marae, with relevant reference to the text E.g. I think that she wants to be a kuia because she likes to sing and enjoys her Māoritanga
N0 = No response; no relevant evidence.			

M5	M6	E7	E8
Mid-order thinking. Exampling. Linking. Detailing.	Mid-order thinking. Detailing. Example. Extending further.	High-order thinking. Extending further. Describing. Analysing.	High-order thinking. Analysing Describing. Inference.
Two basic points of whether or not the moko wants to be a kuia on the marae, with relevant reference to the text E.g. I think that she wants to be a kuia because she likes to sing and enjoys her Māoritanga. She also enjoys the relationship she has with her grandmother.	One detailed point explaining whether or not the moko wants to be a kuia on the marae, with relevant reference to the text E.g. The moko wants to be a kuia on the marae. We know this because she stands up to sing a lament song and when her nana laughs at her, the moko says she'd be able to do it, proving her desire to be a kuia.	Two detailed points explaining whether the moko wants to be a kuia on the marae, with relevant reference to the text E.g. I think the moko wants to be a kuia on the marae. In the text she says that she is the most beautiful girl on the marae and that no one is more beautiful than her. She also says that when she becomes a kuia she will be the best there and everyone will love her voice.	One descriptive point analysing whether or not the moko wants to be a kuia on the marae, with relevant reference to the text E.g. I think that she wants to be a kuia on the marae because she talks about a specific time when she will be a kuia on the marae and at this time, she will be admired because of her beauty and ability to sing. This shows her strong desire to be a kuia because she is already imagining what she'll be like at that time.

Grade Score Descriptors and Examples for Question Two

Ki ōu whakaaro, he pai te whakakatakata i te tangata hei huarahi e tipu ai te whanaungatanga? Whakamāramatia mai ki āu ake kupu he aha ngā hua o te noho pēnei. Tīkina ngā kōrero i te tuhinga hei taunaki i tō whakautu.

Do you think that humour is a good way to build relationships? Explain why, using examples from the text.

N1	N2	A3	A4
Low-order thinking. Misunderstood. Incorrect. Incomplete ideas.	Low-order thinking. Incomplete ideas. Understood. Not convincing.	Basic thinking. Convincing. Understood. Referencing.	Basic thinking. Referencing. Convincing. Extending.
Partial response Agreeing or disagreeing that humour is a good way to build relationships E.g. Yes, humour is a good way to build relationships **N0** = No response; no relevant evidence.	One basic point of how humour affects relationships E.g. Humour is good for relationships because it makes us happy and because there is a lot of laughing	One basic point of how humour affects relationships with relevant reference to the text E.g. Humour is good for relationships because we can be honest with each other. An example is when the kuia tells her that she can't sing, but they still end up laughing about it.	Two basic points of how humour affects relationships with relevant reference to the text E.g. Humour is good for relationships because it helps us to be honest and have fun with each other. An example is when the kuia tells her that she can't sing, and they still end up laughing about it

M5	M6	E7	E8
Mid-order thinking. Exampling. Linking. Detailing.	Mid-order thinking. Detailing. Example. Extending further.	High-order thinking. Extending further. Detailing. Analysing.	High-order thinking. Analysing. Evaluating. Inference.
One detailed point explaining how humour affects relationships, with relevant reference to the text E.g. Humour is good for relationships because it helps us to be comfortable to say what we want to say to each other and not take it too much to heart. Like when the kuia tells her that she can't sing, and then moko tells her to be quiet, and they see the funny side of things.	Two detailed points explaining how humour affects relationships, with relevant reference to the text E.g. Humour is good for relationships because it helps people to be comfortable to say what they want to say to each other and not take it to heart. Humour can also benefit relationships by bringing people closer together because they will enjoy each other's company through laughter. An example is when the kuia tells her that she can't sing, and then moko tells her to be quiet, and they see the funny side of things.	One descriptive point analysing how humour affects relationships, with relevant reference to the text E.g. I think that humour benefits relationships, because it brings people together and allows them to have a relationship where they can joke around but also discuss more serious topics. Although the kuia and mokopuna mock each other about singing, they have a very strong and close relationship, and this is how they can understand each other's sense of humour.	Two descriptive points analysing how humour affects relationships, with relevant reference to the text E.g. I think that humour is a good way to build relationships as you are able to joke around with people which makes a good environment. The nana and moko joke around about how the moko can't sing and show it's okay to joke around and it makes people laugh as it creates a good bond between two people. Also, when the moko is joking around talking about how beautiful she is, her nana is able to laugh and mock her but still supports her at the end when she talks about helping her become a kuia on the marae.

Grade Score Descriptors and Examples for Question Three

Ki ōu whakaaro, he aha te tūranga mahi o te matua? Tīkina ngā kōrero i te tuhinga hei taunaki i tō whakautu.

What type of work do you believe the father is employed in? Provide examples from the text that support your ideas.

N1	N2	A3	A4
Low-order thinking.　Misunderstood. Incorrect.　Incomplete ideas.	Low-order thinking.　Incomplete ideas. Understood.　Not convincing.	Basic thinking.　Convincing. Understood.　Referencing.	Basic thinking.　Referencing. Convincing.　Extending.
Incorrect reference to the type of work the father is employed in E.g. An accountant	Partial response without making reference to the type of work the father is employed in OR Making reference to the type of work the father is employed in E.g. He likes water	One basic point on what type of job the father might be employed in E.g. A rower	Two basic points on what type of job the father might be employed in E.g. A rower or a teacher
N0 = No response; no relevant evidence.			

M5	M6	E7	E8
Mid-order thinking.　Exampling. Linking.　Detailing.	Mid-order thinking.　Detailing. Example.　Extending further.	High-order thinking.　Extending further. Describing.　Analysing	High-order thinking.　Analysing. Describing.　Inference.
One basic point on what type of job the father might be employed in, with relevant reference to the text E.g. He works for NZ Rowing, because he likes waka.	One detailed point explaining what the student thinks the father's employment is, with relevant reference the text E.g. I think he is a PE teacher who enjoys water sports and likes spending time with children. I know this because he likes to hang out with young people like his son	One detailed point explaining what the student thinks the father's employment is with at least two relevant references to the text E.g. I think he is a PE teacher who enjoys water sports and likes spending time with children. I know this because he likes to hang out with young people like his son, and he is very sporty and adventurous because he does waka activities	One descriptive point analysing what type of job the father might be employed in, with relevant reference to the text E.g. I think he works in the environment and not indoors because he has a lot of time to take his son on all different kinds of waterways like the awa, the roto, and the moana.

Grade Score Descriptors and Examples for Question Four

E whakapono ana te matua, he reo tō te moana. Tuhia mai ētahi whakaaro hei taunaki i tana whakahau? I whakaae koe? He aha ai?

The father believes that the ocean has a language. Provide examples to illustrate why he thinks this. Do you agree? Provide examples from your own experience, and link them with examples from the text.

N1	N2	A3	A4
Low-order thinking.　Misunderstood. Incorrect.　　Incomplete ideas.	Low-order thinking.　Incomplete ideas. Understood.　　Not convincing.	Basic thinking.　　Convincing. Understood.　　Inference.	Basic thinking.　　Inference. Convincing.　　Extending.
A partial, basic point on whether or not the ocean could have a language E.g. Yes, the ocean has a language	Attempts to discuss whether or not the ocean could have a language E.g. The father says everything has a language	One basic point addressing at least one aspect of the question E.g. We can see he thinks the ocean has a language when he tells people to listen to the ocean and try to understand	Two basic points addressing at least one aspect of the question E.g. I agree with the father that the ocean has a language because in my experience we need to listen to the ocean to be safe
N0 = No response; no relevant evidence.			

M5	M6	E7	E8
Mid-order thinking.　Exampling. Linking.　　Detailing.	Mid-order thinking.　Detailing. Example.　Extending further.	High-order thinking.　Extending further. Describing.　　Analysing.	High-order thinking.　Analysing. Describing.　　Inference.
One detailed point addressing at least one aspect of the question, with relevant reference to the text. E.g. We know the father thinks that the ocean has a language because he states that all parts of the environment have their own language that we need to listen to and learn.	Two detailed points addressing at least one aspect of the question, with relevant reference to the text. E.g. We know the father thinks that the ocean has a language because he states that all parts of the environment have their own language that we need to listen to and learn. In my own experiences as a surfer I have learnt to listen to the ocean and it's waves to tell me when it's safe or not to go into the water.	One descriptive point addressing at least two aspects of the question E.g. We know the father thinks that the ocean has a language because he states that all parts of the environment have their own language, including the ocean, and he says that we need to listen to and learn in order to be okay in the water. In my own experiences as a surfer I have learnt to listen to the ocean and it's waves to tell me when it's safe or not to go into the water.	Two descriptive points addressing at least two aspects of the question E.g. The father thinks the ocean has a language because he is a surfer and he listens to the language of the ocean, the wind, the trees and the people to help him to understand the different emotions of the water. I agree that the ocean has a language because when it is low tide, it is a good time to collect kaimoana especially when the water is calm and clear. One time when the ocean was really rough and the waves were really big I think it was telling us to go home because it wasn't a good day to swim.

Ngā Whakatau Iho – Cut Scores

Kāore i whiwhi	Paetae	Kaiaka	Kairangi
0 – 11	12 – 17	18 – 24	25 – 32