

## Must knows

Available to ākonga from Year 9 onward, ākonga must achieve these Standards to be awarded an NCEA. Credits from these co-requisites do not count toward the 60 credit requirement for NCEA Level 1, 2, and 3. Ākonga achieve reo matatini or literacy credits only once; there are no further literacy requirements for NCEA at any level. Always check the Standards for specific requirements.

## Assessment format

Externally assessed. Two options:

1. Portfolio - curated evidence managed by the kaiako and ākonga; must be submitted to NZQA by set dates.
2. Common Assessment Activity (CAA) - a timebound digital or paper-based assessment developed by NZQA; offered twice a year.

NZQA sets the dates for submission of portfolios and delivery of CAAs.

## Ka mārama, ka tautohu i ngā whakaaro matua o tētahi reo ā-waha, o tētahi reo ā-tā hoki

US 32413 | 5 whiwhinga

## Ka whakamahi i te reo kia tutuki ai tētahi pūtakenga whakawhiti kōrero, tuhituhi hoki

US 32415 | 5 whiwhinga

### Outcome: Understand and identify key ideas in oral and written text

#### The Standard assesses

##### Pānui me te Whakarongo

reading and listening to identify and understand key ideas. This involves:

- selecting and identifying key ideas
- identifying key information
- identifying irrelevant and false information.

#### 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
- listening and reading for the gist, paraphrasing, and summarising
- identifying different types of specific information
- identifying bias, stereotype, contradiction, missing information, overgeneralisation.

#### Communicative purposes

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

#### 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
  - over generalisations
  - missing information.

#### Key strategies

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

### Outcome: Use language for oral and written communicative purposes

#### 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).

#### Portfolio

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

Ensure recordings of speaking are clear.

Include evidence of:

- a continuous written text of 100-150 words
- accurate and appropriate use of language
- natural, unrehearsed speech (1-2 mins long)
- communicating key ideas clearly
- language flexibility - saying and writing things in multiple ways.

#### 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.

#### 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
- Elaboration, cohesive devices, word choice, technical words, expressions, figurative, formal, and informal language

## Me mātua mōhio

E wātea ana ki ngā ākonga atu i te Tau 9, haere ake.

Me mātua puta te ihu o te ākonga i ēnei paerewa kia whakawhiwhia ki tētahi tohu NCEA.

Kāore ēnei whiwhinga e whai wāhi ki ngā whiwhinga e 60 e tutuki ai te Kaupae 1, 2, me te 3 o NCEA.

Ka kotahi anake te whakatutukitanga a te ākonga i ngā paerewa reo matatini; kāore he paerua reo matatini atu anō i ngā kaupae NCEA.

Me mātua pānuī ngā Paerewa tonu kia mārama pū ai ngā paerua me tutuki.

## He aromatawai ā-waho

E rua ngā kōwhiringa:

1. Kete Manarua – he kōpaki mahi ka tiakina e te ākonga me te kaiako; me mātua tuku ki NZQA i mua i ngā rangi tuku.
2. Tūmahi Aromatawai Pātahi (TAPā) – he aromatawai wā-here ā-ipurangi, ā-pepa rānei ka whakaritea e NZQA; ka tukuna kia rua ngā wā i te tau.

Mā NZQA anō ngā rā tuku Kete Manarua, ngā rā TAPā anō hoki e whakarite.

## Ka mārama, ka tautohu i ngā whakaaro matua o tētahi reo ā-waha, o tētahi reo ā-tā hoki

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### Putanga Ako: Ka mārama, ka tautohu i ngā whakaaro matua o tētahi reo ā-waha, o tētahi reo ā-tā hoki

#### Ka aromatawaiā

##### Pānuī me te Whakarongo

Te whakarongo me te pānuī ki te tautohu i ngā ariā matua. Te āhei ki:

- te kōwhiri me te tautohu i ngā whakaaro matua
- te tautohu i ngā pārongo matua
- te tautohu i ngā pārongo hauarea me ngā kōrero horihori.

#### Te kete manarua

Me mātua kite ngā urupare ki ētahi kōrero e rua, nui ake rānei – me rerekē ngā pūtakenga kōrero. Me hāngai ngā kōrero ki te ao o te ākonga. I ngā kōrero, me puta ko:

- te reo ataata
- te reo ā-waha
- te reo tuhi
- tētahi tuhinga motukore, kia 150-300 kupu te roa.

Āpitihiā ngā taunakitanga pēnei i:

- te tautohu me te mārama ki ngā ariā matua
- te whakarongo me te pānuī kia mau ai te ia o te kōrero, te whakarāpopoto kōrero, te whakapuaki anō ki āna ake kupu
- te tautohu i ngā meka matua, ngā tīwhiri ataata, ngā whakaaro matua, ngā kōrero haumarua
- te tautohu i te haukume, i te arotoka, i te kōrero taupatupatu, i te pārongo ngaro, i te kōrero nenekara, i te whakatawhānui rawa.

#### Me whakaharatau e te ākonga

Te whakamahi ngā rautaki aroā.

Te whakarongo me te pānuī mō te huhua o ngā pūtakenga.

Te whakarongo me te pānuī kia mau:

- ētahi kōrero motuhake (he meka matua, he tohutohu, he rā, he kōrero haumarua...)
- ngā whakaaro matua (he ariā hou...)
- te ia o te kōrero (ngā whakaaro, ngā tirohanga...)
- ngā tīwhiri ataata (he pikitia, he kauwhata...)
- ngā kōrero hē
- ngā kōrero taupatupatu
- ngā kiritoka
- ngā kōrero horihori
- ngā whakatawhānui rawa
- ngā pārongo ngaro.

#### Ngā rautaki matua

- He pānuī anō
- He tautohu i ngā tīwhiri horopaki
- He whakarongo/pānuī kia mau te ia o te kōrero
- He whakapuaki kōrero ki āna ake kupu
- He whakarāpopoto
- He whakatawhānui rawa

#### Ngā pūtakenga whakawhitinga kōrero

Kia rapu mōhiotanga	Kia ako
Kia mārama ki te mahi	Kiangahau
Kia whakawhiti whakaaro	Kia pārekareka
Kia mārama ki ētahi atu	

## Ka whakamahi i te reo kia tutuki ai tētahi pūtakenga whakawhiti kōrero, tuhituhi hoki

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### Putanga Ako: Ka whakamahi i te reo kia tutuki ai tētahi pūtakenga whakawhiti kōrero, tuhituhi hoki

#### Ka aromatawaiā

##### Kōrero me te Tuhituhi

Te kōrero me te tuhituhi kia tutuki ai ngā pūtaketanga motuhake.

Te āhei ki:

- te āta whakamahi i ngā rautaki matua
- te āta whakamārama i ngā ariā matua
- te whakamahi i te reo e hāngai ana ki te horopaki, ki te hunga whai wāhi me te pūtake
- te tika o te reo (ka puta noa ētahi hapa wetereo i te kōrerorero māori nei te tuku).

#### Te kete manarua

Kohia he taunakitanga kōrero me te tuhi ka puta māori mai i ngā marautanga katoa.

Me mārama ngā hopukanga reo.

Āpitihiā ngā taunakitanga pēnei i:

- tā te ākonga mātau ki ngā kārawarawatanga me te wetereo
- te tuhinga motukore kia 100-150 kupu te roa
- te whakamahinga tika me te hāngai o te reo
- te kōrero ā-waha, kia 1-2 meneti te roa ka mutu me māori te āhua o te tuku
- te kawē i ngā ariā matua kia mārama
- te hāngai o te reo - kia huhua ngā momo tukunga o te reo, ā-waha mai, ā-tuhi mai.

#### Ngā pūtakenga whakawhitinga kōrero

Kia tono	Kia whakaahua	Kia uiui
Kia tohutohu	Kia tuku whakaaro	Kia whakamārama
Kia whakamōhio	Kia whakangahau	Kia whakaporipori
Kia mihi	Kia whakapuaki kare ā-roto	

#### Me whakaharatau e te ākonga

Ngā kārawarawa, te tātaki kupu, he rerenga kōrero oti, ngā wetereo matua, ngā kupu kaupapa.

Te whakamahi i ngā rautaki whakawhiti kōrero.

Te kōrero me te tuhituhi mō te huhua o ngā pūtakenga.

Te kōrero kia māori ai te āhua o te tuku  
Te whakahāngai i te kōrero/tuhinga e pā ana ki:

- te whāinga
- te wāhi
- te wā
- te kaupapa
- te hunga whai wāhi atu.

#### Ngā rautaki matua

- Te hauoro, te kahaoro, te mita, ngā tuone
- He whakapuaki anō i āna ake kōrero, he toai kōrero, he kōrero āwhio, he whakamārama atu anō
- He aroturuki whaiaro, he hoki ki te whakatika, he whakatika whaiaro
- He āta whakatakoto kōrero, he whakaraupapa whakaaro, he whakamahi tongi matā me te tohu ataata
- He whakaniko, ngā nuka tūhonohono, te puna kupu, ngā kupu whāiti, ngā kianga, te reo peha, te reo ōkawa, te reo ōpaki