

Mahere Aromatawai / Assessment Schedule – 2012**Te Reo Māori: Pānui kia mōhio ki te reo o te ao torotoro (91286)****Ko ngā Taunakitanga / Evidence Statement**

Note: For all questions in this assessment schedule, answers for Achievement [Paetae (P)] are in plain text; information for Merit [Kaiaka (KK)] is underlined; and information for Excellence [Kairangi (KR)] is **bolded**.

KŌWAE 1	Ngā Whakautu
(a)	<p>For Achievement – candidates describe the meaning of the whakataukī in their own words:</p> <p>Kua mōhio ia he tangata rongonui kua hemo / mate / ngaro. Kua mate tētahi tangata rongonui / tētahi o ngā pou. Kua hinga te tōtora kua mate tētahi tangata rongonui / tohunga. Ka mōhio ngā tāngata kua mate tētahi rangatira.</p> <p>For Merit – candidates explain the meaning of the whakataukī in their own words and references text to support their answer:</p> <p><u>He kōrero nō Ngāi Tūhoe.</u> <u>He kōrero ki te whakamōhio i a Ngāi Tūhoe he tūpāpaku tō rātau, ā, kua mate tētahi tohunga / rangatira.</u> <u>Ko te tōtora tētahi tangata rongonui.</u></p> <p>For Excellence – candidates comprehensively explain the whakataukī in their own words, integrating direct quotes / specific examples from the text to support ideas:</p> <p>He kōrero ki te whakamōhio i a Ngāi Tūhoe he tūpāpaku tō rātau, kua mate tētahi tohunga / rangatira. Kua ngaro tētahi tohunga reo, ā, he tangata whakapau kaha mō tōna iwi. He karanga ki te iwi ki te hoki atu ki te haukāinga ki te tautoko te iwi / whānau pani.</p> <p>I whakaritea te tangata ki tētahi o ngā rākau-nui o te ngahere nā tana tū, nā tana rongonui i te ao. Kia hinga rā te rākau-nui ka rongo te ngahere katoa pērā i te tangata-rongonui ka rongo te motu, te ao katoa.</p> <p><i>(He taunaki ōrite ki ēnei whakautu, ki ēnei taumata hoki)</i></p>
(e) (i)	<p>When you / one / a person hear(s) the / these words, you / they know that a famous person has died. <u>According to this saying / what's been said when someone hears this saying / phrase, they know someone famous has died.</u></p> <p>According to this saying / it is said (that), when a person hears this expression / these words, they know a famous person has passed away, and it is considered a tragedy / great loss.</p> <p>(ii) The days / sky have / has gone cloudy. A tree in the great forest of Tane has fallen. <u>The days / sky / heavens have become / gone cloudy / darker. A famous person has died.</u> It is a gloomy / sad / heart-breaking / miserable time. An important leader has passed away.</p> <p>(iii) He was known as a hard worker for his people. <u>It was well known that he worked hard to help, support, and care for his iwi.</u> We all know he worked tirelessly to help, support, and care for his tribe / people. We know that he was a person who used all his strength to help, support, and care for his tribe.</p> <p><i>(He taunaki ōrite ki ēnei whakautu, ki ēnei taumata hoki)</i></p>

Ngā Whakatauranga							
Kāore i whiwhi		Paetae		Kaiaka		Kairangi	
The candidate shows minimal to some recognition of aspects of the story, or responses given have no relevance.		The candidate recognises / identifies / describes the gist of the story. The answer conveys the basic sense of the passage, though answers lack detail and not all parts may be answered.		The candidate demonstrates <u>clear understanding</u> by selecting and <u>expanding</u> on particular points. The answer <u>conveys the sense of the passage</u> , and <u>particular points are often (though not necessarily always) expanded on</u> .		The candidate demonstrates a comprehensive understanding of the text. Vocabulary and language features are clearly understood. Is able to give fine details from the text. Evidence from the text may be given to support answers if required.	
KIW 1	KIW 2	Paetae 3	Paetae 4	Kaiaka 5	Kaiaka 6	Kairangi 7	Kairangi 8
Korekau he hua tika.	Korekau he kōrero hāngai.	ONE Paetae response from section (a) OR (e).	TWO Paetae responses, one from section (a) and one from section (e).	ONE Kaiaka response from section (a) only.	TWO Kaiaka responses, one from section (a) and one from section (e).	ONE Kairangi response from section (a) only.	TWO Kairangi responses, one from section (a) and one from section (e).

KIW0 = No response; no relevant evidence.

KŌWAE 2	Ngā Whakautu
(a)	<p>For Achievement – candidates describe tikanga in their own words: Kei te whakareri te iwi kāinga i te marae. Kei te taka kai / mīti, kōhi kaimoana hei whāngai i ngā manuhiri. Ka hanga rātau i te whare mate / whakatū i te whare mate. Kei te whakareri te hāngī. He tino whakahirahira ngā tāngata whenua.</p> <p>For Merit – candidate explains tikanga in their own words: <u>Ka whakarite te iwi kāinga i te marae mō te taenga mai o te tūpāpaku. Ka hanga rātau i te whare mate / te mahau / te wharenuui ranei. Ka taka i ngā tāne ngā kai, ā, ka whakapai i ngā wāhine ngā tēpu me ngā kai hoki. He tino whakahirahira te tangata whenua o te marae nā te mea ka manaakitia e rātau ngā tāngata e haere ana ki te mihi, ki te tuku roimata ki te mate.</u></p> <p>For excellence – candidate comprehensively explains: Ka whakarite te iwi kāinga i te marae mō te taenga atu o te tūpāpaku, ā, te whānau pani hoki. Ka hanga rātau i te whare mate / mahau / te wharenuui ranei e ai ki te kawa / tikanga o tēnā iwi. Ka mahi ngā mahi ki waho i te wharekai, nō reira ka taka ngā tāne i ngā miti, i ngā hua whenua me ētahi atu mahi e ai ki te hiahia o te kaihautū o te wharekai. Tapiri atu ki tēnā, ka whakapai ngā wāhine i ngā tēpu me āua mahi kai ki rō whare. Ka whakareri hoki rātau i ngā moenga i te wharemoa. Ki ētahi iwi, mā te wāhine te whakaritenga paepae hoki. Heoi anō, ki ētahi atu iwi, mā te tane kē. I whakatika te hunga kainga i te marae kia pai ai te taenga mai o te whānau e mau mai ana i te tūpāpaku. Ko te tikanga ko te manaaki tāngata, kia tino tatū te noho o ngā mea katoa. (He taunaki ōrite ki ēnei whakautu, ki ēnei taumata hoki)</p>
(e) (i)	Kei te mōhio rātau katoa he nui ngā mahi.
(ii)	<u>Ka haere tōtika a Meri ki te wharekai ki te āwhina i ngā wāhine ki te whakapai i ngā tēpu me ngā kai.</u>
(iii)	E hika! Ā muri i tēnei mahi me whakareri tātou i te hāngī, nē? (He taunaki ōrite ki ēnei whakautu, ki ēnei taumata hoki)

Ngā Whakataua							
Kāore i whiwhi The candidate shows minimal to some recognition of aspects of the story, or responses given have no relevance.		Paetae The candidate recognises / identifies / describes the gist of the story. The answer conveys the basic sense of the passage, though answers lack detail and not all parts may be answered.		Kaiaka The candidate demonstrates <u>clear understanding</u> by selecting and <u>expanding</u> on particular points. The answer <u>conveys the sense of the passage, and particular points are often (though not necessarily always) expanded on.</u>		Kairangi The candidate demonstrates a comprehensive understanding of the text. Vocabulary and language features are clearly understood. Is able to give fine details from the text. Evidence from the text may be given to support answers if required.	
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KŌWAE 3	Ngā Whakautu
(a)	<p>When one person dies / passes away, another is there to take his / her place. This is a proverb to do with the death of a famous person and how another is there to take their place.</p> <p><u>This is a proverb that refers to the death of a famous person and the succession of generations.</u></p> <p><u>According to the text, the Koro / Old Man / Hone taught his tribe and sub-tribe about customs, language, and protocols of their ancestors. This was a sign of his chieftainship.</u></p> <p>This proverb talks about when one famous person or chief passes away, there is another there already to take their place / with the passing of one great person, another one will rise to take up his or her position.</p> <p>Koro Hone taught his tribe about customs, language, and protocol. He was a central figure for his tribe, and their job now is to continue the work that he did.</p> <p><i>(He taunaki ōrite)</i></p>
(e) (i)	<p>It's not that they don't have the skills. <u>It's not because they are without the skills.</u> It's not because they are without skill.</p>
(ii)	<p>People came from Te Rerenga Wairua to Rakiura to the funeral to celebrate him. <u>People came from Te Rerenga Wairua to Rakuria to cry and celebrate him as well.</u> People came from Te Rerenga Wairua / the far north to Rakiura / the deep south, to mourn and to honour him (as well).</p>
(iii)	<p>He is / was one of the important people of the iwi / tribe. <u>He was one of the main figures / posts of his iwi / tribe</u> He was one of the pillars / central figures of his tribe.</p> <p><i>(He taunaki ōrite ki ēnei whakautu, ki ēnei taumata hoki)</i></p>

Ngā Whakataurua							
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Karekau he hua tika.	Karekau he kōrero hāngai.	ONE Paetae response from section (a) OR (e).	TWO Paetae responses, one from section (a) and one from section (e).	ONE Kaiaka response from section (a) only	TWO Kaiaka responses, one from section (a) and one from section (e).	ONE Kairangi response from section (a) only.	TWO Kairangi responses, one from section (a) and one from section (e).

KIW0 = No response; no relevant evidence.

Ngā Whakataurua Iho – Overall Sufficiency

	Kāore i Whiwhi	Paetae	Kaiaka	Kairangi
Score range	0 – 7	8 – 13	14 – 18	19 – 24