

Te Reo Matatini

**Ka mārama, ka whakamahi i te reo
kia tutuki ai tētahi pūtakenga
whakawhiti kōrero**

US 32414 | Credit value 10

Assessment format

Externally assessed. Two options:

1. Kete Manarua - portfolio managed by the kaiako and ākonga; must be submitted to NZQA by set dates.
2. Tūmahi Aromatawai Pātahi (TAPā/CAA) – a timebound digital or paper-based assessment developed by NZQA; offered twice a year.

Must knows

This is a “co-requisite” to NCEA, available to ākonga from Year 9 onward. Ākonga must achieve the Standard to be awarded NCEA.

Credits from this co-requisite do not count toward the 60 credit requirement for NCEA Level 1, 2, or 3.

Ākonga achieve reo matatini or literacy credits only once; there are no further literacy requirements for NCEA at any level.

Outcome - Understand and identify key ideas in texts

The Standard assesses

Whakarongo me te Pānuī

Listening and reading to identify and understand key ideas.

This involves:

- using a range of comprehension strategies
- identifying key information
- identifying false, irrelevant or misinformation.

Give ākonga practice in

Using comprehension strategies.

Listening and reading for different purposes.

Listening and reading to identify:

- specific information (facts, instructions, dates, safety info...),
- key ideas (new concepts...)
- the gist (ideas, perspectives...)
- visual cues (images, graphs...)
- false information
- contradictions
- bias
- stereotypes
- misinformation
- overgeneralisations
- missing information.

Key strategies

Re-reading
Using contextual cues
Reading/listening for the gist
Paraphrasing
Summarising
Making inferences
Connecting with prior knowledge

Communicative purposes

To learn
To acquire information
To understand what to do
To understand others
To interact with others
For enjoyment
For entertainment

Portfolio

Must include responses to at least two texts with different communicative purposes.

Across the texts include:

- visual elements
- oral elements
- written elements
- continuous text of 150-300 words.

Include evidence of:

- identifying and understanding key ideas
- listening to (not reading) spoken text
- identifying misinformation and irrelevant information
- justifying ideas and opinions.

Outcome - Use language for a purpose

The Standard assesses

Kōrero me te Tuhituhi

Speaking and writing for specific purposes. This involves:

- using key strategies effectively
- communicating ideas clearly
- using language appropriate to the context, audience and purpose
- writing and speaking accurately (some grammatical errors are expected in natural spoken language).

Key strategies

- Pitch, volume, intonation, gesture
- Rephrasing, repeating, talking around a topic or unknown word, explaining further
- Self-monitoring, proof-reading, self-correction
- Formatting, organising ideas, bullet points, symbols
- Elaborating, cohesive devices, word choice, technical words, expressions, figurative/ formal/ informal language

Communicative purposes

To request	To describe
To inquire	To instruct
To share opinions	To explain
To inform	To entertain
To socialise	To greet
•To express emotions	

Give ākonga practice in

Basic punctuation, spelling, using full sentences, basic grammar, topic-related words.

Using communication strategies.

Speaking and writing for different purposes.

Speaking naturally.

Altering the way they communicate depending on:

- why (the goal or intention)
- who is involved
- where
- when
- what is being communicated.

Portfolio

Collect “naturally occurring” oral and written evidence from across the curriculum.

Show improvement over time.

Ensure recordings of speaking are clear.

Include evidence of:

- a continuous written text of 100 words or more
- accurate and appropriate use of language
- natural, unrehearsed speech (1-2 mins long)
- communicating key ideas clearly
- language flexibility – saying and writing thing in multiple ways
- communicating formally and informally.