

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 Rachelle Hautapu (kaiako reo Māori i te Kāreti o Pōneke), nāna tēnei ngohe i takoha mai hei rauemi mā ngā kaiako o Ako Panuku.

KAUPAPA: **Ko Tēhea Momo Wānanga?**

TE ROA: **1 hour**

NGĀ TOHUTOHU:

1. The audio text for this assessment activity is entitled “Ko Tēhea Momo Wānanga?”. Ensure you are able to access the audio for this activity, [here](#).
2. The [Kupu Taka](#) should only be shared 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 in the following format:
 - a. Read the whole kōrero once. During this time, students will 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.

āhuru mōwai	a safe, comfortable place
hei papa	to bear the brunt of an issue
Kaiārahi Umanga	Careers Counsellor
kāore i ārikarika	there were a lot of
kua kēhi	case closed
nēnene	to be funny, to be humorous
pūkaha	engineering
punga	anchor
tarawāhi awa	riverbank (on the other side)
tohu paetahi	Bachelor's degree
toiora whānau	social work

HEI PĀNUI Ā-WAHA: “KO TĒHEA MOMO WĀNANGA?”

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

WĀHANGA 1	
Audio	
Tākiri	E hoa, kua tukuna e koe tō tono ki Te Whare Wānanga o Tāmaki Makaurau? Me kore ake te wānanga hei whakaako i tēnā kaupapa, te pūkaha. He torutoru noa iho ngā kaipūkaha Māori i Aotearoa.
Keiha	Kia ora, Tākiri. Āe, kua tukua e au taku tono, nā reira, “Pai tū, pai hinga”. Kua kēhi ināianei. Ā te Hakihea au mōhio ai ina noho tonu mai, ina hūnuku atu rānei. Ka aha koe ā tērā tau? Mō te whai mātauranga, kāore he painga i a koe.
Tākiri	Tō nēnene hoki, Keiha! Tērā anō tētahi take i pōraruraru ai au. Ko taku hiahia hoki ki te whai i taku tohu paetahi mō Te Toiora Whānau. Ki ō whakaaro, me haere au ki tētahi wānanga Māori, ki tētahi mea auraki rānei?
QUESTION 1	<i>What do Tākiri and Keiha plan to do after leaving school? Justify your response with evidence from the text.</i>
WĀHANGA 2	
Audio	
Keiha	Āe, e hoa, he raru nui tērā!
Tākiri	I meatia ake e Kui Pēti, ‘Kia mau ki ō tikanga me tō reo Māori, koinei rā tō tūrangā teitei e’. E ai ki a Kui, mā tēnei huarahi e kite ai au he kai mā te wairua. Engari, e ai ki a Pāpā, ‘Ko ō ringa ki ngā rākau a te Pākehā hei oranga mō tō tinana’. Ko tāna i kī mai ai, kua ū kē au ki tōku Māoritanga, nā reira, whāia te ara e āhei ai au ki te kuhu i ngā tatau katoa kei mua i te aroaro.
Keiha	Kia tau, e hoa. Me āta whakaaro tāua he aha rā te huarahi tika māu anō. Mā tāua e whai rautaki pēnei nā. He aha rā ngā hua o ia momo wānanga, engari tonu ngā huakore? Kātahi, me kōrero tāua ki te Kaiārahi Umanga o te kura, mā tērā ka mōhio tāua ki āna kupu tohutohu.
Tākiri	Āna! Ki a au nei, mēnā e pīrangī ana te tangata ki te mōhio ki te reo Māori, he maha ngā huarahi hei whai māna kia ea ai tērā hiahia.

QUESTION 2	<i>What advice does Tākiri receive and why? What strategies will Tākiri and Keiha use to help them make a decision?</i>
WĀHANGA 3 Audio	
Keiha	Kei te tika rā tēnā. Nō te takiwā o te tau kotahi mano, e iwa rau, e waru tekau mā iwa i uru ai a Kui Pēti ki Te Wānanga o Raukawa. Nā reira, ki te pērā, ka whāia e koe ō Kui Pēti tapuwae.
Tākiri	I ēnei rā hoki, tokomaha ngā kaiako reo Māori ki ngā momo wānanga e rua. Heoi, mā te wānanga Māori e ora tonu ai tōku wairua, ā, ko ngā kaupapa ako ko tā te Māori e hiahia ana, waihoki ki tō te aronga Māori.
Keiha	Ko te āhua nei, he āhuru mōwai te wānanga Māori mōu, ā, ki te kore koe e noho haumaruru, ka noho noa hei papa. E hia kē hoki ngā noho marae, mā te whakawhiti kōrero, mā te kai tahi, mā te mahi tahi, ka puāwai te whanaungatanga. Me te mea nei, he aha te take o te mātauranga Pākehā mēnā kāore koe i te māranga ki ngā mihi mai a ngā pakeke?
QUESTION 3	<i>According to Tākiri and Keiha, what are the benefits of attending a Māori university?</i>
WĀHANGA 4 Audio	
Tākiri	Pāia, e hoa! Heoi anō, he tata tōku kāinga ki Te Whare Wānanga o Wīkītōria. Ki te noho tonu au i te kāinga, he iti noa iho hoki te utu, ā, kāore au e noho mokemoke mai i taku whānau. Atu i tēnei, he tokomaha ake ngā tāngata i uru ai ki reira. Kāore e kore, ka tūtaki au ki ngā hoa akoako hou e whakaaro pēnei ana i au nei, nē hā?
Keiha	Āe, mārika! E mōhiotia noatia ana te wānanga auraki tohu mātauranga ki ngā kaiwhakawhiwhi mahi puta noa i te motu me ngā whenua tauhou. Kīhai i ārikarika ngā tohu a tēnei momo wānanga kia āhei ai koe ki te kōwhiri i tētahi hei oranga mōu, otirā mō tōu whānau. Ehara koe i te tangata tū kē atu i tarawāhi awa. He punga tōu whānau i mau ai koe.
Tākiri	Tēnā pea, nā te kaha uru ki roto i te taha Pākehā, ka ngaro au. Me pēhea kē hoki?
Keiha	Māku e kī nei, ahakoa ko hea te wānanga e uru ai koe, ka tau. Heoi, kua oti ake nei i a tāua te whai whakaaro. Hoake tātau ki te Tari o te Kaiārahi Umanga. Kātahi, ka riro māu e whiriwhiri!
QUESTION 4	<i>What are their thoughts on the advantages of attending a mainstream university?</i>

Pepa Whakautu mā te Ākonga | Student Answer Sheet

Reminder: You must respond in English.

Pātai 1: What do Tākiri and Keiha plan to do after leaving school? Justify your response with evidence from the text.

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Pātai 2: What advice does Tākiri receive and why? What strategies will Tākiri and Keiha use to help them make a decision?

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Pātai 3: According to Tākiri and Keiha, what are the benefits of attending a Māori university?

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Pātai 4: What are their thoughts on the advantages of attending a mainstream university?

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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>Tākiri and Keiha both plan to go to university after they leave school.</i>	Tākiri wants to study a Bachelor of Social Work and Keiha has applied to the University of Auckland get an Engineering degree.	<u>Tākiri is yet to decide whether to apply to a Māori or mainstream university.</u>
2	<i>Go to a Māori university for spiritual strength (because it's who you are). Go to a mainstream university to broaden his options.</i>	Strategy 1 is to weigh up the pros and cons. Strategy 2 is to seek advice from the school's Careers Counsellor	<u>Kui Pēti tells Tākiri to holdfast to his language and culture, that's how he will do well. His Dad encourages him to make good use of the mainstream system, it will have benefit for him.</u>
3	<i>To follow the legacy of Kui Pēti, who enrolled at Te Wānanga o Raukawa in 1989. Qualifications from Māori perspectives.</i>	Language development can happen at both universities, but at a Māori university your spiritual wellbeing as Māori is nurtured.	<u>A safe, comfortable place to learn that doesn't compromise identity and is based on Māori processes/ways of being.</u>
4	<i>Tākiri lives close by so can minimise his living costs. More people enrol at mainstream universities, therefore Tākiri's chances of meeting like-minded classmates is higher.</i>	Employers throughout NZ and overseas know the qualifications on offer. There are a lot of qualification options that should allow Tākiri a range of employment opportunities.	<u>Multiple employment opportunities means well-being for him and his whānau.</u>