



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **Scholarship, 2004**

**Te Reo Māori (93003)**

**National Statistics**

**Assessment Report**

**Assessment Schedule**

## Te Reo Māori, Scholarship, 2004

### National Statistics

Number of Results	Percentage		
	Not Achieved	Scholarship	Outstanding
40	25.0%	47.5%	27.5%

### Assessment Report

Scholarship candidates for Hiranga Te Reo Māori should be able to demonstrate the following

#### Attributes

- analytical skills
- critical thinking skills
- evaluation skills
- reflective skills
- flair and innovation
- flexible thinking in unfamiliar / complex situations
- communication skills: organisation, development and articulation of ideas
- originality and/or sophistication in approaches or performance
- adherence to tikanga Māori.

#### Knowledge

- thorough grounding in the subject
- outstanding understanding of content
- ability to make deductions: apply, integrate and synthesise knowledge
- high subject-specific literacy skills: oral literacy (speaking) and written literacy (writing), also receptive language literacy (listening and reading).
- knowledge of tikanga Māori.

#### Candidates gaining Scholarship:

Candidates entering the Hiranga Te Reo Māori qualification require mature confidence in all aspects of te reo me ōna tikanga (Māori language and customs), and thorough knowledge and understanding of advanced Māori topics likely to be included in the examination. The National Statistics indicate that in 2004 the majority of candidates (75%) met these requirements and were able to demonstrate their competencies in the examination.

Candidates gaining Scholarship demonstrated a good level of performance in all three tasks in the examination, with the minimum level of performance required in each task indicated in the assessment schedule. In borderline cases, holistic judgement of the candidate's overall performance was used to guide the award, or non-award, of Scholarship.

Candidates were also required to demonstrate knowledge of and adherence to tikanga Māori through their written and spoken answers. There are many diverse ways in which this could be done – eg by beginning the spoken response with a concise and elegant mihi, or by drawing on appropriate whakataukī (traditional sayings) in such a way as to enhance their answer.

For Tasks 1 and 2, candidates gaining Scholarship were able to comprehend a range of difficult oral and written resource materials in Māori, and respond appropriately in correct, and, in some cases, original written Māori.

For Task 3, candidates gaining Scholarship demonstrated the ability to speak in correct, original (ie not rote-learned) Māori, using a range of vocabulary and structures with appropriate accent and phrasing (good 'mita'). They fulfilled the requirements of the task by answering two of the stimulus questions and speaking for approximately 5 minutes on the topic. They used a formal register appropriate to an examination situation, and were able to make relevant points and attempt to construct an argument.

### **Candidates gaining Scholarship with Outstanding Performance:**

Candidates gaining Scholarship with Outstanding Performance demonstrated a high level of performance in all three tasks of the examination. The assessment schedule indicated the level of performance required in each task. Candidates performing at Scholarship level in all three tasks, and at an Outstanding level in two or three tasks, gained Scholarship with Outstanding Performance. In borderline cases, holistic judgement was used.

For Tasks 1 and 2, candidates gaining Scholarship with Outstanding Performance answered more questions correctly, and wrote better or more complete answers compared with Scholarship candidates.

For Task 3, candidates gaining Scholarship with Outstanding Performance demonstrated a high level of control of their material, were concise and to the point, showed substantial knowledge of the topic, made cogent points and constructed strong arguments, and spoke with flair and originality. Again, there were many ways in which this could be done, eg by synthesising both responses to the stimulus questions chosen into one coherent oral presentation.

## Hiranga Te Reo Māori

### Māhere Aromatawai – Assessment Schedule

#### Tūmahi Tuatahi:

PĀTAI	TAUNAKITANGA	WHAKAWĀTANGA	TUTUKITANGA
1	Ko “Te Reo o te Pīpīwharau” te ingoa o te whakaaturanga.		Tutukitanga mō te Hiranga six correct including three of: 2, 4, 6, 8, 10
2	Tokorua ngā kaikōrero. He mihimihi te āhua o ā rāua kōrero. Ko te kaikōrero tuatahi, he kaumātua, e tauparapara ana. Ko te kaikōrero tuarua, he kaiwhakaatu irirangi.	<i>or equivalent</i>	
3	I tū te hui i te marae o Hoani Waititi i Tamaki.		
4	He hui mō ngā tamariki e whakaaro ana he tuhi kōrero, he whakapaoho kōrero hei mahi mā rātou.	<i>or equivalent</i>	Tutukitanga mō te Hiranga Motuhake eight correct including four of: 2, 4, 6, 8, 10
5	Ko Hoani Rangihau tētahi o ngā kaumātua i tae ki te hui.		
6	E kōrero ana ia ki ngā taitamariki mō te whakaaro a te Māori ki te āhua o te kupu “kōrero”.	<i>or equivalent</i>	
7	Ko te whare hui te mea e kīa ana he pātaka pupuri kōrero.		
8	Ka mihi a Hoani Rangihau ki te whare, me ngā poupou ki roto, i manaaki i ngā kaupapa mai i ngā koroua me ngā kuia i mua.	<i>or equivalent</i>	
9	Ko te tao kī me te tao rākau ngā momo tao e rua e kōrerotia nei.		
10	Ka whakarite te kaikōrero i ngā whakataukī e rua: tētahi nā te Pākehā, arā: “He mārohirohi ake te pene, tēnā i te hoari”; tētahi nā te Māori, arā: “He tao rākau, e taea te karo, he tao kī, e kore e taea te karo”.	<i>or equivalent</i>	

**Tūmahi Tuarua:**

PĀTAI	TAUNAKITANGA	WHAKAWĀTANGA	TUTUKITANGA
1	te taonga o te hunga mate, o te hunga ora	<i>or equivalent</i>	Tutukitanga mō te Hiranga eight correct including four of: 1, 3, 7, 10, 11(ii), 11(iii)
2	(i) e uhia mai rā i te kapua pango		
3	(ii) e kaukau mai rā i roto i te puna o te toto		
4	Ae, i te mea he kī ana he tuarā, he waewae ōna.		
5	Ko Te Hemo-ata.		
6	e 68 katoa, e 41 e ora tonu ana; he Māori anake te toto o rātou katoa		
7	Ka haere ia me tāna tamaiti whāngai ki te ngāhere ki te rapu i te mīere, arā i te honi.		
8	Ka kitea a Tahuaio i tētahi kohanga kākā me ngā hēki ki roto. I mauria ki te kāinga, i whakaawhitia ki te heihei hei noho. Ā te wā, ka paopao ora mai ngā pīpī. I tētahi rā, kāore ia i tiaki tika i ngā pīpī, ka patua e te ngeru. Nā, ka pūhia e ia āna ngeru katoa.		
9	Ko te tangi o te riroriro te tohu o te wā tika hei rui kākano.		
10	Ka whakatupu a Terehina i te kamokamo, arā he hue. Ka whakatupu a Mihi i te tōrori.		
11	Pēnei i te tū ki te kōrero i te marae / ki te tautoko i te niupepa / he āhuareka nō ngā kōrero/he hiahia nōna ki te whakapā atu ki ngā kaupānui o te niupepa / hei whakapakari i ōna pukenga tuhituhi.		
	(i) urupā (ii) noho puku (iii) te kino o te ngau iho o te rā	<i>no alternative no alternative no alternative</i>	Tutukitanga mō te Hiranga Motuhake ten correct including five of: 1, 3, 7, 10, 11(ii), 11(iii)

**Tūmahi Tuatoru:**

E rite ana te nui o ngā kōrero a te ākonga ki te taumata e tohua nei:

WHAKAWĀTANGA MŌ TE HIRANGA	WHAKAWĀTANGA MŌ TE HIRANGA MOTUHAKA
Ka whakatutuki pai i ngā whakaritenga o ngā tohutohu.	Ka whakatutuki pai i ngā whakaritenga o ngā tohutohu, e kitea ai i tōna ake āhua.
Ka tika ngā kupu me ngā hanga korero.	Ka tika, ka whānui hoki ngā kupu me ngā hanga korero.
Ka hāngai ngā kōrero ki te kaupapa.	Ka hāngai pū ngā kōrero ki te kaupapa.
Ka whakawhānui atu i ngā whakaaro i te kaupapa, ka whakamahi hoki i ngā nuka o te reo.	Ka whakawhānui, ka whakahōhonu hoki i ngā whakaaro, ka nanakia te whakamahi i ngā nuka o te reo me te whakaraupapa hei whakaari i te kaupapa.

**HIRANGA TE REO MĀORI 2004****Judgement Statement**

Ngā Paearu mō te Hiranga: Criteria for Scholarship:	Tutukitanga: Sufficiency:
Ko tā te ākonga he whakamahi, he whakatūhono i ngā pū – pūkenga, mōhio, wheako i te reo Māori hei whakatutuki he otinga whai hua.	<p>Tūmahi Tuatahi: 6 kia tika, me e 3 o ēnei: 2, 4, 6, 8, 10. (6 correct including 3 of: 2, 4, 6, 8, 10.)</p> <p>Tūmahi Tuarua: 8 kia tika, me e 4 o ēnei: 1, 3, 7, 10, 11(ii), 11(iii). (8 correct including 4 of: 1, 3, 7, 10, 11(ii), 11(iii).)</p> <p>Tūmahi Tuatoru: Ko ngā kōrero a te ākonga:</p> <ul style="list-style-type: none"> <li>• Ka whakatutuki pai i ngā whakaritenga o ngā tohutohu.</li> <li>• Ka tika ngā kupu me ngā hanga korero.</li> <li>• Ka hāngai ngā kōrero ki te kaupapa.</li> <li>• Ka whakawhānui atu i ngā whakaaro i te kaupapa, ka whakamahi hoki i ngā nuka o te reo.</li> </ul> <p>Me tutuki te ākonga i ngā hiahiatanga mō te Hiranga i roto i ngā tūmahi e toru. (The candidate must complete requirements for Scholarship in all three of the tasks.)</p> <p>Ka tirohia whānuitia ngā mahi katoa a te ākonga. (An overall assessment will be made of all the candidate's answers.)</p> <p>Ku tukuna ngā nama kei runga nei hei arahi, ehara i te ture pūmau. (The numbers given above are used as a guide rather than as absolute rules.)</p>

Ngā Paearu mō te Hiranga Motuhake: Criteria for Scholarship with Outstanding Performance:	Tutukitanga: Sufficiency:
Ka tutuki i te ākonga i ngā paearu mō te Hiranga, me matua whakamahi, me whakatūhono hoki ngā pū – pūkenga, mōhio, wheako i te reo Māori hei whakatutuki he otinga whai hua.	<p>Tūmahi Tuatahi: 8 kia tika, me e 4 o ēnei: 2, 4, 6, 8, 10.</p> <p>Tūmahi Tuarua: 10 kia tika, me e 5 o ēnei: 1, 3, 7, 10, 11(ii), 11(iii).</p> <p>Tūmahi Tuatoru: Ko ngā kōrero a te ākonga:</p> <ul style="list-style-type: none"> <li>• Ka whakatutuki pai i ngā whakaritenga o ngā tohutohu, e kitea ai i tōna ake āhua.</li> <li>• Ka tika, ka whānui hoki ngā kupu me ngā hanga korero.</li> <li>• Ka hāngai pū ngā kōrero ki te kaupapa.</li> <li>• Ka whakawhānui, ka whakahōhonu hoki i ngā whakaaro, ka nanakia hoki te whakamahi i ngā nuka o te reo me te whakaraupapa hei whakaari i te kaupapa.</li> </ul> <p>Me tutuki pai te ākonga i ngā hiahiatanga mō te Hiranga i roto i ngā tūmahi e toru, ā, me tutuki pai hoki ngā hiahiatanga mō te Hiranga Motuhake i roto i ngā tūmahi e rua, e toru rānei, kia tae ki te taumata o te Hiranga Motuhake. (For the award of Scholarship with Outstanding Performance, the candidate must complete requirements for Scholarship in all three tasks, and requirements for Scholarship with Outstanding Performance in at least two of the tasks.)</p> <p>Ka tirohia whānuitia ngā mahi katoa a te ākonga. (An overall assessment will be made of all the candidate's answers.)</p> <p>Kua tukuna ngā nama kei runga nei hei arahi, ehara i te ture pūmau. (The numbers given above are used as a guide rather than as absolute rules.)</p>