

Te Hono o te Kahurangi: Qualification details

Ingoa/Title	Te Pōkaitahi Reo Māori (Kaupae 3)		
Putanga/Version	1	Te momo Tohu/Qualification type	Pōkaitahi/Certificate
Kaupae/Level	3	Whiwhinga/Credits	60
NZSCED	091502	Society and Culture >Language and Literature > Te Reo Maori	
DAS classification	271	Māori >Reo Māori	
Qualification developer	Māori Qualifications Services and Te Whare Wānanga o Awanuiarangi		
Next review	Hakihea 2020		
Approval date	Rr Mmmm TTTT		
Te Tirohanga Whānui /Strategic purpose statement	<p>He tohu Reo Māori tēnei mō te hunga e taea ana te whakaputa kōrero, te whakawhitiwhiti kōrero rānei ā-waha, ā-tuhi anō hoki mō ngā kaupapa māmā e taunga ana e ia. He tohu anō hoki tēnei mō te hunga e awhero nui ana kia matua tautoko i te whakawhānaketanga o tō tātou reo, e ngākaunui ana hoki ki te reo Māori hei reo mōna ki te kainga, ki te wāhi mahi rānei.</p> <p>Ka whai atu tēnei tohu i <i>Te Pōkaitahi Reo Māori (Rumaki) (Kaupae 2)</i>, ā, he huarahi anō tēnei mō te te hunga e rapu tonu ana i te reo Māori me ōna tikanga. He huarahi pai tēnei tohu mō ngā ākonga kua riro kē i Te Reo Māori NCEA, Kaupae 2.</p> <p>Ka whai hua a Aotearoa whānui i ngā Ihuputa e taea ana te tū maia ki te whakaputa kōrero, mō ngā kaupapa o ia rā, o ia rā, mō te whānau, te marae, te wāhi mahi, te wāhi ako hoki, ā, kua waia anō hoki rātou ki ngā tikanga o te ao Māori.</p> <p>Mā ngā hua ka puta i tēnei tohu ka kite ngā hapori, ngā kaituku mahi, me ngā whare wānanga i te taumata o te reo o te Ihuputa.</p>		<p>This qualification is intended for learners who have an intermediate understanding of, and ability in the use of, te reo Māori. It is also intended for those who have a desire to contribute positively to the development of, or have a personal and/or professional interest in, te reo Māori.</p> <p>This qualification follows on from <i>Te Pōkaitahi Reo Māori (Rumaki) (Kaupae 2)</i>, and provides a pathway for those seeking to improve or further develop their proficiency in te reo Māori and its associated protocols. It is also a pathway suitable for graduates of Te Reo Māori at NCEA Level 2.</p> <p>Aotearoa needs, and will benefit from, graduates with the skills and knowledge to communicate in te reo Māori with some independence and confidence in everyday whānau, marae, social/community, workplace and/or academic contexts; and who feel familiar in aspects of te ao Māori.</p> <p>This qualification allows whānau, communities, employers and educational institutions to recognise the level at which the graduate can use te reo Māori.</p>
Ngā Mātāpono/ Guiding principles	<p>Mana Tangata <i>Kia whakatairanga te pitomata o te tangata me ōna tātai pūmanawa ki te reo me ngā tikanga i roto i ōna ao mōhio o mua, o nāianeī, mō āpōpō hoki.</i> This mātāpono acknowledges the potential of each learner that acknowledges one's inherent talents to learn. The Mana Tangata principle acknowledges that each learner has potential to learn, to grow, to develop, and to advance one's learning, understanding, and practice of te reo Māori me ngā tikanga.</p>		

	<p>Mana Whenua <i>Taketake nō tēnei whenua te tangata Māori, tōna reo, me āna tikanga, nō reira ka pūmautia te tūrangawaewae me te rangatiranga o te tangata ki tōna whenua, ki tōna taiao o mua, o nāianeī, mō āpōpō hoki.</i></p> <p>This mātaṗono promotes the importance of location and the local environment – the places, the people, the stories, the sayings, the dialectual variations, and so on.</p>
	<p>Mana Reo <i>Kia marama pū ki te pūtake, te whānui, te hōhonu, te tiketike o te reo me ngā tikanga o te tangata i roto i ngā ao mōhio o mua, o nāianeī, mō āpōpō hoki ā, kia tangata whenua ai te reo.</i></p> <p>This mātaṗono encourages each learner to acquire, grow, develop, and use multiple reo Māori and tikanga literacies accurately and competently in settings that include cultural, intellectual, social, emotional, digital environs, second language acquisition theories, and pedagogy.</p>
	<p>Mana Ao Tūroa <i>Te ngoi me te korou e tūhononhono ana, e whakaihiihi ana i ngā mea katoa o te ao kikokiko nei, he kawenga hoki i te mana o te tangata, o te mea rānei i te ao o mua, o nāianeī, mō āpōpō hoki.</i></p> <p>Mana Ao Tūroa refers to the acquisition of proficiency and ultimately excellence as a practitioner of te reo Māori and tikanga and its application in a chosen field of endeavour as it is expressed in the natural world.</p>
	<p>Ngā Taumata o Te Reo reflect the different stages of learning te reo, and are modelled on the Poutama concept of progressive learning. Ngā Taumata o te Reo also meet with the wider aspirations of whānau, hapū, iwi for Te Reo Māori.</p>

Qualification outcome statements

<p>Te āhua o te Ihuputa/Graduate profile</p>	<p><i>Ka tika, ka rere, ka Māori te reo o te Ihuputa mā te whai i ngā tikanga me te:</i></p> <p>whakatairanga i te mana tangata mā te, whakangungu i ōna pūkenga me ōna tātai pūmanawa kia eke ai tōna mārama ki te reo;</p> <p>whakaatu i te mana whenua mā te whai māramatanga ki te whakaputa i te reo me ngā kōrero mō te whenua me te Taiao, arā, ko ngā pepehā me te mita o te rohe;</p> <p>whakaatu i te mana reo mā te whai māramatanga ki ngā āhuatanga o te reo, tōna hāngai ki ētahi horopaki kua tohua, tōna hanga me te whakauru i ngā kīwaha, ngā whakataukī me ngā whakataukī kia tipu mai te reo;</p> <p>whakaatu i te mana ao tūroa mā te whakaputa i te reo e mārama ana te tauira ki te whakahaere kaupapa me te ārahi tangata i roto i tētahi horopaki kua tohua.</p>	<p><i>Graduates of this qualification will be able to demonstrate te reo kia tika, kia rere, kia Māori through their ability to:</i></p> <p>express mana tangata through developing skills, knowledge, and innate abilities to use te reo Māori vocabulary and grammatical structures at an intermediate level;</p> <p>use intermediate-level reo Māori to demonstrate mana whenua and show an understanding of their connections to the land and the environment - prominent places, people, histories and stories;</p> <p>apply intermediate-level reo Māori in selected contexts to express mana reo and develop a growing respect/knowledge base for/of te reo Māori,</p> <p>express mana ao turoa through the use of intermediate-level te reo Māori to achieve tasks and guide others in specified contexts.</p>
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	<p>Rumaki qualifier:</p> <p>To achieve the New Zealand Certificate in Te Reo Māori (Rumaki), graduates must be able to communicate in te reo Māori in a familiar Māori language immersion context to meet the outcomes.</p>	
<p>Ko Ngā huarahi mātauranga /Education pathway</p>	<p>He tīmatanga tēnei Tohu mō te hunga e kaingākau ana ki te reo Māori, ā, he huarahi anō hoki tēnei mō te hunga e hiahia ana ki te whakapakari ake i tō rātou reo.</p> <p>Ka taea e ngā Ihuputa te whai atu i:</p> <ul style="list-style-type: none"> • Te Pōkaitahi Reo Māori (Kaupae 4)[Ref: XXX] • Te Mana Kaitiaki o Ngā Taonga Tuku Iho (Kaupae 4)[Ref:2345] • Te Hiringa o Te Taiao (Kaupae 4) [Ref:2346] 	<p>This qualification provides a pathway for those seeking to improve or further develop their knowledge and skills in te reo Māori.</p> <p>Graduates may progress to:</p> <ul style="list-style-type: none"> • Te Pōkaitahi Reo Māori (Kaupae 4) [Ref: XXX] • Te Mana Kaitiaki o Ngā Taonga Tuku Iho (Kaupae 4)[Ref:2345] (New Zealand Certificate in Māori Heritage and Wāhi Tapu (Level 4)) • Te Hiringa o Te Taiao (Kaupae 4) [Ref:2346] (New Zealand Certificate in Māori Environment Practices (Level 4))
<p>Ko ngā huarahi mahi /Employment pathway</p>	<p>Mā te tohu nei ka taea e te Ihuputa te whakangungu, te whakaruora, me te whakamahi i ōna pukenga reo Māori ki roto i ngā momo mahi, i ngā tūnga rānei, kei waenganui i te whānau, i te hapū, i te iwi, i te hapori rānei.</p> <p>Ka taea e te Ihuputa te whakamahi i tōna reo me ōna pūkenga, ahakoa tōna tīmatanga noa iho, ki roto i te whānui o ngā momo tūnga o te Kāwanatanga, o te Wāhanga Mahi Motuhake ranei.</p> <p>Mā te whakamahi i ōna pukenga, i ōna mōhiotanga anō hoki, ka taea e te Ihuputa te tautoko i te oranga tonutanga me te whakatairangatanga o te reo Māori kei waenganui i te whānau, te hapū, te iwi, me te hapori.</p>	<p>Graduates of this certificate will have the skills and knowledge to participate in the maintenance and revitalisation of te reo Māori amongst whānau, hapū, iwi, and community.</p> <p>They will have an intermediate-level of understanding and awareness of te reo Māori that can be utilised to support and complement current skills and knowledge in the Graduate's area of employment, or in other roles both paid and unpaid in the following sectors:</p> <ul style="list-style-type: none"> • Education – Teachers– general and reo Māori: Kohanga Reo. • Administrators • Public Servants • Policy Analysts • Health • The Arts • Tourism • Hospitality • Sports • Government Departments • Politics – Hospital Boards, Regional Boards, Local Council, Parliament.

	<p>Ka taea e te Ihuputa te tautoko i ngā tūmomo mahi pēnei:</p> <ul style="list-style-type: none"> te tautoko i ngā mahi whakarite whare/marae mō tetahi hui, te tautoko i ngā kaiawaiata, me te tautoko i ngā mahi i te kīhini, i te wharekai rānei o te marae; te whakatairanga me te whakanui i te reo o tōna taumata ki roto i ngā kainga o te whānau, hapū, hapori ranei; te tautoko i tōna whānau kia kōrero ai te reo ki waenganui i te hapori i ngā horopaki i tōna ao, o te ao torotoro anō hoki. 	<ul style="list-style-type: none"> Museums Foreign Embassys. <p>This qualification also provides a pathway for graduates to develop capability and capacity to protect, maintain, and enrich mātauranga taonga tuku iho for whānau, hapū, iwi/community for future and current generations.</p> <p>Contribution to community and cultural roles may include the following:</p> <ul style="list-style-type: none"> support in preparing the whare and/or marae for hui, support kaiwaiata, and support in the marae kitchen and dining room; dedicated and committed speakers of intermediate-level te reo Māori in homes within whānau and communities; support the use of te reo Māori amongst whānau and hapū in everyday settings.
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Qualification specifications

<p>Qualification award</p>	<p>This qualification will be awarded to people who have met the requirements of the graduate outcomes.</p> <p>Awarding bodies for this qualification will be any education organisation accredited under section 38 of the Education Amendment Act 2011 to deliver a programme leading to the qualification.</p> <p>The certificate will display the NZQF logo and the name and logo of the Tertiary Education Organisation offering the training leading to the award of the qualification, the full qualification title, NZQA reference number, and the date of award of the qualification.</p> <p>If the TEO has been awarded the MMEQA Qual Mark for a programme of study leading to this qualification, the certificate will also display the <i>Mātauranga Māori Quality Assurance Mark</i>.</p>
<p>Evidence requirements for assuring consistency</p>	<p>The process for ensuring consistency of <i>Te Reo Māori</i> graduate profiles will be evidence-based, outcomes-focussed, and grounded in the MM EQA kaupapa Māori principles: Te Reo Māori, Tikanga, Whanaungatanga, Manaakitanga, Pukengatanga, Kaitiakitanga, Rangatiratanga, Tūrangawaewae.</p> <p><i>Evidence for consistency</i></p> <p>Each education organisation is responsible for preparing a summary self-assessment report which uses evidence to demonstrate how well its graduates meet the graduate profile outcomes at the appropriate threshold. Each education organisation decides what specific evidence it will provide.</p> <p>Evidence of the following must be provided for <i>Te Reo Māori</i> qualification consistency reviews:</p> <ul style="list-style-type: none"> assessment information leading to the achievement of the graduate outcomes a portfolio of student work relating to the qualification and the annual review focus requirements graduate and/or stakeholder/end-user feedback on outcome achievement TEO moderation outcomes which may include moderation/benchmarking across common programmes

	<ul style="list-style-type: none"> • relevant External Evaluation and Review (EER) data. • Whānau, hapū, iwi, and/or hapori surveys and or feedback <p>Evidence of the following may be provided for the consistency reviews:</p> <ul style="list-style-type: none"> • <i>Te Reo Māori</i> programme evaluation reports • Site visit reports • Employer surveys • Graduate surveys • Benchmarking with other providers • Other relevant and reliable evidence.
Credit transfer and recognition of prior learning arrangements	<p>To facilitate credit transfer, education organisations must clearly demonstrate the equivalency or comparability between each of the outcomes in the graduate profile, and the assessment components of their programmes.</p> <p>Education organisations must have policies and procedures in place for managing credit transfer, and assessing recognition of prior learning and recognition of current competency. These policies and procedures, and associated fees must be available to candidates prior to enrolment.</p> <p>Assessment standards already achieved by the candidate, which are specified in this qualification, may be credited to the qualification.</p>
Minimum standard of achievement and standards for grade endorsements	<p>The minimum standard of achievement required for award of the qualification will be the achievement of all of the outcomes in the graduate profile through successful completion of an NZQA approved programme.</p>
Entry requirements (including prerequisites to meet regulatory body or legislative requirements)	<p>There are no mandatory prerequisites to meet regulatory body, or legislative requirements for this qualification.</p>

Qualification conditions

Overarching conditions relating to the qualification

Conditions for programme structure	<p>All programmes leading to a qualification approved under <i>Te Hono o te Kahurangi</i> and listed on the NZQF, will be assessed under <i>Mātauranga Māori Evaluative Quality Assurance</i> (Programmes of Study).</p> <p>It is expected that te reo and tikanga Māori will be embedded in all programmes leading to a qualification that is approved by Te Hono o te Kahurangi. The context for the delivery of programmes leading to the award of this qualification actively supports Māori preferred ways of teaching, learning, learning support, and pastoral care.</p> <p>Optional Assessment Standards which are available to support the development of Programmes, and used to assess against the outcomes of this qualification can be accessed on the following page of the NZQA website:</p> <p>http://www.nzqa.govt.nz/maori/field-maori-programme-development-support/</p>
Conditions for programme context	<p>The programme has in place appropriate mechanisms/protocols, to ensure that whānau and/or hapū and/or iwi and/or hapori are engaged, involved and consulted.</p> <p>Mechanisms/protocols may include, but are not limited to:</p> <ul style="list-style-type: none"> • Relationship strategy and supporting operational policies and requirements in place • Designated Māori relationship role/position • Provisions for Kaumātua or whānau, hapū or iwi knowledge holders acting in an advisory capacity <p>Ngā Mātāpono provide guidance for Providers designing programmes that staircase the learning of all</p>

students

Each of the mātāpono focuses on different aspects of the journey of learning and development undertaken by the ākonga in their pursuit of competency in Te Reo Māori, and within the wider concept of Te Reo Māori me ngā Tikanga Māori. Therefore these principles are predicated on a Māori world view and are contextualised through the applied practice of Te Reo me ngā Tikanga Māori.

The Mātāpono are broad principles that ease their implementation and incorporation into the qualifications and subsequent programmes developed by Education Organisations. They are all-encompassing and support intellectual creativity and flexibility. Further, the four Mātāpono acknowledge people and place, enhance the use and recognition of te reo Māori, and recognise the value of the Reo Māori qualifications.

i. Mana Tangata:

Kia puāwai te pitomata: the potential of each learner that acknowledges one's inherent talents to learn. The Mana Tangata principle acknowledges that each learner has potential to learn, to grow, to develop, and to advance one's learning, understanding, and practice of te reo Māori me ngā tikanga. There is potential within each ākonga to:

- Identify, explore and develop one's natural talents
- Increase confidence, proficiency and competence in the use of reo Māori and ngā tikanga
- Learn and understand the relevance of reo Māori and ngā tikanga in one's life and activities.

Mana Tangata explores and develops one's cultural identity and authority but is not limited to:

- Manaakitanga (reciprocity of kindness, respect, humanity)
- Kaitiakitanga (guardianship, preservation)
- Whanaungatanga (relationships, engagement)
- Whakapapa (cultural discourse)
- Mauri Ora (health, well-being – hauora, waiora)
- Mātauranga (knowledge)

ii. Mana Whenua:

Tūrangawaewae: the acknowledgement and affirmation that the learner has a reciprocal connection and duty to the care, maintenance, and preservation of the environment and natural resources. The Mana Whenua principle requires each learner to reaffirm their connectedness to Ranginui, Papatūānuku me ngā atua Māori through studies of te reo Māori, tikanga Māori, and the Māori world view. The Mana Whenua principle also promotes the importance of location and the local environment – the places, the people, the stories, the sayings, the dialectal variations, and so on.

Mana Whenua examines inter-relationships of people, time, and place that may include but is not limited to:

- Whakapapa (cultural identity, legacy, aspirations, discourse)
- Kaitiakitanga (duty of care, guardianship, preservation)
- Manaakitanga (respect, hospitality, humanity)
- Rangatiratanga (leadership, stewardship)
- Auahatanga (innovation, enterprise)

iii. Mana Reo:

Kia tangata whenua ai te reo: the confidence and proficiency of each learner to effectively use te reo in a range of settings and contexts. The Mana Reo principle encourages each learner to acquire, grow, develop, and use multiple reo Māori and tikanga literacies accurately and competently in settings that include cultural, intellectual, social, emotional, digital environs, second language acquisition theories, and pedagogy.

Mana Reo develops confidence, competence, and fluency in all aspects of te reo Māori and tikanga learning: This may include but is not limited to:

- critical inquiry into political, social, historical, and economic issues associated with te reo Māori
- research and analysis that builds understanding and appreciation of tikanga Māori
- place and value accorded to te reo Māori and tikanga by central and local government agencies, by whānau, hapū, iwi, hāpori, by rūnanga ā-iwi, marae, and in reo Māori homes and places of work
- cultural identity and legacy – proverbs, colloquialisms, dialects, lexicon
- challenges and opportunities to maintain te mana reo and tikanga by Māori, for Māori, in Māori, and for the benefit of all New Zealanders.

iv. Mana Ao Tūroa:

Mana Ao Tūroa refers to the acquisition of proficiency and ultimately excellence as a practitioner of te reo Māori and tikanga and its application in a chosen field of endeavour as it is expressed in the natural world. The Mana Ao Tūroa principle will focus on the required skills of the field in their performance and the required knowledge of the field in its application. Mana Ao Tūroa complements and supports the other principles by providing opportunities for students to practise tikanga by combining the skills and knowledge they have learnt and showcasing them in the manner that they normally manifest in the modern world. The Mana Ao Tūroa principle will contribute the most to transformation at each level with their respective requirements of skills performance and knowledge application. Such transformation will be evident as student's transition from learner to practitioner, from follower to leader, from the emerging light to enlightenment.

“Mai te Pia ki te Taurira, mai te Hāpai ō ki te Amorangi,
Mai te Wheiao ki te Ao Mārama”

Mana Ao Tūroa builds capacity to effectively and appropriately use skill, knowledge, and te reo Māori in accordance with tikanga ā-whānau, ā-hapū, ā-iwi, ā-rōpū, ā-kura, aha atu, aha atu that may include but is not limited to:

- Huihuinga (encounters of and with people)
- Kaupapa (purpose, endeavour, philosophy)
- Wero (challenge, dispute, attitudes, opinions)
- Whakatau (resolution, problem solving, authorisation)
- Mate atu he tikanga, ora ake he tikanga (adaptive practice, circumstances)

Ngā Taumata o Te Reo

Te reo kia tika, Te reo kia rere, Te reo kia Māori should be achieved by students studying te reo Māori and tikanga Māori *at each level*, and this whakaaro should be woven into programmes leading to Te Reo qualifications at *all* levels.

Te Reo kia Māori.

Increased use and application of te reo Māori.

Te Reo kia Rere...

Use of te reo Māori in context

Te Reo kia Tika...

Acquisition of te reo Māori

It is recommended that Programme Developers and Teachers follow the orthographic conventions for te reo Māori, as set by Te Taura Whiri i Te Reo Māori in *Te Taura Whiri i te Reo Māori Guidelines for Māori Language Orthography*:

http://www.tetaurawhiri.govt.nz/english/pub_e/downloads/Guidelines_for_Maori_Language_Orthography.pdf

Te Taumata Tikanga

Te Tikanga – Kia Tika, Kia Rere, Kia Māori!

Te Taumata Tikanga should be achieved by students studying a tikanga practice at each level and this whakaaro should be woven into programmes leading to qualifications at all levels.

Kia Tika alludes to the notion that tikanga in practice is contextual and may manifest in different ways at different times in different contextual applications. Each of these ways is correct in its appropriate context and should be applied as such.

Kia Rere alludes to the notion that tikanga in practice is most important in its application and gives guidance to practitioners that allows them to pursue success in their endeavour within the parameters of their

practice.

Kia Māori alludes to the notion that tikanga in practice is predicated on a foundation of understanding sourced from a Māori world view. This worldview contributes universal principles that are widely applicable in general and specifically applicable in context.

Specific conditions relating to the Graduate profile

<p>Qualification outcomes Ka tika, ka rere, ka Māori te reo o te Ihuputa mā te whai i ngā tikanga me te:</p>	<p>Programme Guidance/Conditions Programmes should include the following key focus areas of each outcome:</p>	
<p>Whakatairanga i te mana tangata mā te, whakangungu i ōna pūkenga me ōna tātai pūmanawa kia eke ai tōna mārama ki te reo.</p> <p>(15 whiwhinga)</p>	<p>Kōrero:</p> <ul style="list-style-type: none"> whakawhitiwhiti kōrero tētahi ki tētahi mō ngā kaupapa o ia rā, o ia rā; te kōrero kia mārama te rere o te kōrero hei whakapuaki i ngā whakaaro ake o te akonga mō ngā horopaki e taunga ana; te kōrerorero mō te wā roa mō ngā kaupapa o ia rā, o ia rā, me te ao torotoro anō hoki; kōrero kia tika te rere me te whakahua i ngā oro o te reo. mau ki te rere, ki te mita, ki ngā ariā, ki ngā kupu me te takoto o te reo ā-whānau, ā-hapū, ā-iwi, ā-hapori hoki. 	<p>Speaking:</p> <ul style="list-style-type: none"> speak with some coherence, fluency and spontaneity to express personal ideas; sustain oral interaction in familiar contexts; discuss familiar and sometimes unfamiliar topics at length; pronounce some aspects of te reo using stress and intonation. acknowledge the rhythm, intonation, pronunciation, vocabulary, and sentence structures of the local hapū, iwi/Māori community.
<p>Whakaatu i te mana whenua mā te whai māramatanga ki te whakaputa i te reo me ngā kōrero mō te whenua me te Taiao, arā, ko ngā pepehā me te mita o te rohe.</p> <p>(15 whiwhinga)</p>	<p>Pānui:</p> <ul style="list-style-type: none"> te pānui kia mōhio ki te whānui o ngā momo tuhinga mō ngā kaupapa o ia rā, o ia rā, o te ao torotoro anō hoki i ētahi wā; te mātai, kia kimi, kia kohikohi anō hoki i ngā momo tuhinga e tutuki ai te kaupapa; te āhukahuka i ngā tuhinga e hāngai pū ana ki te hunga pānui, ki te pūtake hoki o te whānui o ngā momo tuhinga. 	<p>Reading:</p> <ul style="list-style-type: none"> comprehend a range of written texts on familiar and sometimes unfamiliar topics; scan, locate and gather written information to fulfil a specific task; recognise texts appropriate to audience and purpose in a range of text types.
<p>Whakaatu i te mana reo mā te whai māramatanga ki ngā āhuatanga o te reo, tōna hāngai ki ētahi horopaki kua tohua, tōna hanga me te whakauru i ngā kīwaha, ngā whakataukī me ngā whakatauākī kia tipu mai te reo.</p> <p>(15 whiwhinga)</p>	<p>Tuhituhi:</p> <ul style="list-style-type: none"> tuhi kia mārama, kia tika anō hoki te whakaraupapa i ngā whakaaro i ngā tuhinga mō ngā kaupapa o ia rā, o ia rā; o te ao torotoro anō hoki i ētahi wā; te tuhi kia āhua tika te whakatakoto i ngā tuhinga mō te whānui o ngā momo tuhinga. 	<p>Writing:</p> <ul style="list-style-type: none"> write comprehensible, connected texts on familiar and sometimes unfamiliar topics; write with reasonable linguistic accuracy, using a range of text types.
<p>Whakaatu i te mana ao tūroa mā te whakaputa i te reo e mārama ana te tauira ki te whakahaere kaupapa me te ārahi tāngata i roto i tētahi horopaki kua tohua.</p> <p>(15 whiwhinga)</p>	<p>Whakarongo:</p> <ul style="list-style-type: none"> te whakarongo kia mōhio ki ngā kaupapa matua, ngā topehatanga o ngā kōrero, 	<p>Listening:</p> <ul style="list-style-type: none"> understand the main points and key supporting detail in extended oral interaction and

	<p>me ngā whakamahinga kōrero pono mō ngā kaupapa e taonga ana;</p> <ul style="list-style-type: none">• te aro nui ki ngā tū wā me te whakahua i ngā momo reo-ā-waha.	<p>factual information in familiar and sometimes unfamiliar topics;</p> <ul style="list-style-type: none">• recognise stress and intonation in speech.
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