

Te Reo Māori 2026

Level 1 Exemplar



Exemplar for Internal Achievement Standard

Te Reo Māori Level 1

This exemplar supports assessment against:

Achievement Standard 92093 (1.2)

Te whakamahi i ngā momo āhuatanga o te reo e rere ai te reo

An annotated exemplar is an extract of ākonga evidence, with a commentary, to explain key aspects of the standard. It assists kaiako to make assessment judgements at Achieved, Merit and Excellence / at the different grades.

	Grade: Excellence
	For Excellence, the student is required to communicate skilfully in te reo Māori in relation to a language vitality context. This involves using a range of language successfully and connecting information, ideas, and opinions cohesively. They can skilfully flow from the present to talking or writing about past events and or experiences. Communication is clear and there is no pattern of errors that affect the clarity of the message. This student has communicated about their experiences of learning te reo Māori. There is a logical flow to the writing, starting with reo Māori aspirations, and moving through to challenges, language development, support mechanisms, ending with language revitalisation suggestions, and a reflection on the value of te reo Māori. Throughout the writing, the student cohesively links information, ideas and opinions. Examples include the student expressing opinions on the challenging nature of learning a language, using the whakataukī, “<i>ko te pae tawhiti, whāia kia tata; ko te pae tata, whakamaia kia tina,</i>” to support the idea of it being a lifelong journey. Another example is the student linking their experience of learning te reo Māori to the idea that it opened a window to their culture, “<i>I te wā ka pakari haere tōku reo, ka kite au i te ātaahua o nga kōrero paki, ngā kiwaha, ngā whakataukī, me te ruku ki te ao o te reo, arā, te ao Māori.</i>” The student communicates skilfully on their language journey as a language vitality context. For example, they discuss language learning strategies for themselves and others on their language journey. “<i>...ahakoa kei hea koe i tō huarahi reo Māori, ahakoa te roa o te huarahi rānei, mehemea he pēpi, he rangatahi, he pakeke, he kaumātua, ki ōku nei whakaaro, ki te ako tātou i tētahi mea hōu ia rā, ia rā, ka mau tonu te reo me ngā tikanga mō ngā whakatipuranga e heke mai ana.</i>” The student accurately uses a range of language. There is control over vocabulary selection, sentence construction, grammar and writing conventions such as spelling, punctuation and the use of macrons.



	Grade: Merit
	For Merit, the student is required to communicate capably in te reo Māori in relation to a language vitality context. This involves using a range of language and building on aspects of information, ideas, and opinions expressed, and referring to events or experiences in the present and past. Communication will not be significantly hindered by inconsistencies. The focus of the writing, and the chosen vitality context, is a reo Māori version of a Disney film. The student refers to their experiences of watching the film 'Moana' in class. They provide information on the atmosphere, "<i>I rongō au te wairua o te Marae, ahakoa he kiriata,</i>" details from the film, and the use of te reo. This information is built upon through the expression of ideas and opinions about language vitality. For example, expressing an opinion about how their learning of te reo and tikanga enhanced their connection to the themes of the film, "<i>Mai i te ako i te reo Māori i kaha ake ai te pā o tēnei wāhanga ki ahau.</i>" The student expressed ideas to encourage the speaking of te reo unashamedly everywhere as a language revitalisation strategy, "<i>Ka korero Maori ahakoa ki hea, i te moana, i te iwi, i ngā tikanga. I tino mōhiotia e au kāore e mate te reo.</i>" The student concludes with a reflection on how films such as these are an effective way to engage teenagers in their reo journey. There is a range of language, which is not significantly hindered by errors. For Excellence, some ideas would be expressed more cohesively, for example, it is unclear whether the student thinks that te iwi Māori speak/ spoke te reo everywhere, or are embarrassed to speak te reo everywhere, in the paragraph where they state, "<i>I pēnei ngā tangata Māori.</i>"



	Grade: Achieved
	For Achieved, the student is required to communicate in te reo Māori in relation to a language vitality context. This involves using relevant language to express information, ideas and opinions related to the language vitality context, and referring to events or experiences in the present and past. Communication will be achieved overall despite inconsistencies. The focus of the writing, and the chosen vitality context, is their own language learning journey. The student refers to different events and experiences in the past. They mention when their language journey started, challenges experienced and support given to them. Some opinions are expressed on the loss and revitalisation of te reo Māori. For example, <i>“Kotahi te take e mate ana te reo, arā, nā te mea kua ngaro i ētahi tāngata ā rātou tikanga. Ka whakaora nui te reo i Aotearoa nā te mea kei te whakaako rātou i ngā teina, ngā tamariki hoki.”</i> The student expresses ideas about their own reo aspirations and personal strategies for revitalisation, for example, <i>“Hei te tau rua mano toru tekau, ka kōrero matatau ahau i te reo Māori. Katahi ka whakaako au ki āku hoa me āku tamariki. Kei te hia au ki te kōrero māori ki a rātou hei tae mai rātou.”</i> There are a number of inconsistencies, however the message can be understood. To achieve at Merit, information, ideas and opinions would be built on with supporting detail, for example, explaining the link between tikanga and the loss of reo, or giving specific detail on teaching strategies that could be used to support the revitalisation of te reo Māori.

