

Te Reo Māori NCEA Level 2

AS 91284: Whakarongo kia mōhio ki te reo o tōna ao torotoro

PRACTICE or SUMMATIVE ASSESSMENT ACTIVITY

Ngā mihi ki a Paora Trim (kaiako reo Māori i te kura tuarua o Kāpiti), nāna tēnei ngohe i takoha mai hei rauemi mā ngā kaiako o Ako Panuku.

KAUPAPA: **He Kōrero Āwhina**

TE ROA: **1 hour**

NGĀ TOHUTOHU:

1. The audio text for this assessment activity is entitled “He Kōrero Āwhina”. Ensure you are able to access the audio for this activity, [here](#).
2. The [Kupu Taka](#) should only be used at the time of assessment.
3. Distribute the [Student Answer Sheet](#) provided below in hardcopy or create an e-copy version via a digital platform (e.g., Google Classroom).
4. Students can write on scrap paper before writing their final answer.
5. You may choose to use the audio provided or read it aloud in real time.
6. If students are using a digital platform to listen to the audio and/or complete the answer sheet:
 - a. they must only have two tabs open—the whakarongo recording (if applicable) and their answer document. They must not use an online dictionary.
 - b. they can listen to the recording at their own pace, they are permitted to pause at any point during the recording. However, they will still have 1 hour to complete the task.
7. If you choose to read it aloud, please do so in a clear slow voice.
 - a. Read the whole text once. During this time, students should listen and not write.
 - b. Read each passage two times. Allow students time to write after the reading of each passage.
 - c. Read the whole kōrero again. Ensure they have adequate time to complete the answers.
8. Students must hand in their answer sheet (if hardcopy) or submit their digital answer sheet at the end of the hour.
9. Students must respond in English.

10. See [here for clarifications](#) relating to this standard.
11. You can use this as a practice assessment, if this is the case, you could allow the students to mark each other's work once it is completed. If so, provide a copy of the marking schedule to students at the conclusion of the activity. Because it's used as a practice assessment, then any resulting student evidence cannot be used for summative assessment purposes.
12. You can use this as a summative assessment, if this is the case, students cannot mark each other's work. Because it's used as a summative assessment, then any resulting student evidence can be used for summative assessment purposes.

KUPU TAKA.

This can be issued to students at the time of assessment only. The purpose of a kupu taka is to support students with any technical or unfamiliar language they might encounter in the spoken text.

He aha mā te rōrā?	What use is a coward to anyone?
kawatau	expectation
māharahara	to worry/think of, to be anxious, anxiety
māia	brave
māka	marks, grades
mārama	to understand
mataku	scared
taumahatanga	weight, burden
te āhua nei	It seems that
tū	held, being held
whakapono	to believe, have faith
whakahaere	to manage, to run

HEI PĀNUI Ā-WAHA: “HE KŌRERO ĀWHINA”

NOTE: It is recommended that you use the recording provided, as this text requires three different voices.

WĀHANGA 1 Audio	
Wiremu	Tēnā koe, e hoa. E pēhea ana?
Tāmāti	Tēnā koe. Kāore au i te pai.
Wiremu	He aha te mate?
Tāmāti	Kei te rongō au i ngā taumahatanga o te kura i tēnei tau. Ki te kore aku māka e piki, e kore taku ihu e puta. Kei te māharahara au, nā te mea, ka tino matekiri ōku mātua ki a au.
Wiremu	Kei te mōhio rāua ki ō whakaaro?
Tāmāti	Kāore anō. Kei te matakū rawa ahau. I a rāua i te kura, he kaha rāua ki te mahi i te kura. He ngāwari taua momo mahi ki a rāua. Ka pōhēhē rāua he ngāwari hoki ki a au. Te hē hoki. He koretake ahau! E hoa, me aha au?
QUESTION 1	<i>What is the situation Tāmāti is in and how does he feel about the situation? Provide as much detail as possible.</i>
WĀHANGA 2 Audio	
Wiremu	Kei te mārama au ki tāu e kī nā. Heoi, ehara koe i te tangata koretake. He nui ngā kawatao o ō tātou mātua ki a tātou. Heoi anō, ki te kore koe e kōrero ki a rāua, me pēhea rāua e āwhina i a koe? Me whakaponu koe ki a rāua.
Tāmāti	Tēnā pea. He ara anō pea i mua i taku kōrero ki a rāua?
Wiremu	Āe, kei te mōhio ahau ki tētahi. I mōhio rānei koe ki ngā akoranga whāiti e tū ana whai muri i te kura?
Tāmāti	Kāo.
Wiremu	Auē, e hoa, he rawe ēnei. I te Rāhina, he akoranga mō te Pāngarau, i te Rātū, he akoranga mō te Pūtaiao, i te Rāapa ko Te Reo Pākehā. Kāore he utu, ā, he kaiako pai ngā mea e whakahaere ana i aua akoranga. Mā rātou pea koe e āwhina. Hei tā ōku

	<p>hoa, he nui ngā hua kua puta i tā rātou haere ki aua akoranga, arā kua piki ngā māka mai i te Paetae ki te Kaiaka, ā, i ētahi wā mai i te Kaiaka ki te Kairangi. E kīia ana, mā te huruhuru, ka rere te manu.</p>
Tāmāti	<p>E hika! Kāore au i mōhio ki aua akoranga. He whakaaro pai rawa atu tēnā. Me pēhea taku uru atu ki aua akoranga?</p>
Wiremu	<p>Me whiwhi reta whakaae koe i ō mātua. Koinā anake te mea e hiahiatia ana hei uru atu. He raru tēnā?</p>
QUESTION 2:	<p><i>What advice does Wiremu give Tāmāti? How could this advice benefit Tāmāti?</i></p>
<p>WĀHANGA 3 Audio</p>	
Tāmāti	<p>Auē, he raru nui, nā te mea, ki te kōrero au ki a rāua, ka mōhio ōku mātua ki taku koretake i roto i aua kaupapa.</p>
Wiremu	<p>E hoa, he tāngata pai ō mātua. He aha koe e matakū nā ki a rāua? Ka haere pea au ki tō taha kōrero ai ki a rāua. Me te mea anō, kua hōhā au ki tō kōrero. He aha mā te rōrā? Kia māia, e hoa.</p>
Tāmāti	<p>Āe, he tika tāu. Ehara rāua i ngā tāngata kino, engari nā te nui o taku aroha ki a rāua, kāore au i te pīrangī kia pōuri rāua.</p>
Wiremu	<p>Hei aha tēnā. Me haere tāua ki tō whare ināia tonu nei.</p>
QUESTION 3:	<p><i>How did Wiremu respond to Tāmāti's attitude to his suggestions? Provide evidence.</i></p>
<p>WĀHANGA 4 Audio</p>	
Tāmāti	<p>Kia ora, Māmā. Kia ora, Pāpā.</p>
Wiremu	<p>Kia ora, Matua. Kia ora Whaea.</p>
Māmā	<p>Tēnā kōrua. Kei te pēhea?</p>
Tāmāti	<p>Tōna pai nei. Tēnā, me noho pea tātou. Kei te pīrangī au ki te kōrero ki a kōrua.</p>
Māmā	<p>He aha te mate, e tama?</p>

Tāmāti	He tino uaua te kura ki ahau i tēnei tau, ā, kāore aku māka i te eke ki ngā taumata e puta ai taku ihu. Mō taku hē. He uaua ki ahau ētahi o ngā mahi i te karaehe, ā, e kore e taea e au te kite ngā kupu i te papatuhituhi.
Māmā	E, taku tama! Kei te pai! Kāore māua i te pukuriri ki a koe. Kei te harikoa māua i tō kōrero mai mō te take nei. Ka taea e māua te āwhina ināiane. Me te mea anō, ko te āhua nei, me hoko mōwhiti māua mōu. Kua pēhea nei te roa o tēnei raru me ō karu?
Tāmāti	Kua ono marama. Ki te whiwhi mōwhiti au, ka kataina pea au e ōku hoa.
Māmā	Āe, tēnā pea ka kataina koe i te tuatahi, heoi, kia māia, e tama! He tokomaha ngā tāngata e mau mōwhiti ana. Ka mau mōwhiti tō tuakana. Ka mau mōwhiti hoki māua ko Pāpā.
QUESTION 4:	<i>What information did Tāmāti tell his mother that he didn't tell Wiremu? Explain their advice to solve this problem.</i>
WĀHANGA 5 Audio	
Tāmāti	Kei te pai. Māmā, he akoranga whāiti mō ētahi o ngā kaupapa i muri i te kura mai i te Rāhina ki te Rāapa. E pai ana kia haere au? Hei tā Wiremu, kāore he utu, ā, ka tino whaihua ki ō māua hoa. Kotahi anake te mea e hiahiatia ana kia uru atu au ki ēnei akoranga whāiti, arā, me tuhi reta kōrua ko Pāpā ki ngā kaiako e whakahaere ana i ngā kaupapa nei. Kei te pai?
Māmā	Āe, mārika, kātahi te whakaaro pai ko tēnā. Hoes tō waka!
QUESTION 5	<i>Explain the outcome of the discussion and how you think this will impact on Tāmāti's life?</i>

Pepa Whakautu mā te Ākonga | Student Answer Sheet

Reminder: You must respond in English.

Pātai 1: What is the situation Tāmati is in and how does he feel about the situation?

Provide as much detail as possible.

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Pātai 2: What advice does Wiremu give Tāmati? How could this advice benefit Tāmati?

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Pātai 3: How did Wīremu respond to Tāmati’s attitude to his suggestions? Provide evidence.

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Pātai 4: What information did Tāmati tell his mother that he didn’t tell Wīremu? Explain their advice to solve this problem.

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EVIDENCE/JUDGMENT STATEMENTS

Achieved Paetae	Merit Kaiaka	Excellence Kairangi
<i>Whakarongo kia mōhio ki te reo Māori o te ao torotoro.</i>	Whakarongo kia mārama ki te reo Māori o te ao torotoro.	<u>Whakarongo kia mātau ki te reo Māori o te ao torotoro.</u>
<p>The student demonstrates <i>understanding</i> and is able to make meaning of the relevant information, ideas and/or opinions from the spoken texts.</p> <p><i>Information is largely correct. The candidate has understood the general meaning of the spoken texts.</i></p>	<p>The student demonstrates a clear understanding of the spoken texts. The relevant information, ideas and/or opinions are correctly identified.</p> <p>Information correctly includes relevant detail from the spoken texts.</p>	<p>The student demonstrates a <u>comprehensive understanding</u> of the spoken texts. Implied meanings or conclusions within the spoken texts are identified.</p> <p><u>Relevant information, ideas and opinions, with supporting detail, are selected and expanded on.</u></p>

ASSESSMENT SCHEDULE

Indicative responses are provided below. Once you have administered this assessment with students, you can modify this schedule to include any accurate yet different responses that are reflective of the achievement criteria for Achieved, Merit or Excellence.

Pātai / Question	Indicative <i>Achieved</i> responses, are suggested in the schedule below, and appear in <i>italicised text</i> .	To achieve Merit , students must first meet the <i>Achieved</i> criteria. Indicative Merit responses, are suggested in the schedule below, and appear in bold text.	To achieve Excellence , students must first meet the <i>Achieved</i> and Merit criteria. Indicative Excellence responses, are suggested in the schedule below, and appear in bold and underlined text.
1	<i>Tāmati is failing at school, some of his classes are too hard.</i>	Tāmati is worried if his marks don't improve he won't pass and his parents will be disappointed with him.	<u>Tāmati's parents are academic, and they found school easy. They think it should be easy for him too, and he feels useless/like a failure and doesn't know what to do.</u>
2	<i>Wiremu tells Tāmati to talk to his parents and that he needs to have faith in his parents.</i>	He advises him to talk to his parents because how can they help if they don't know? He also asks Tāmati if he has heard about the Maths, Science and English tutorials the school runs after school.	<u>The tutorials have helped lift students' grades and Tāmati might improve his grades. He mentions the whakataukī which reinforces having the right opportunities for the situation, and Tāmati could make the most of the tutorials opportunity to stop him failing.</u>
3	<i>He was annoyed because he wasn't being brave and emphasizes that his parents are good people. He tells him there's no use in being a coward (in other words he tells him to be brave).</i>	Wiremu doesn't understand why he won't go and talk to them about tutorials.	<u>Wiremu used 'he aha mā te rōrā' to express his frustration about him being a coward, which means, what's the point in cowardice.</u>
4	<i>He couldn't see the words on the whiteboard.</i>	Because he can't see what's on the whiteboard, and he doesn't understand some of what's happening in class. His Mum suggests they get him glasses to help him see.	<u>He may get laughed for wearing glasses at a bit in the beginning but he needs to be brave. His older brother wears glasses and so do his parents so he just needs to be brave regardless if he's laughed at.</u>