

Te Whakawātanga – 2009

Hiranga Te Reo Rangatira (93009)

Te Wāhanga Tuatahi (i) He Mātakitaki, he Whakarongo	Section One (i) Watching, Listening	
WHAKAWĀTANGA	JUDGEMENT	
Kua kitea te mārama ki te tauira o ngā whakaaro we whai ake nei:	Notes will show how the candidate has identified the following main ideas:	
Ngā māka 8 – 7 – 6 – 5 – 4 – 3 –		

Te Wāhanga Tuatahi (ii) He Kōrero	Section One (ii) Speaking	
WHAKAWĀTANGA	JUDGEMENT	
<ul style="list-style-type: none"> • E mōhio pai ana ki tāna i kōrero ai. Maringi noa mai ana te kōrero anō nei kāore he paku raruraru nei. • Mārama ana, tau tika mai ana the whakatakoto o ngā korero. • Mārama ana wana ana, aa, me whakarongo atu te tangata ka tika. • He rite tonu ki te tangata i pakeke mai ki te reo i tana whakatakoto kupu, i te whānui o te kupu, me te pai o te whakahua. Anō nei he tangata i tipu mai ki te reo. • Rere noa mai ana ngā kīwaha, ngā whakataukī, arā ko ngā whakanikonikotanga reo. 	<ul style="list-style-type: none"> • Knows the subject well. Fluent, effortless, confident. • Clear, well-structured development, easy to follow. • Enunciates clearly, reports enthusiastically, engages the listener. • Maturity of language is evident in the use of sophisticated grammar, in the breadth of vocabulary, and through clear enunciation. • Appropriate use of idiom, proverb or other language enhancements. 	7–8
<ul style="list-style-type: none"> • Autaia tonu ana. Ka kitea e tāea ana e pakari ana. • Mārama ana te nuinga o te whakatakoto kōrero. • E pai ana te mārama mai o te kōrero, e pai ana te tere engari he hapa tonu, arā kāore i paku wana mai nei anō nei kāore i te whakapono ki tāna kī ai. • Mārama ana te kitea atu e autaia tonu ana te matatau ki te reo, aa, hei ētahi wā rite tonu ana ki te tangata i pakeke mai ki te reo. • Kei reira ngā whakanikonikotanga i ētahi wā. 	<ul style="list-style-type: none"> • Reasonably conversant with the subject, is fluent. • Report development has adequate structure. • While meaning is clear and speed is appropriate, there are minor language flaws and a lack of expression or conviction. • Clearly a competent speaker of Māori language, occasionally demonstrating native speaker fluency. • Occasional attempts to enhance language. 	5–6
<ul style="list-style-type: none"> • He autaia tonu engari e whāiti ana te titiro. • Mārama ana te nuinga o te whakatakoto ēngari ko ngā wāwāhanga kāore i te mārama. • E pai ana te kaha mai o te reo ēngari he tetetete, he pōrori i ētahi wā, ā, uaua ana tērā te whai atu. • Tērā pea ēhara i te tangata i tipu mai ki te reo nā ngā hē iti nei ēngari ēhara i te mea e mate nui ai ia. 	<ul style="list-style-type: none"> • Fairly fluent, but subject is treated narrowly. • Substance is evident but structure is weak. • Clear voice, but hesitant and unsure in places, resulting in difficulties for the listener. • While there are occasional fluency issues, these do not in themselves present major language problems. 	3–4

Te Wāhanga Tuarua He Whakamāoritanga	
Teaching Action Songs	
<p>Ngoi Pēwhairangi</p> <p>Methods of instruction vary among different instructors. Some instructors prefer to teach the words first; others prefer to teach the words and actions simultaneously.</p> <p>Whatever method is employed, the end product should be the same – an appreciation of the song, so that it may be sung and performed with ‘feeling’.</p> <p>In the learning of the words, it is important to explain the meaning and significance of individual words or lines, so that those who are learning the song are able to have an overall appreciation and understanding of the song. Quite often, the finer meanings of various parts of a song are implied rather than said, and this needs to be pointed out to those learning the song. It is only when the song is really understood that it can be sung and performed ‘with feeling’.</p> <p>It is also necessary to explain the reason or reasons why a particular song was composed. There are many different types of action song, and if those learning the song are told what type of song it is and why it was composed, they are better able to appreciate how it should be sung and performed. For example, some of the various types of action song are those concerned with love or war; those of welcome or farewell; those in memory of someone or those which commemorate an occasion; those of defiance and insult; those which are a call to the people, and those which honour someone. These are but some of the types of action song. There are others.</p> <p>In the learning of the words, correct pronunciation is important. In the learning of the tune and actions, it is timing that is all-important.</p> <p>The meaning of actions should be explained, and appropriate actions for words or lines shown, as against those which are inappropriate.</p> <p>Some aspects of actions which generally need attention include: stance; movement of right foot; movement of eyes; positions of arms; shaking of hands; the clenched fist (timing of closing of fist and opening of hand) etc. It is only through constant practice that these things become ‘second nature’.</p> <p>Pūkana and “hope” need to be explained, and learners need to know when such actions can be used and when they shouldn’t.</p>	<p>Ngoi Pēwhairangi</p> <p>He rere kē te whakaako a tēnā kaiwhakaako, he rere kē anō hoki te whakaako a tēnā kaiwhakaako.</p> <p>Ko ētahi kaiwhakaako whakaako kē ai i ngā kupu i te tuatahi; ko ētahi atu ka whakaako kē i ngā kupu me ngā ringa i te wā kotahi.</p> <p>Ahakoia he aha te tū whakaako, ko tōna tikanga me ōrite te mutunga o te whakaako, arā, kia wana ai te hari me te waiata.</p> <p>I te wā e akona ana ngā kupu e tika ana kia whakamāramatia te tikanga o ngā kupu, o ētahi rārangi rānei, kia āhei i te hunga ako ki te mōhio pai ki taua waiata me ōna tikanga katoa. Hei ētahi waiata ko te hōhonutanga o te kupu kāore e tino whakaatuhia mai ana, ā, e tika ana kia whakamāramatia tēnei āhuatanga ki ā rātou e ako rā i taua waiata. Mā te tino mōhio rā anō ki te waiata ka taea ai te whakapuaki te whakaaro me te hari hoki te ihi, i te wana.</p> <p>E tika anō hoki kia whakamāramatia te kaupapa, ngā kaupapa rānei, i titoa ai taua tū momo waiata. He nui ngā momo waiata-a-ringa, ā, ki te whakamāramatia ki te hunga e ako rā he aha taua waiata rā me te kaupapa i titoa ai, ka pai ake to rātou, mōhio me pēhea te hari, ā, me pēhea hoki te waiata. Hei whakatauirā ake, ko ētahi o ngā waiata he waiata aroha, e pa ana rānei ki te pakanga, ki te pōwhiri manuhiri ki te poroporoaki rānei; he waiata whakamāharatanga rānei, he waiata whakanui rānei i tētahi nui, arā, whakatuwhera whare; he waiata whakahokia i ngā kupu makere, he waiata whakahawea rānei; he waiata whakaoho i te iwi, he waiata whakanui rānei i te tangata. Ko ētahi noa iho ēnei, arā atu anō etahi.</p> <p>I te wā e akona ana ko te mea nui tonu ko te tika o te whakahua.</p> <p>I te wā e akona ana ngā ringa me te takahi, ko te mea nui kē ko te takahi kia kore ai e rangirua, e taupatupatu, e kāhaki rānei.</p> <p>E tika ana kia whakamāramatia te tikanga o ngā ringa me te hangai anō hoki o aua ringa ki ngā kupu. Me whakaatu anō hoki i ngā ringa kāore e tika ana.</p> <p>Ko ētahi āhuatanga o tēnei mea o te waiata-a-ringa e tika ana kia āta tirohia ko te tū; ko te hiki o te waewae katau, ko te whai o ngā whatu i na ringa; ko te whakatū o ngā ringa; ko te wiri o ngā ringa; ko te kati o ngā ringa (āra, te wā tika kia kopi kia Tuwhera rānei). Ma te kaha o te ako i enei tū ahuatanga e mau pai ai.</p> <p>Me whakamārama anō hoki te pūkana me te whati o te hope, ā, me tino mōhio ngā mea ako āhea ēnei āhuatanga mahia ai i roto i te waiata.</p>

<p>It is common courtesy to acknowledge the origin of each song and the tribal district that it belongs to.</p> <p>Many of our concert performers today are over-disciplined by their instructors so that their performances are rather regimented 'stiff' and somewhat artificial, lacking the relaxed, happy atmosphere, that is a part of the very essence of good performance.</p>	<p>He mea nui anō hoki te mōhio no hea te waiata, ā, na tēhea iwi.</p> <p>He nui a tātou kaihaka o ēnei rā kua kaha rawa te tū hoia mai, tū kōpiro mai hoki i runga anō i ngā tohutohu a o rātou kaiwhakaako. Tū rawa mai ki te haka kua ngaro te ngako, te ihi, te wana, ko ēnei rā hoki ngā tino taonga o roto i tēnei mahi.</p>
<p>7–8</p> <ul style="list-style-type: none"> • The translation is comprehensive. • There is a recognisable insight into the norms and idioms of the target culture. 	
<p>5–6</p> <ul style="list-style-type: none"> • The translation is perceptive. • There are elements of a perception beyond the syntax, grammar, and lexicon. • General conventions of text formation pertinent to the target culture are observed. 	
<p>3–4</p> <ul style="list-style-type: none"> • The translation is comprehensible. • Target language syntax, grammar, and lexicon are adhered to. 	

Te Wāhanga 3 He Tuhituhi Kōrero	Te Wāhanga 3 He Tuhituhi Kōrero	
WHAKAWĀTANGA (a)	WHAKAWĀTANGA (a)	
<ul style="list-style-type: none"> • He Wairua Māori. • He hanga kōrero huhua. • He hanga kōrero tika. • Kei te kite atu i tōna kaha ki te whāwhā i ngā āhuatanga huhua o te reo. • He kaha nōna ki te whakanikoniko i āna kōrero ki te kīwaha, whakataukī, aha rā, aha rā. 	<ul style="list-style-type: none"> • He tūranga tūturu tōna mo tana kaupapa. • Kua whai whakaaro motuhake, whakaaro kē. • Kei te pū hāngai ngā kōrero ki te kaupapa. • He tauira maha hei taunakitanga tautoko. • Kua tika tonu tana whakaraupapa whakaaro; he tīmatanga e hopu nei te kaipānui, he whakamutunga whakapakepake hoki. • Kua whakamaui te kaipānui. 	7–8
<ul style="list-style-type: none"> • He Wairua Māori. • He hanga Kōrero huhua. • He hanga kōrero tika. • Kei te kite atu i tōna kaha ki te whāwhā i ngā āhuatanga huhua o te reo. • Kei te whakanikoniko i āna kōrero ētahi wā. 	<ul style="list-style-type: none"> • He tūranga tōna mo tana kaupapa. • Kua whai whakaaro motuhake i ētahi wā. • Kei te hāngai ngā kōrero ki te kaupapa. • He tauira hei taunakitanga tauotoko. • Kua tika tana whakaraupapa whakaaro. 	5–6
<ul style="list-style-type: none"> • He hanga kōrero tika. • Kei te āhei ia ki te whāwhā i ngā āhuatanga o te reo. • Kei te whakanikoniko i āna kōrero ētahi wā. 	<ul style="list-style-type: none"> • He tūranga tōna mo tana kaupapa. • Kua whai whakaaro motuhake i ētahi wā. • Kei te hāngai ngā kōrero ki te kaupapa. • He tauira hei taunakitanga tauotoko. • Kua tika tana whakaraupapa whakaaro. 	3–4
<ul style="list-style-type: none"> • He hanga kōrero tika. • Kei te āhei ia ki te whāwhā i ngā āhuatanga o te reo. • Kāore ano kia whai whakaaro motuhake. • Kei te whakaniko i āna kōrero i ētahi wā. 	<ul style="list-style-type: none"> • He tūranga tōna mo tana kaupapa. • Kei te hāngai ngā kōrero ki te kaupapa. • He paku noa iho te taunakitanga tauotoko. • He āhua makihoi te kaupapa whakaaro. 	1–2