

# Kaiako Guidelines for Using Te Reo Māori Practice Exams: Pānui

## He mihi

Tēnei te mihi ki ngā kaiako e hautū ana i te waka o te reo Māori i roto i ngā kura. Ko koutou kei te poipoi i ā tātou ākonga kia pakari anō ai te pupuri i te kakau o te hoe, ā, haere ake nei - tēnā rā koutou katoa.

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## GENERAL GUIDELINES

The Te Reo Māori practice exams have been written with three main components in mind:

1. Curriculum guidelines (Te Aho Arataki Marau mō te Ako i Te Reo Māori)
2. Achievement Standard
3. NZQA external examinations from previous years.

### Curriculum

The curriculum guidelines **Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki** provide the framework to support planning and delivery of your Te Reo Māori programme. The **achievement objectives** (whāinga paetae) and **language modes** (ara reo) in the curriculum set out the specifics of what ākonga should know, understand, and be able to do at each level of the curriculum. Curriculum Levels 7 and 8 relate to NCEA Levels 2 and 3 respectively.

### Achievement Standard

All Te Reo Māori achievement standards have been derived from the curriculum guidelines in **Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki**. It is important for all kaiako reo Māori to be familiar with the achievement standard and its requirements before administering any practice examinations, particularly the following components of the achievement standard:

- The **achievement criteria** (paearu paetae)
- The **explanatory notes** (kōrero āpiti).

Kaiako need to support ākonga to know and understand the requirements of the **achievement standard**, and the **achievement criteria**. The **explanatory notes** outline the significant ‘step-ups’ between achieved (paetae), merit (kaiaka), and excellence (kairangi). They are useful for explaining and unpacking the achievement criteria with ākonga. Ākonga should be clear about what the expectations are at each level of achievement.

### Previous Examinations

The NZQA website houses the external examinations from previous years, right back to 2011. You are welcome to use these as practice exams with your ākonga. One thing to be mindful of though, is that when you use an exam from a previous year, and you do not modify it, *the resulting evidence that ākonga produce, cannot be used for a **derived grade**.*

A **derived grade** is a grade reported by a school, instead of NZQA, for a student who is unable to attend the external exam for an approved reason, or who attended the exam but believes their performance was significantly affected (e.g. bereavement). For more information about the derived grade process, please visit [NZQA](https://www.nzqa.govt.nz/assessments/standards/achievement-standards/derived-grades/).

## LEVEL 2 PĀNUI PRACTICE EXAM

### Curriculum

The Level 2 Pānui practice exam assesses the requirements of AS91286. This achievement standard is derived from Curriculum Level 7 and has been written with consideration to the curriculum

**Achievement Objectives** and the **Language Modes** for this level.

#### The Level 7 Achievement Objectives are:

- 7.1 – communicate about future plans
- 7.2 – offer and respond to advice, warnings, and suggestions
- 7.3 – express and respond to approval and disapproval, agreement, and disagreement
- 7.4 – offer and respond to information and opinions, giving reasons
- 7.5 – read about and recount actual or imagined events in the past.

#### The Level 7 Pānui Language Modes are:

- understand much of what is written in te reo Māori about a range of topics across a range of written text types intended for different purposes and audiences
- distinguish between facts and opinions and recognise intentions to persuade and influence.

### Achievement Standard

The full achievement standard AS91286 is available from [NZQA](#).

The Level 2 Pānui practice exam has been written with consideration to the **Achievement Standard** (Paerewa Paetae), the **Achievement Criteria** (Paearu Paetae), and the **Explanatory Notes** (Kōrero Āpiti).

#### The Achievement Criteria are:

Paetae	Kaiaka	Kairangi
<ul style="list-style-type: none"> <li>• Pānui kia mōhio ki te reo o te ao torotoro.</li> </ul>	<ul style="list-style-type: none"> <li>• Pānui kia mārama ki te reo o te ao torotoro.</li> </ul>	<ul style="list-style-type: none"> <li>• Pānui kia mātau ki te reo o te ao torotoro.</li> </ul>

The **achievement criteria** are further described and explained in the **External Assessment Evidence Gathering Template for AS91286** by [NZQA](#). **Evidence statements** for each grade level have been provided.

The **explanatory notes** provide further explanation of the **achievement criteria**:

- Pānui kia mōhio ki te reo o te ao torotoro:
  - Ka whai i te ia o te tuhinga.
- Pānui kia mārama ki te reo o te ao torotoro:

- Ka mārama ki te kiko o te tuhinga.
- Pānui kia mātau ki te reo o te ao torotoro:
  - Ka mātau ki ngā topehatanga o te tuhinga
  - Ka mau te tikanga, te pūtake hoki o te tuhinga.

**Key vocabulary** used in the **achievement criteria** and **explanatory notes** include:

- |                  |  |
|------------------|--|
| • ia             | gist, sense, general picture   |
| • kiko           | substance  |
| • mārama         | understand/comprehend/have a clear understanding                         |
| • mātau          | proficient/have a comprehensive understanding                            |
| • mōhio          | to know/recognise/have a general understanding                           |
| • pūtake         | purpose  |
| • te ao torotoro | the exploratory world i.e., includes familiar and less familiar contexts |
| • tikanga        | meaning, significance, essence   |
| • topehatanga    | fine points, detail  |

## Administering the Level 2 Pānui Practice Exam

To request a copy of a practice exam, email [akopanuku@haemata.co.nz](mailto:akopanuku@haemata.co.nz).

The ākonga is required to demonstrate their reading skills and knowledge and gain meaning from reading text/s from a less familiar context.

The context for the Level 2 Pānui practice exam is: **Te Marae o Awaroa**.

In the practice exam, ākonga are required to read one passage to answer three questions. This is the format that has been used in previous years' examinations for this standard.

It is recommended that ākonga have **60 minutes** to complete the Level 2 Pānui practice exam.

The Level 2 Pānui practice exam can be used to gauge student preparedness for the external exam.

Feedback you give to ākonga should be informed by the **assessment schedule**. The **assessment schedule** provided has been derived from:

- **achievement criteria** (from the Achievement Standard)
- **evidence statements** (from the NZQA Evidence Gathering Template)
- **grade score descriptors** (from previous years' exams).

## Level 2 Pānui Assessment Schedule

### Paearu Paetae: Achievement Criteria

Paetae	Kaiaka	Kairangi
<p>Pānui kia mōhio ki te reo o te ao torotoro.</p> <ul style="list-style-type: none"> <li>Ka whai i te ia o te tuhinga.</li> </ul>	<p>Pānui kia mārama ki te reo o te ao torotoro.</p> <ul style="list-style-type: none"> <li>Ka mārama ki te kiko o te tuhinga.</li> </ul>	<p>Pānui kia mātau ki te reo o te ao torotoro.</p> <ul style="list-style-type: none"> <li>Ka mātau ki ngā topehatanga o te tuhinga</li> <li>Ka mau te tikanga, te pūtake hoki o te tuhinga.</li> </ul>
<p>Has a general understanding of the familiar and less familiar contexts.</p> <ul style="list-style-type: none"> <li>Follows the gist of the writing.</li> </ul>	<p>Has a clear understanding of the familiar and less familiar contexts.</p> <ul style="list-style-type: none"> <li>Understands the meaning of the text.</li> </ul>	<p>Has a comprehensive understanding of the familiar and less familiar contexts.</p> <ul style="list-style-type: none"> <li>Has an understanding of all, or nearly all, of the finer points of the text</li> <li>Understands the meaning and purpose of, and reason for, the text.</li> </ul>

***Taunakitanga: Evidence Statements***

Paetae	Kaiaka	Kairangi
<ul style="list-style-type: none"> <li>• Demonstrates a general understanding of a reading passage from te ao torotoro, the exploratory world, (a familiar or less familiar context).</li> <li>• Demonstrates a general understanding of a reading passage from a familiar context.</li> <li>• Identifies the main information/ideas. Gives some valid information/details without being able to develop explanatory responses/answers or giving fine detail.</li> <li>• Shows basic understanding of the vocabulary and language features up to, and including, curriculum level 7 of Te Aho Arataki Marau mō te Ako i Te Reo Māori –Kura Auraki.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of a reading passage from a familiar or less familiar context.</li> <li>• Identifies the main ideas/information and shows some understanding of the finer details of the passage.</li> <li>• Justifies some responses with supporting detail from the reading passage.</li> <li>• Links some ideas and personal reflections related to the passage.</li> <li>• Explains the intent and purpose of the passage.</li> <li>• Shows a sound understanding of the vocabulary and language features up to, and including, curriculum level 7 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of a reading passage from a familiar and less familiar context.</li> <li>• Selects and expands on relevant information, ideas and opinions from the passage with supporting evidence or detail to give detailed and accurate responses.</li> <li>• Identifies most subtle/fine details of the passage.</li> <li>• Justifies responses with supporting detail/ examples from the reading passage.</li> <li>• Links their ideas and opinions to the listening passage, including any personal reflections.</li> <li>• Understands the meaning and purpose/theme of the reading passage.</li> <li>• Shows the ability to draw conclusions, summarise and link ideas across the reading passage.</li> <li>• Understands all, or nearly all, of the finer points of the listening passage.</li> <li>• Understands the meaning and purpose of, and the reason for, the reading passage.</li> <li>• Understands vocabulary and language features up to, and including, curriculum level 7 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki.</li> </ul>

*Whakawākanga: Grade Score Descriptors*

KIW 1	KIW 2	Paetae 3	Paetae 4	Kaiaka 5	Kaiaka 6	Kairangi 7	Kairangi 8
Kāore e whai ana i te ia o te tuhinga.	Iti iho te whai i te ia o te tuhinga.	Ka mōhio me te whai i te ia o te tuhinga.	Ka āta mōhio, ka āta whai i te ia o te tuhinga.	Ka mārama ki te kiko o te tuhinga.	Ka āta mārama ki te kiko o te tuhinga.	Ka mātau ki ngā topehatanga o te tuhinga.  Ka mau te tikanga, te pūtake hoki o te tuhinga.	Ka autaiā te mātau ki ngā topehatanga o te tuhinga.  Ka āta mau te tikanga me te pūtake o te tuhinga.
<ul style="list-style-type: none"> <li>Provides one or two basic sentences that do not form a substantial answer.</li> </ul>	<ul style="list-style-type: none"> <li>Creates a genuine attempt at a response but does not provide enough evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Produces basic answers explaining their ideas, but the writing may lack conviction or interest.</li> <li>Uses a basic example to inform the reader.</li> <li>Produces work that may include major errors in detail.</li> </ul>	<ul style="list-style-type: none"> <li>Produces basic answers explaining their ideas, but the writing may lack conviction or interest.</li> <li>Uses a range of basic examples to inform the reader.</li> <li>Produces work that may include major errors in detail.</li> </ul>	<ul style="list-style-type: none"> <li>Expands on their answer(s) but may lack conviction.</li> <li>Links example(s), with simple justification(s) to form a basic argument.</li> <li>Produces work that may include basic errors.</li> <li>Comprehends main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Expands on their answer(s) but may lack conviction.</li> <li>Links a range of examples, with simple justifications to form a basic argument.</li> <li>Produces work that may include basic errors.</li> <li>Comprehends main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Convinces the reader to believe in their answer.</li> <li>Provides a persuasive argument, with justification through examples and experiences, to convince the reader.</li> <li>Shows a comprehensive understanding of the finer details of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Convinces the reader to believe in their answer.</li> <li>Provides a persuasive argument, with justifications through examples and experiences, to convince the reader.</li> <li>Shows a comprehensive understanding of the finer details of the text.</li> </ul>

KIW 0 – Kāore he aha noa iho

## LEVEL 3 PĀNUI PRACTICE EXAM

### Curriculum

The Level 3 Pānui practice exam assesses the requirements of AS91652. This achievement standard is derived from Curriculum Level 8 and has been written with consideration to the curriculum **Achievement Objectives** and the **Language Modes** for this level.

#### The Level 8 Achievement Objectives are:

- 8.1 – communicate about certainty and uncertainty, possibility and probability.
- 8.2 – develop an argument or point of view, with reasons.
- 8.3 – recount a series of events to inform, persuade or entertain.
- 8.4 – communicate the same information in different ways for different audiences.
- 8.5 – respond to selected and adapted texts in te reo Māori that are about te reo and tikanga Māori, for example, texts from recorded speeches, literature, film, newspapers, magazines, television, video, DVD and radio.

#### The Level 8 Pānui Language Modes are:

- understand much of what is written by other users of te reo Māori about a range of topics.
- distinguish between facts, opinions and hypotheses and recognise intentions to persuade and influence in different contexts.

### Achievement Standard

The full achievement standard AS91652 is available from [NZQA](#).

The Level 3 Pānui practice exam has been written with consideration to the **Achievement Standard** (Paerewa Paetae), the **Achievement Criteria** (Paearu Paetae), and the **Explanatory Notes** (Kōrero Āpiti).

#### The Achievement Criteria are:

Paetae	Kaiaka	Kairangi
<ul style="list-style-type: none"> <li>• Pānui kia mōhio ki te reo o te ao whānui.</li> </ul>	<ul style="list-style-type: none"> <li>• Pānui kia mārama ki te reo o te ao whānui.</li> </ul>	<ul style="list-style-type: none"> <li>• Pānui kia mātau ki te reo o te ao whānui.</li> </ul>

The **achievement criteria** are further described and explained in the **External Assessment Evidence Gathering Template for AS91652** by [NZQA](#). **Evidence statements** for each grade level have been provided.



The **explanatory notes** provide further explanation of the **achievement criteria**:

- Pānui kia mōhio ki te reo o te ao whānui:
  - ka tautohu i te pūtake o te tuhinga me ngā nuka reo
  - ka wetewete i ngā kōrero pono, i ngā whakaaro me ngā whakatau i roto i te tuhinga.
- Pānui kia mārama ki te reo o te ao whānui:
  - ka whakamārama i te pūtake o te tuhinga
  - ka whakamārama i te kaupapa matua o te tuhinga.
- Pānui kia mātau ki te reo o te ao whānui:
  - ka kōtui i ngā ariā matua o te kaituhi, o te tuhinga rānei
  - ka parahau i ōna whakaaro mō te kaupapa matua.

**Key vocabulary** used in the **achievement criteria and explanatory notes** include:

- |                       |                                |
|-----------------------|--------------------------------|
| • ariā matua          | main ideas                     |
| • huahuatau           | metaphor                       |
| • kaupapa matua       | message, main theme            |
| • kīanga whakarite    | simile                         |
| • kīanga whakatangata | personification                |
| • kīwaha              | idiom                          |
| • kōrero pono         | fact                           |
| • kōtui               | integrate, synthesise          |
| • kupu kōaro          | antonym                        |
| • kupu taurite        | synonym                        |
| • nuka reo            | language features              |
| • parahau             | justify                        |
| • pepeha              | aphorisms                      |
| • pūtake              | intent, purpose                |
| • reo whakaahua       | imagery                        |
| • tautohu             | identify                       |
| • tuhinga             | text (may include visual text) |
| • wetewete            | distinguish                    |
| • whakaaro            | opinion                        |
| • whakamārama         | explain                        |
| • whakatau            | conclusion, resolution         |
| • whakataukī          | proverbs                       |

## Administering the Level 3 Pānui Practice Exam

To request a copy of a practice exam, email [akopanuku@haemata.co.nz](mailto:akopanuku@haemata.co.nz).

The ākonga is required to demonstrate their reading skills and knowledge and gain meaning from reading text/s from a less familiar context.

The context for the Level 3 Pānui practice exam is: **He whakamārama whakataukī (Ko te amorangi ki mua, ko te hāpai ō ki muri).**

In the practice exam, ākonga are required to read one passage and answer three questions. This is the format that has been used in previous years' examinations for this standard.

It is recommended that ākonga have **60 minutes** to complete the Level 3 Pānui practice exam.

The Level 3 Pānui practice exam can be used to gauge student preparedness for the external exam.

Feedback you give to ākonga should be informed by the **assessment schedule**. The **assessment schedule** provided has been derived from:

- **achievement criteria** (from the Achievement Standard)
- **evidence statements** (from the NZQA Evidence Gathering Template)
- **grade score descriptors** (from previous years' exams).

### Level 3 Pānui Assessment Schedule

#### Paearu Paetae: Achievement Criteria

Paetae	Kaiaka	Kairangi
<p>Pānui kia mōhio ki te reo o te ao whānui.</p> <ul style="list-style-type: none"> <li>ka tautohu i te pūtake o te tuhinga me ngā nuka reo</li> <li>ka wetewete i ngā kōrero pono, i ngā whakaaro me ngā whakatau i roto i te tuhinga</li> </ul>	<p>Pānui kia mārama ki te reo o te ao whānui.</p> <ul style="list-style-type: none"> <li>ka whakamārama i te pūtake o te tuhinga</li> <li>ka whakamārama i te kaupapa matua o te tuhinga.</li> </ul>	<p>Pānui kia mātau ki te reo o te ao whānui.</p> <ul style="list-style-type: none"> <li>ka kōtui i ngā ariā matua o te kaituhi, o te tuhinga rānei</li> <li>ka parahau i ōna whakaaro mō te kaupapa matua.</li> </ul>
<p>Candidate demonstrates understanding of te reo Māori relating to local, national, and global themes.</p> <ul style="list-style-type: none"> <li>Candidate can identify the main theme of the text and the language features used.</li> <li>Candidate can distinguish the facts, opinions, and conclusions within the text.</li> </ul>	<p>Candidate demonstrates comprehension of te reo Māori relating to local, national, and global themes.</p> <ul style="list-style-type: none"> <li>Candidate can explain the intent/purpose of the text.</li> <li>Candidate can explain the message/</li> <li>main theme of the text.</li> </ul>	<p>Candidate demonstrates proficiency in te reo Māori relating to local, national, and global themes.</p> <ul style="list-style-type: none"> <li>Candidate can integrate/ synthesise</li> <li>the main ideas of the author or text.</li> <li>Candidate can justify their thoughts</li> <li>about the main theme/ message.</li> </ul>

***Taunakitanga: Evidence Statements***

Paetae	Kaiaka	Kairangi
<ul style="list-style-type: none"> <li>• Demonstrates a general understanding of a reading passage from a less familiar context which is beyond the personal experience of the student. Examples include societal, regional, national or global contexts.</li> <li>• Identifies the main information/ideas. Gives some valid information/details without being able to develop explanatory responses/answers or giving fine detail.</li> <li>• Distinguishes some facts, opinions, and conclusions within the reading passage.</li> <li>• Shows a basic understanding of the vocabulary and language features up to, and including, curriculum level 8 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of a reading passage from a less familiar context.</li> <li>• Identifies the main ideas/information and shows some understanding of the finer details of the passage.</li> <li>• Justifies some responses with supporting detail from the reading passage.</li> <li>• Explains the intent and purpose of the passage.</li> <li>• Shows a sound understanding of the vocabulary and language features up to, and including, curriculum level 8 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of a reading passage from a less familiar context.</li> <li>• Identifies the main ideas/information as well as the more subtle / fine details of the passage.</li> <li>• Integrates and expands on relevant information, ideas and opinions from the passage with supporting evidence or detail to give detailed and accurate responses.</li> <li>• Justifies their thoughts to explain the intent and purpose of the reading passage.</li> <li>• Understands vocabulary and language features up to, and including, curriculum level 8 of Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki .</li> </ul>

*Whakawākanga: Grade Score Descriptors*

KIW 1	KIW 2	Paetae 3	Paetae 4	Kaiaka 5	Kaiaka 6	Kairangi 7	Kairangi 8
Kāore e whai ana i te ia o te tuhinga.	Iti iho te whai i te ia o te tuhinga.	Ka mōhio me te whai i te ia o te tuhinga.	Ka āta mōhio, ka āta whai i te ia o te tuhinga.	Ka mārama ki te kiko o te tuhinga.	Ka āta mārama ki te kiko o te tuhinga.	Ka mātau ki ngā topehatanga o te tuhinga.  Ka mau te tikanga, te pūtake hoki o te tuhinga.	Ka autai te mātau ki ngā topehatanga o te tuhinga.  Ka āta mau te tikanga me te pūtake o te tuhinga.
Provides a basic response that does not form a substantial answer.	A genuine attempt at a response is made, but does not provide enough evidence for Achievement.	The candidate has: <ul style="list-style-type: none"> <li>provided a very basic interpretation of the text</li> <li>included very basic ideas that are loosely related to the text</li> <li>not expressed personal ideas that link to the text.</li> </ul> The candidate's response may include errors in detail or interpretation.		The candidate has: <ul style="list-style-type: none"> <li>explained some main ideas emerging from the text, but they are lacking in finer detail</li> <li>shown limited ideas that form evidence based only on the text</li> <li>offered limited personal opinions in their answer relating to the text</li> <li>attempted to explain their answer, but without conviction</li> <li>shown some clarity in formulating their answer.</li> </ul>		The candidate has: <ul style="list-style-type: none"> <li>explained the main ideas emerging from the text, and has included finer details</li> <li>provided an answer that is strongly evidence-based from the text</li> <li>clearly and confidently included their own personal opinions</li> <li>been able to provide convincing justifications for their answer, using clear examples</li> <li>provided a clearly articulated answer.</li> </ul>	

KIW 0 – Kāore he aha noa iho