

**WHAKAMĀTAURIA TŌ REO MĀORI**

**National Māori Language Proficiency Examinations**

**Teaching Sector Māori (TSM) Language Examination:  
Candidate Handbook**

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## PREFACE

This handbook is written principally for people interested in sitting the Teaching Sector Māori Language Proficiency Examination (TSM). There are separate handbooks for other *Whakamātauria Tō Reo Māori* examinations.

The introductory part of the handbook provides general background information about the *Whakamātauria Tō Reo Māori* examinations. It is hoped that this will be of interest both to intending candidates and those who are interested in language testing in general.

The second part of the handbook contains specific information about the TSM and will be helpful to people preparing for the examination.

For further information about the TSM and any other examinations offered by Te Taura Whiri i te Reo Māori (the Māori Language Commission), please contact:

The Examinations Officer  
Te Taura Whiri i te Reo Māori  
PO Box 411  
WELLINGTON

Ph: (04)471 0244  
Fax: (04) 471 2768  
Website: [www.tetaurawhiri.govt.nz](http://www.tetaurawhiri.govt.nz)

## INTRODUCTION

### Te Taura Whiri i te Reo Māori

Te Taura Whiri i te Reo Māori (Te Taura Whiri) was set up under the Māori Language Act 1987 to promote the use of Māori as a living language and as an ordinary means of communication.

The work of Te Taura Whiri includes:

- promoting and raising awareness of the Māori language and Māori language issues
- promoting quality standards of written and spoken Māori
- administering examinations for candidates seeking formal recognition of their ability to use Māori language in the workplace or certification as translators and interpreters
- researching and formulating policy related to the promotion, maintenance and progression of the Māori language and
- lexical expansion work including the production of glossaries.

### *Whakamātauria Tō Reo Māori*

*Whakamātauria Tō Reo Māori* (the Māori Language Proficiency Examination System) is the suite of Māori language proficiency tests administered by Te Taura Whiri since October 2002.

*Whakamātauria Tō Reo Māori* evolved out of the Government Māori Language Allowance Scheme – an incentive scheme for the public sector set up in

1987. In 2000 Te Taura Whiri undertook to revamp the Māori language test administered as part of the scheme. An interim test was developed for the public sector and administered during the following two years.

*Whakamātauria Tō Reo Māori* is an examination system designed to assess the language proficiency of adult speakers of Māori.

### Five-level Proficiency Framework

Underpinning the *Whakamātauria Tō Reo Māori* examination system is a proficiency framework that identifies and describes five levels of Māori language ability.

LEVEL 5: Complete proficiency
LEVEL 4: Higher proficiency
LEVEL 3: Moderate proficiency
LEVEL 2: Basic conversational proficiency
LEVEL 1: Basic routine language

Each level is further defined by a full description of the characteristics displayed by a Māori language user at that level.

In 2009, three examinations are available – the Level Finder Examination (LFE); the Public Sector Māori Language Proficiency Examination (PSM); and the Teaching Sector Māori Language Proficiency Examination (TSM).

The LFE gives the candidates a general indication of their overall language knowledge. The PSM is designed specifically for candidates who use Māori language in the public sector workplace. The TSM is designed to assess the language ability of candidates who use Māori in the teaching sector.

Most candidates sit the LFE before enrolling in a sector related examination such as the PSM or TSM. More information about the LFE is available by requesting the LFE handbook from Te Taura Whiri i te Reo Māori.

### Sector Related Examinations

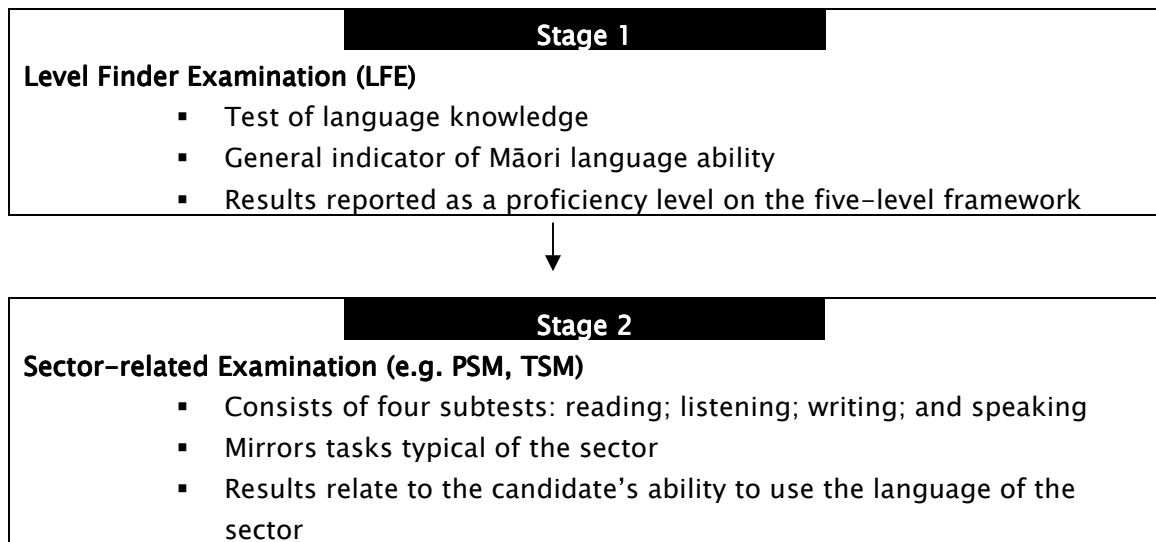
As part of the *Whakamātauria Tō Reo Māori* examination system, Te Taura Whiri is developing workplace / sector related examinations each of which sits on the proficiency framework at a relevant level.

Sector related examinations are specific purpose tests and assess the four skills of reading, writing, listening and speaking.

The aim of the sector related tests is to assess these language skills through a range of tasks typical of those that employees of the sector might be

expected to undertake. Before sitting a sector related examination, most

candidates complete the LFE.



## BACKGROUND

The TSM has been developed by Te Taura Whiri with the assistance of Haemata Limited and an advisory group comprising internal sector professionals, Māori language specialists and local and international language testing experts. The development of the examination has followed a robust process involving many Māori speakers and sector professionals over an extended period of time.

The trialling of draft tasks has been an important stage of the test development process for the TSM. Several rounds of

trials were held, made possible through the support and participation of large numbers of Māori language speakers. An ongoing trial and evaluation process ensures that the examination is as valid, reliable and user-friendly as possible.

The TSM is designed to assess the language ability of candidates who use Māori in the teaching sector. The purpose of the TSM is to provide an assessment of a candidate's ability to use Māori language in the day-to-day teaching environment. The TSM examination fits onto the Māori Language Proficiency Test Framework at Level 4:

### **Higher proficiency**

The person should be able to communicate easily, confidently and spontaneously in almost all everyday situations. A good command of grammar, vocabulary and idiomatic language will enable the person to interact in a sustained manner, rarely having to switch to English or use English terms. The user usually has some specialised Māori language skills, which enables them to participate appropriately in a range of social and professional settings and discuss a range of specialist topics including some that they are less familiar with. Their Māori language ability enables the person to discuss quite complex issues, particularly related to things they know a lot about. At this level a Māori language user makes very few errors.

Candidates use the TSM for both work and personal reasons. Candidates who change their employment position, or improve their Māori language ability could benefit from sitting the examination more than once.

### **ADMINISTRATION**

Examination dates and venues are available on Te Taura Whiri website [www.tetaurawhiri.govt.nz](http://www.tetaurawhiri.govt.nz) and from the Examinations Officer (see contact details p. 2).

The examination is administered by Te Taura Whiri.

### **ENROLMENT**

A bilingual registration form is included on pages 44–45 of this handbook. To enrol for one or more examinations, complete the registration form in Māori or English and return with payment to the Examinations Officer (see contact details p. 2).

Enrolment closes two weeks prior to the scheduled examination date. Late enrolments will incur an additional fee.

**There is no limit to the number of times the test can be taken.**

### **REPORTING RESULTS**

Results are normally available three weeks after the examination. The TSM is a level 4 examination in the five-level system. Results are reported in terms of the candidate's ability to meet the requirements of level 4 and their demonstrated ability in the use of teaching sector language.

Candidate results for the TSM are reported as grades. There are three pass grades and one fail grade. Pass grades are awarded for test performances which adequately meet the required level 4 standard.

TSM pass grades	<b>Full Working Proficiency</b> Has exceeded the requirements of level 4.
	<b>Advanced Working Proficiency</b> Has met all requirements of level 4.
	<b>General Working Proficiency</b> Has met minimum requirements of level 4.
TSM fail grade	<b>Limited Working Proficiency</b> Has not met minimum requirements of level 4.

An example of the TSM results slip is shown below. The grade achieved appears at the top of the slip. Full descriptions of both level 4 and the candidate's grade are also provided. The scale of four possible grades for the examination is also shown on the slip so

that the candidate can see where the grade they achieved fits within that scale.

All results slips are signed by the Chief Executive Officer of Te Taura Whiri i te Reo Māori.

**PUBLIC SECTOR  
MĀORI (PSM)  
LANGUAGE  
EXAMINATION  
2002**

**SCALE**

**X / LIMITED WORKING PROFICIENCY**  
Has not met minimum requirements of Level 3

**GENERAL WORKING PROFICIENCY**  
Has met minimum requirements of Level 3

**ADVANCED WORKING PROFICIENCY**  
Has met all requirements of Level 3

**FULL WORKING PROFICIENCY**  
Has exceeded the requirements of Level 3

**MAORI LANGUAGE PROFICIENCY FRAMEWORK**  
LEVEL: 3 Moderate Proficiency

Māori language speakers at Level 3 can participate effectively in uncomplicated communicative tasks. They are able to initiate and sustain spontaneous interaction with fluent speakers in straightforward discussions and can do most everyday things effectively in Māori. At this level speakers can use Māori effectively in the workplace for many tasks and discuss issues related to their own field of specialisation. They can communicate effectively in many formal and informal situations, but at times they have to use simple language to convey their thoughts. Some errors may still be evident in the language of a speaker at this level.

**WHAKAMĀTAURIA TŌ REO MĀORI**  
MĀORI LANGUAGE PROFICIENCY EXAMINATION SYSTEM

NAME: «Candidate Name» CANDIDATE: «Candi-  
GRADE: Advanced Working Proficiency

A candidate who achieves the grade of Advanced Working Proficiency has clearly demonstrated an ability to carry out tasks at Level 3 of the Māori Language Proficiency Framework and has exceeded the minimum requirements for that level.

The candidate has well developed listening, reading, writing and speaking skills and the ability to apply these skills in a government sector work environment.

A candidate receiving this grade should be able to:

- participate in conversations with other Māori speakers about work related matters, including some specialised topics;
- produce business correspondence appropriately in Māori;
- understand most public sector text written in Māori;
- perform many work tasks appropriately in Māori.

At this level the candidate may still need some assistance to ensure that their language is consistently accurate, appropriate and effective.



Te Taura Whiri i te Reo Māori

Haami Piripi  
Chief Executive Officer

For security reasons, examination scripts will **not** be returned to candidates.

Result slips are posted to the address specified on the registration form. If contact details change between the time

of registering and when results are due to be posted, you should notify the Examinations Officer (see contact details on p. 2).

You may also be contacted after the examination and invited to provide

feedback on the exam, the support information and the enrolment process.

### **EXAMINATION RULES**

It is your responsibility to be familiar with the rules governing the conduct of

examinations. The rules have been designed for reasons of security and fairness. You are asked to make every effort to adhere to the following rules at all times during the examination.

### **TSM EXAMINATION RULES**

1. Candidates are required to follow any instruction given by the examination supervisor for the duration of the examination.
2. Candidates are required to be in the examination room not less than five minutes before the exam begins.
3. No writing paper or books are to be brought into the examination room for the written section of the exam. Writing paper will be provided if needed.
4. Use of dictionaries or other language material is not permitted during the written section of the examination. Any teaching resources and support materials required for specific speaking tasks of the exam. will be made available to candidates by the examination supervisor.
5. Candidates are required to display their Candidate Identification Number on their desk in the examination room for the duration of the examination.
6. Candidates are not permitted to receive or seek help during the examination from any other candidate. All assistance must be sought directly from the examination supervisor.
7. Candidates are not permitted to help, or endeavour to help, any other candidate to complete the examination. This applies equally to the speaking test, unless otherwise indicated by the examiner.
8. Candidates must not disrupt any other candidate during the examination.
9. Smoking is not permitted during the examination.
10. All mobile phones must be switched off and placed on the floor for the duration of the examination.

11. Any and all questions about the examination should be directed to the examiner.

12. Write or mark all answers clearly. Unclear answers will not be marked.

13. Writing is not permitted during the 10 minute reading time.

14. Candidates can leave the examination room as soon as they have finished the examination, but not in the first 15 minutes or final 10 minutes of the examination.

15. Candidates should not leave the examination room until they have completed the examination to their satisfaction.

16. All examination papers and writing paper must be returned to the examiner. No examination papers or writing paper are to be taken from the examination room at any time.

**PREPARATION**

Give yourself a fair chance to perform well in the exam by taking the time to prepare and becoming familiar with the exam. This handbook has been designed purposely to help candidates familiarise themselves with the format of the exam.

**Time Management**

The TSM takes up to three hours to complete. An additional 10 minute reading time is allowed at the start of the examination.

Listening	1 hour 15 minutes allowed (+ 10 minutes reading time)
Reading	
Writing	
Speaking	Approximately 1 hour (+ 20 minutes preparation time)

There is no specific time allocation given to individual tasks in the reading and writing sections of the examination and it is up to candidates to decide how long to spend on any one task.

Candidates often do poorly in exams because they do not complete all tasks in each section within the total time allowed. At the beginning of the examination you should check the

number and type of tasks in each section and divide the time to avoid spending a disproportionate amount of time on any one task. Some parts can be completed quickly, leaving extra time to spend on the more time consuming tasks.

The examination begins with listening tasks. You should decide the order in which you want to complete the remaining sections of the exam. For example, you might choose to do the easiest or shortest tasks first, or work through the exam in the order it is presented.

**Test Instructions**

Written instructions on the examination paper are presented in both Māori and English. This is to ensure that every candidate is clear about what the tasks entail. The instructions in Māori will appear first. English instructions will be written in a smaller typeface and appear directly after the Māori instructions. Be sure to read the instructions carefully

Oral instructions during the examination are given in Māori only and reflect the written instructions.

During the examination, if you are unclear about any instructions, either oral or written, raise your hand and seek further clarification from the examiner.

**Examination Format**

There are four sections to the TSM examination: listening; speaking; reading; and writing.

TSM EXAMINATION OVERVIEW				
SUBTEST		#TASKS	TIME (approx.)	WEIGHTING
Receptive Knowledge	Listening	3 tasks	20 minutes	50%
	Reading	3 tasks	25 minutes	
Productive Knowledge	Writing	3 tasks	25 minutes	50%
	Speaking	4 tasks 3-4 candidates, 2 examiners	1 hour + 20 minutes preparation time	

**Topics**

Each task in the TSM broadly relates to one or more of the following topics:

- Working as a Teacher
- Correspondence

- Meetings
- Day to day school matters
- Resource development
- Learning experiences inside and outside the classroom
- Developing student rapport
- Curriculum issues
- Teaching the curriculum
- Māori medium education
- Professional development

## Test of Listening

There are three parts to the listening test:

Part	Main Skill Focus	Input	Response
1	Listening Comprehension	1 extended monologue or conversation e.g., read-aloud story, documentary, teaching resource. May be fiction or non-fiction.	Short response only e.g, T/F, correct/incorrect, or multi-choice.
2	Listening for specific information	Dialogue or monologue, natural speech including redundancies.	Template, gap filling, graph or table.
3	Listening comprehension	1 short passage; monologue.	Summary completion, gap filling/cloze.

### Part One

This is a listening comprehension exercise which requires you to make short responses perhaps in the form of multiple choice or true/false answers.

The recording will be played twice. The passage you hear will be approximately 5 minutes in length.

The speaker or speakers will be talking at normal speed so careful listening will be required. You will not be able to work out the answers to the questions simply by matching words heard in the recording with words on your paper. In order to determine the correct answer you will have to understand and follow what is being said.

Before the recording is played for the first time, you will have a short time to read through the task. Use that time carefully to become familiar with what you have to do and the information you need to listen for.

It is important that you write your responses clearly. Ambiguous or unclear responses will be marked as incorrect. For multiple-choice tasks it is important to remember that all answers are potentially possible. But there will be only ONE correct answer to each question. You must choose the 'best fit' answer - the answer you think is the most correct.

To indicate your answer, circle the letter (A, B, C or D) of the option you think is correct. Circle only ONE letter for each question. If you change your mind, use

the following method to change your answer:

1. **Ko wai tēnei e kōrero ana?**
- A. Ko te hoa o te kaituhi.
  - ✓  B. Ko te tangata nāna te reta i tuhi.
  - X  C. Ko te ētita o te niupepa.
  - D. Ko te kaihoko niupepa.

In this example the candidate has chosen option B.

All answers must be marked clearly. Unclear answers, omission to circle any letter, or circling more than one letter without also ticking to confirm the final choice, will be marked as incorrect.

### Part Two

In this section you will hear a passage of natural speech. It will contain pieces of information that you do not need and will sound like someone speaking naturally, which can make it difficult to follow if you are not listening carefully or do not understand fully what is being said. The speakers may use idioms, make grammatical errors and speak in unpredictable ways – just like we all do when we speak freely. The voice or

voices you hear could be those of adults and/or children. They may be learners of Māori or native speakers. The recording will be played twice.

This task will require you to listen for specific information in order to fill or make changes to a prepared form or text e.g, an order form, telephone message form, chart, or graph. The information needed to complete the template will be contained in the taped message.

### Part Three

This is a listening comprehension task. The passage will be shorter than in Part One but will involve a more complex topic and perhaps some technical language relevant to teaching or learning.

The task may require you to learn something new in order to fill in gaps or complete a short written passage.

The recording will be played twice. There may be more than one part to the task and you should read the instructions carefully so that you complete the task fully and correctly.

## Test of Reading

There are three parts to the reading section:

Part	Task	Skill focus	Input
1	Cloze exercise	Grammatical knowledge and ability to understand competently written text.	Narrative text approximately 200 words in length with approximately 20 words removed.
2	Reading comprehension	Reading to identify specific information / details.	Informational text approximately 300 words in length.
3	Reading Comprehension	Reading to understand concepts, main points and messages.	Teacher technical text approximately 1000 words in length.

### Part One

This is a cloze task. You will be given a piece of narrative writing to read, such as a children's story. Approximately twenty words will have been removed from the passage. The missing words will appear in alphabetical order in a box at the end of the passage.

There will be numbered gaps throughout the passage indicating where a word has been removed. You must decide which word fits into each gap so that the sense and grammar of the passage is restored. Each word can be used only once and to complete the task properly, every word should be used.

### Part Two

This is a reading comprehension task based on a text of approximately 300 words in length. The text will contain specific information that you need to complete the task. It could be a lesson plan, a notice, a newspaper article or another type of text that you are likely to read as a teacher.

You will be required to read the text carefully and understand what you have read in order to identify the information needed to complete the task successfully.

The task will involve you working in some way with the information you hear. You will only have to make short responses such as identifying or ranking items in a list, writing short answers or completing a form or chart. If the task

requires you to write notes, you do not have to write in full, grammatical sentences, but your answers must be clear and unambiguous. In this task it is important to show clearly that you have understood what you have read.

**Part Three**

This is a reading comprehension task using a longer passage of approximately 1000 words. The text will be taken from a teaching sector publication such as an educational journal, curriculum statement or professional development document.

The task will require only short responses such as multi-choice,

true/false answers or completing gaps in a summary of the longer text.

The focus of this task is on understanding the main concepts and messages in the text. You may be able to skim read the text quickly in the first instance in order to identify some main points and answer some of the questions. However, because of the type of text used in this task, it is unlikely that you will be able to complete the task successfully with a single scan of the text or by simply matching words in the task to words in the text.

## Test of Writing

There are three parts to the writing section of the examination:

Part	Task	Skill focus	Task format
1	Error correction	Grammatical and lexical knowledge; the ability to use standard written form; ability to identify non-standard written forms.	Identify and correct errors in a written text.
2	Resource development	Writing for a learner audience, giving specific information in a clear, concise manner.	Complete the development of a class resource. 100–150 word limit.
3	Extended writing	Writing for a specific purpose (to request or provide specific information) and an adult audience.	A teacher related task Approximately 250 words required.

### Part One

The first of the writing tasks is an error correct exercise. You will be given a passage written in Māori of approximately 350 words in length. The text may have been written by an adult or a child and contains both grammar and vocabulary errors, including words incorrectly joined together and erroneous use of macrons. There will be approximately 20 errors throughout the text.

You are required to identify and correct the errors. Read the instructions carefully. They will describe how you should identify the errors, for example, by underlining each error and writing the correction directly above. You will be required to check the use of macrons (or double vowels) and delete any that

should not be there and insert any missing macrons. In this exercise, incorrect use of macrons is considered to be an error.

### Part Two

In Part Two, you will be required to work with a classroom learning resource. The instructions will set the context (including the purpose of the resource and who the resource is for) and describe what you have to do. The task is likely to involve writing instructions, descriptions or directions.

This task provides the opportunity to display your ability to write for learners. There is a word limit of approximately 100–150 words and you should make every effort to complete the task within the word limit. The word limit is given

to encourage you to write simply, clearly and concisely in a way that is appropriate to the learners for whom the resource is being prepared.

### **Part Three**

This writing task requires you to write in Māori for an adult reader. The tone required in the writing may be more formal than the previous task and you should take this opportunity to display your ability to write coherently using a wider range of sentences, some of which should be quite complex. The task is likely to involve writing a letter, notice, story, report or article.

The instructions will describe the task including the purpose of the writing and the expected length. The instructions will also specify any particular information that must be included in the writing. You may be required to invent some details.

You should try to complete the task within the word limit specified in the instructions.

## Test of Speaking

Candidates are allocated a separate test time to complete the speaking tasks. Normally, this will be on the same day as other parts of the exam.

The main purpose of the speaking test is to assess how effectively you can speak Māori to carry out certain tasks and to discuss teaching sector-related topics. There are no 'right' or 'wrong' answers to most of the tasks.

The speaking section of the exam is administered in groups, normally involving 3–4 candidates at a time. If possible, candidates of similar levels of Māori language proficiency are grouped together.

Two examiners will usually be present for the speaking test. One examiner will

administer the examination, issuing instructions, talking with candidates and answering questions. The second examiner may participate from time to time, but is more likely to sit to the side and just listen. His/Her main role is to mark, although both examiners determine the final results of the speaking test.

Each group has up to 1 hour to complete the speaking tasks. The actual time may vary depending on how many candidates are in a group.

There is also an additional 20 minutes preparatory time before the speaking section of the exam begins.

The speaking test involves four sections:

Part	Task	Skill focus	Task format
1	Warm up; reading aloud	Conveying personal information; Reading fluently with comprehension.	Brief introductory discussion with examiner followed by a short reading.
2	Instructions	Speaking to a learner audience to convey instructions that are unambiguous and concise and which require a specific outcome.	Give oral instructions within a set time limit.
3	Teaching	Speaking to a learner audience to introduce and explain a new concept. Ability to respond to questions.	A micro-lesson on a given aspect of the curriculum.

<b>4</b>	Scenario	Speaking spontaneously and appropriately for a specified purpose.	A scenario requiring candidate to fulfil a specific role.
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For each part of the test, the examiner will give you a task card that outlines the task to be completed. There will be time to read the task card and ask questions before beginning. All resources or support materials required for the speaking tasks are provided.

Each section will require you to take on a “teacher” role. The other candidate/s and the interlocutor become a “group of learners”.

**Part One**

Part One of the speaking test involves a brief introductory discussion with the examiner followed by a short read aloud task.

As a “warm up” task this part of the test is designed to help you feel at ease. The passage you will be asked to read aloud is likely to be a narrative or lyric of the type that a teacher might read aloud to a class. You will be given a short time to practise before reading aloud to the group. Only one attempt is permitted so utilise the practise time to become familiar with the passage. When asked to read the passage, you should read aloud as though reading to a class. The instructions will set the context including the purpose for reading and perhaps some details about the class you are reading to.

**Part Two**

In Part Two you will be required to give a set of oral instructions to the other candidates and the examiner.

You will be given a task card that describes what you have to do. You will also be given a short amount of time to think about what you are going to say. The task will require you to describe how to construct something or carry out a classroom activity and involves more than translating a set of English instructions.

The other candidates and the examiner will act as the “learners” and follow your instructions. You are not permitted to help your “learners” in any way other than speaking to them. If you are likely to be tempted to use methods other than speaking to give the directions (for example, by actually demonstrating what you want them to do), try standing behind the group so that they cannot see you.

There will be a timelimit specified in the instructions (approximately 2–3 minutes). You will be stopped once the time is up, irrespective of whether or not you have finished.

The main purpose of the task is to provide you with the opportunity to demonstrate your skill at giving very clear and precise instructions to a group of learners. You need to be able to show your ability to do this within the time set. While completing the task within the time limit should be possible, it is not the main purpose of the activity.

All resources required for carrying out the task will be provided.

When other candidates are giving instructions you are asked to participate as a learner.

### **Part Three**

In this part of the test you will be required to give a short 5 minute lesson on an aspect taken from a curriculum area. The other candidates and the examiner will become your “class” and will ask you questions spontaneously during the “lesson”.

During the 20-minute preparation time prior to the commencement of the speaking test you will be given a selection of topics from which you choose ONE as the focus of the lesson. The topic selection will cover a range of different curriculum areas and levels. Curriculum statements, reference material and resource are available for your use during the preparation time. The preparation time is for you to prepare your micro-lesson.

Read the instructions carefully. They provide the background and context for

the lesson. The topic you choose will determine the level of the class. For example, if your chosen topic is from level 2 maths, the other candidates and examiner will roleplay level 2 learners.

In this task you are expected to display your ability to use Māori language for the purpose of teaching. This means that your lesson should involve you teaching something, not merely preparing a learning resource and setting a class activity.

The resources or methods you use to teach are not being assessed in this task. The marking criteria focus only on your use of Māori language for teaching purposes. This includes your ability to introduce and explain a new concept simply to learners and to respond clearly to their questions.

When other candidates are delivering their lessons, you are asked to participate as a learner.

### **Part Four**

In the final part of the speaking test you will be given a task card that describes a scenario. The scenario will reflect a situation that teachers sometimes find themselves in and usually involves a particular issue that you are required to resolve or a task to be performed, for example dealing with a particular student behaviour issue, or organising an event. There is usually an element of emotion or difficulty involved that requires you to deal with something unexpected in a spontaneous way.

The task card will specify what your role is in the scenario, what you are expected to do and any desired outcome. Other candidates and the examiner may also have minor roles.

The instructions will also specify how long you have to complete the task (usually about 2 minutes). If you finish to your satisfaction within the time limit you do not need to continue. You may be asked to participate in the role-play of other candidates.

### **SAMPLE TASKS**

The following sample tasks are provided as practice in the types of exercises included in the TSM examination.

These samples are not the actual test tasks but are based on the same format and involve the type of language encountered in the TSM examination. Samples are provided for some test tasks only. Take the time to familiarize yourself with the instructions and the format of the sample tasks provided.

## Section 1: Test of Writing – SAMPLE TASK

### Ngā Tohutohu

Kei te whakatikatika koe i ētahi tuhinga a ō ākonga ka puta ki te kohinga kōrero e tāia ana e te kura. Kua oti i te ākonga nāna te tuhinga i raro nei āna ake whakatikatika. Kei a koe te tirohanga whakamutunga, māu e whakatikatika ngā hapa e toe ana. Ko te tikanga kia mau tonu ngā whakaaro ake o te ākonga, nō reira kua e āta tuhia anō ngā rerenga kōrero. Me whai kē koe kia whakatikahia noatia ko ngā hapa taha whakatakoto, taha kupu, tae atu anō ki ngā tohutō. Tārarohia ngā hapa, ka tuhi ai i te kōrero tika ki te wāhi e wātea ana i runga ake i te hapa. Tangohia ngā tohutō kāore e tika ana kia noho mai, tāpiria atu ngā tohutō e ngaro ana.

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### Instructions

You are editing some work written by your pupils which will appear in a school publication. The student who wrote the story below has already tried to correct his own work. You have to do the final proof read and correct the remaining errors. The writing should remain the child's work, so don't rewrite whole parts, but there should be no errors of grammar or vocabulary. Underline any errors (grammatical or lexical) and write in the corrections in the space above the line. Check all macrons too – delete macrons that should not be there and insert missing macrons.

<b>Te Haere ki te Tahamoana</b>
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I tetahi rā ka haere ahau māua ko taku hoa, Tia, ki te tātahi. I reira ka kitea māua i ētahi anga ataahua tino maha, ka kohikohi i ētahi hei haria ki te kura. Kātahi ka kite māua i tētahi tangata e hī ika . Kua mau ia i ētahi ika e toru nui. Ka tono au ki a ia, “He aha tēnā momo ika?” Ka kī atu ia ki a au, “He kahawai.” Tino waimarie māua ka homai ia i tētahi hei kai mā māua. Tino nui tā māua harikoa, nōtemea i te tino hiakai māua.

Ka haere māua kia kohikohi wāhie, hei tahu te ahi mō te rorerore. Ka tunu māua te ika, ka kai. Te mutunga mai o te reka o tā māua kahawai!

Ka mutu tēnā, i haere māua ki te kaukau. He tino mārino te wai, ehara i ngarungaru. I a tāua e kaukau ana, ka auē taku hoa. Ka pātai au, “He aha ai koe ka auē?” “Kātahi anō i ngaua taku kōnui ki te pāpaka!” tana whakautu. E tino tere tō māua oma ki uta! Nā te makariri, ka tino tere tā māua maroke i a māua mā te tāora.

Kua tō haere te rā, ā, kua pau te hau māua. Ka hoki ki te kainga, ki te whakaatu ki te whānau he aha ngā mahi i tūtuki. Kātahi te rā tino pai!

## Section 2: Test of Writing – SAMPLE TASK

### Ngā Tohutohu

Kei te whakarite koe i tētahi puka mahi mā tō akomanga Pae Tuarima. E whakaatu ana te puka mahi nei me pēhea tā rātou tuhi kōrero ōkawa āhua roa tonu e pā ana ki tētahi kaupapa. Kua tāia i raro nei ngā whakaupokotanga mō ia wāhanga o te tuhinga, ko tāu, he tāpiri atu i tētahi whakamārama ki te taha o tēnā, o tēnā, kia tino mārama ai te ākonga ki te momo kōrero ka kuhuna atu ki tēnā, ki tēnā wāhanga o te tuhinga. (Kua oti te mea tuatahi, hei ārahi noa i a koe.)

Ā, me whakaatu anō koe i te āhua o te whakawhiwhi i ngā māka mō te tuhinga. Tuhia ngā whakamārama e tika ana ki te taha o ia paearu. (Kua oti te mea tuatahi, hei ārahi i a koe.)

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### Instructions

You're producing a worksheet on essay writing for your 5<sup>th</sup> Form class. The headings for the main parts of an essay are given below. You have to write alongside each one an explanation so the students know what that section should contain. (The first one has been done for you.)

You also need to show how the essay will be marked. Write appropriate explanations next to each marking criterion given. (The first has been done for you.)

<b>Ngā Wāhanga o te Tuhinga Ōkawa</b>
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1) **Ingoa** – tuhia ki runga rawa tētahi whakaupokotanga, tētahi 'taitara' rānei e hāngai ana ki te kaupapa o tō tuhinga.

2) **Whakataki** – \_\_\_\_\_

\_\_\_\_\_

3) **Te Tinana/Puku o te Tuhinga** – \_\_\_\_\_

\_\_\_\_\_

4) **Whakaotinga / Whakapae** – \_\_\_\_\_

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5) **Rārangi Pukapuka** – \_\_\_\_\_

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<b>Ngā Paearu Whakawhiwhi Māka</b>
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**Te Takoto:** kia pai te āhua o te tuhituhi; me whai ingoa te tuhinga; me wehewehe hoki ngā kōrero ki ngā kōwae tika.

**Te Mārama:** \_\_\_\_\_

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**Te Tika o te Reo:** \_\_\_\_\_

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**Te Auaha:** \_\_\_\_\_

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**Te Whakamahi i ngā Kōrero a Ētahi atu hei Tautoko i ō Whakaaro:** \_\_\_\_\_

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### Section 3: Test of Writing – SAMPLE TASK

#### Ngā Tohutohu

I puta te pānui e whai ake nei i te *Kahiti*. Kei te hiahia whakauru atu koe ki taua akoranga. Whāia ngā tohutohu e mau mai ana ki roto, ka tuhi kōrero mō tētahi rauemi i te akomanga, ki ō whakaaro he tino rauemi. Me whakaatu tō tuhinga i te āhua o te rauemi, he aha koe i whakaaro ai he tino rauemi, ā, pēhea te whakamahi i te rauemi. Kia 200–250 kupu te roa o te tuhinga.

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#### Instructions

The following notice appeared in the *Education Gazette*. You want to attend that course. Apply as directed by writing a description of a classroom resource that you highly recommend. Your description should state what the resource is, why you recommend it, and the purposes for which the resource can be used. The description should be between 200–250 words long.

#### TE AKORANGA WAIHANGA RAUEMI A KŌMAKO

Hei tēnei tau ka tū anō tētahi hui waihanga rauemi mō ngā akomanga e kawea ana ki te reo Māori.

He tokomaha te hunga hiahia whai wāhi mai ki te akoranga nei, otirā, kua herea te tokomaha ka uru mai. Ki te pīrangi uru mai koe, me tuhi he reta tono e whakaahua ana i te rauemi akomanga tino pai rawa atu kua whakamahia e koe. Whakamāramatia ōna painga, me te āhua o tō whakamahi i te rauemi. Kia kua e roa ake tō reta i te whārangi kotahi.

Tukuna mai tō reta ki te Wharetā o Kōmako, Pouaka Poutāpeta 6711, Kōmako. Me tae mai te reta i mua i te paunga o te Rāhina, te 23 o Poutū-te-rangi.

## Section 1: Test of Speaking – SAMPLE TASK

### Ngā Tohutohu

[Nō roto mai i te pukapuka *Icons / Ngā Taonga*, nā Te Papa Tongarewa i whakaputa i te tau 2004.]

<b>Te Kahu Kurī</b>
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He kākahu whai mana te kahu kurī, kāore e kore ka noho taonga tuku iho ki ngā uri, hei tiaki mō ngā whakatupuranga. He ingoa anō tō tēnā, tō tēnā o ngā kākahu, nā, i kaha puritia ōna tātai kōrero tae noa mai ki te wā i ngaro atu ai i te whānau me te iwi Māori. Me aha ūā te taonga he rau ōna kōrero? Ko te nuinga kei te moe hāngū noa i ngā kohinga pātaka taonga o te ao.

Nā ngā mātua tūpuna i mau mai tēnei momo kuri ahurei ki Aotearoa. Tangohia ai te kiri me ngā huruhuru hei mahi ihupuni. Ko ngā kiko o te kurī he kai rangatira, hei ngā hākari, hei ngā kaihaukai kitea ai.

Nā te taenga mai o te Pākehā ka raruraru te noho o ngā kurī Māori, i nga tau 1800, ka ngaro tō rātou momo i te ao nei. He tini tonu i pūhia e te hunga whāngai hipi, ka mahimahi haere hoki ki te tini o ngā kurī hou, ka waimeha noa te momo kurī ake, ā, ngaro atu.

**Section 1: Test of Listening – SAMPLE TASK****Ngā Tohutohu**

Kei te whakaritea e koe tētahi kōwae ako mō te Hauora e pā ana ki te ‘Noho Haumaruru i ngā Hihi o te Rā’. He rīpene kei roto i te kete rauemi mō tēnei kaupapa, ā, ko tētahi o ngā kōrero o runga, he kōrero mō ngā Hihi Katikati. Taihoa koe ka rongō i te rīpene nei. Tuhia he P (pono), he T (teka) rānei ki te taha o ia rerenga kōrero i raro nei, *i runga anō i te āhua o ngā kōrero ka rongō koe i te rīpene.*

Kua whakaaturia te tikanga o ētahi o ngā kupu tauhou hei āwhina i a koe. E rua ngā whakatangihanga i te rīpene. E whakaaetia ana kia tuhi i a koe e whakarongo ana ki te reo kōrero. E rua meneti e wātea ana ki a koe ināianei hei pānui i ngā rerenga kōrero i raro nei.

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**Instructions**

You are preparing a unit of work for your Health programme on “Being Sunsmart”. The resource package you have contains a tape with information about Ultraviolet Radiation. The tape will be played to you. For each of the 15 statements below write P (pono/true), or T (teka/false) *according to the information you hear.*

Some vocabulary items are provided to help you. The tape will be played twice. You may write while listening to the tape. You now have 2 minutes to read through the statements below.

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*Kupu Āwhina*

ira rukeruke	–	radiation
Kōpakatanga ki te Tonga	–	Antarctica
pahū karihi	–	nuclear bomb
pekerangi	–	ozone layer
pūtau	–	cells
tahumaero	–	illness
Tuakoi Raki	–	Northern Hemisphere
Tuakoi Tonga	–	Southern Hemisphere

***'HIHI KATIKATI'***

- 1. He rite te rā ki te pahū karihi.
- 2. 150 kiromita te tawhiti o te rā i a Papatūānuku.
- 3. E whā ngā momo hihi UVR e taetae mai ana ki a Papatūānuku.
- 4. He momo UVR te UVB.
- 5. Ka parea atu ngā hihi katikati e te hau.
- 6. He āwhina kei ngā hihi katikati hei patu i te tahumaero.
- 7. Ākuni pea ka mate ngā karu i ngā hihi katikati.
- 8. He nui ake te UVR ka pāpā mai ki Aotearoa i te raumati, tēnā i Ingarangi i te raumati.
- 9. He wāwāhi tā te UVR i te pekerangi.
- 10. Nā te kohu-auahi, ka iti ake te UVR e tau mai ana ki a Papatūānuku.
- 11. Ko tā te pekerangi, he pare atu i ngā kino o te UVR.
- 12. Tōna tikanga, ka tere ake te tikākā o te hunga piki maunga, tēnā i te hunga noho ki ngā mānia.
- 13. He nui ake te UVR e toro mai ana ki a Papatūānuku i te raumati, tēnā i te hōtoke.
- 14. He whakawhenumi, he 'horomi' tā te oneone i te UVR.
- 15. Ko te aranga ake o te rā i te ata te wā e tino kino ai te ngau a ngā hihi katikati.

**SCRIPT:**

***Ngā Hihi Katikati***

He whetū a Tama-nui-te-rā, ā, he 150 miriona kiromita tōna tawhiti atu i a Papatūānuku. Nā Tama-nui-te-rā, ko te mahana me te mārama e tau mai ana ki a Papatūānuku. He rite te rā ki tētahi pahū karihi nui tonu. Pahū ai a roto o te rā, ā, ka puta ake ko te ira rukeruke. Ka noho mai te ira rukeruke nei ki roto i ngā hihi o te rā. E kīia ana ēnei hihi katikati he UVR, ā, koinei ngā mea ka taetae mai ki a Papatūānuku, e tīkākā ai te kiri. E toru ngā momo hihi katikati, koia ērā ko te UV-A, te UV-B me te UV-C.

Ko tā ngā hihi katikati nei, he whakararu i te kiri. Nā konei, ko te tīkākā, tae atu ki te kūreherehe o te kiri, e tere kuia ai, e tere koroua ai te āhua o te tangata. He patu anō tā te UVR i ngā whatu me te āhei o te tinana ki te ārai mate. Ko te pūnaha ārai mate te mea ka āwhina i te tinana ki te pare atu i te tahumaero.

Tērā anō tētahi hua kino o te UVR, ko te huri haere o te āhua o ngā pūtau kiri, me te pā mai o te mate pukupuku o te kiri. Kāore e pā te mate pukupuku i te wā tonu e ngaua ai te kiri e ngā hihi katikati – i ētahi tau kē o muri mai ka puta ōna tohu.

I Aotearoa nei, nā te iti o te kohu-auahi me ngā para i roto i te hau hei ārai atu i te UVR, ā, nā tō tātou noho pātata ki te ‘āputa pekerangi’ kei runga ake o Te Kōpakatanga ki te Tonga, he nui tonu ngā hihi katikati e pāpā mai ana ki a tātou. Ko tā te pekerangi, he pare atu i ngā hihi katikati, huri i te ao, ā, ko te āputa pekerangi e kōrerotia ake nei, he wāhi kua tino rahirahi te pekerangi i reira. E ai ki ngā tohunga pūtaiao, ko te wāhi o te pekerangi e tino māuiui ana, ko tērā kei runga ake o Te Kōpakatanga ki te Tonga, ā, ka tino kino tēnei tūāhua i te kōanga. Kua rahirahi haere te pekerangi i runga ake o

Aotearoa i roto i ngā tau e 20 ka taha ake nei, me te aha, kua maha ake ngā hihi katikati e taetae mai ana ki a tātou.

Nā te tītaha o Papatūānuku, me te noho mai o Aotearoa ki te Tuakoi Tonga o te ao, ka pātata ake tātou ki a Tama-nui-te-rā i te raumati, tēnā i ngā whenua o te Tuakoi Raki i te wā e raumati ana ko rātou. Nā konei, ka kaha ake te tūpono pā mai o te kiri tikākā i Aotearoa, tēnā i ngā whenua o te Tuakoi Raki, pērā i Ingarangi. Waihoki, e karapotia ana a Aotearoa e te wai, ā, ahakoa ka whenumi ētahi o ngā hihi katikati i roto i te wai, ka whakaataria ētahi, ā, ka noho mai anō ki te kōhauhau e kōpaki ana i a tātou. Ka pāpā tonu mai ngā hihi katikati ki a Papatūānuku ahakoa e tamaru ana te rangi, e pupuhi ana rānei te hau.

Ka kaha ake te pāpā mai o te UVR:

- i ngā wā kāore he kapua i te rangi, kāore rānei he puehu i roto i te hau takiwā
- i ngā wāhi tiketike, nō reira he nui tonu te UVR ka pā ki te hunga reti maunga
- i ngā wāhi kua kapi katoa i te hukarere, i te wai, i te raima, i te onepū rānei; ka whakaataria ngā hihi katikati e ēnei tūmomo papa, kātahi ka tika mai ki te tangata
- i ngā wā kua poupou mai a Tama-nui-te-rā, arā, i waenganui i te 11 i te ata me te 4 i te ahiahi i te raumati. Koinei ngā hāora e kino tonu ai te ngau mai a ngā hihi katikati ki te kiri. Ka takurua ana, kua iti noa ake ngā UVR e taetae mai ana ki a Papatūānuku.

## Section 2: Test of Listening – SAMPLE TASK

### Ngā Tohutohu

I tukuna koe e tō kura ki tētahi hui mō te whakapūmau i te reo Māori. Ko tō mahi ināianei, he whakaatu i ngā kōrero nui i puta i te hui ki ō hoamahi. Kua tuhia e koe ētahi kauwhata hei tautoko i tō kōrero, engari i uaina tētahi, ā, kua ngaro ētahi o ngā kōrero o runga. Waimarie i hopukina e koe ngā kauhau o te hui ki te rīpene, e pai ai tō whakarongo anō ki ngā kōrero, ka whakakī ai i ngā wāhi e ngaro ana.

Tēnā āta whakarongo ki te wāhanga o te kauhau e whai ake nei, ka tuhi atu i ngā pārongo e ngaro ana.

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### Instructions

You were sent by your school to a conference on Māori language revitalisation and have to report back to your colleagues on the hui. You've prepared some graphs to help you, however, one graph got rained on and some of the information is now illegible. Fortunately you taped the lectures, so you are able to listen to the relevant part again and fill in the missing information.

Listen carefully to the part of the lecture that follows, and fill in the missing information.

### Script

Ko tētahi tino pātai i pātaihia, ko hea ngā wāhi kōrerotia ai te reo Māori.

Nā, e whitu ngā wāhi, ngā kaupapa rānei i tirohia, koia ēnei ko te mahi... ko te kura... ko te tākaro ... ko ngā wāhi inuina ..., ko ngā wāhi hokohoko... ko te karakia..., me te marae.

I tonoa te hunga i patapataihia kia āta tohu mai pēhea te kaha o tā rātou kōrero Māori i ēnei wāhi e whitu. Nā, e rua anake ngā whakautu e whakaaturia ana ki tēnei kauwhata nei, ko ngā mea i tohu mai korekore nei rātou e kōrero Māori i aua wāhi, me ngā mea i kī mai ka kōrero Māori rātou i aua wāhi i te nuinga o te wā.

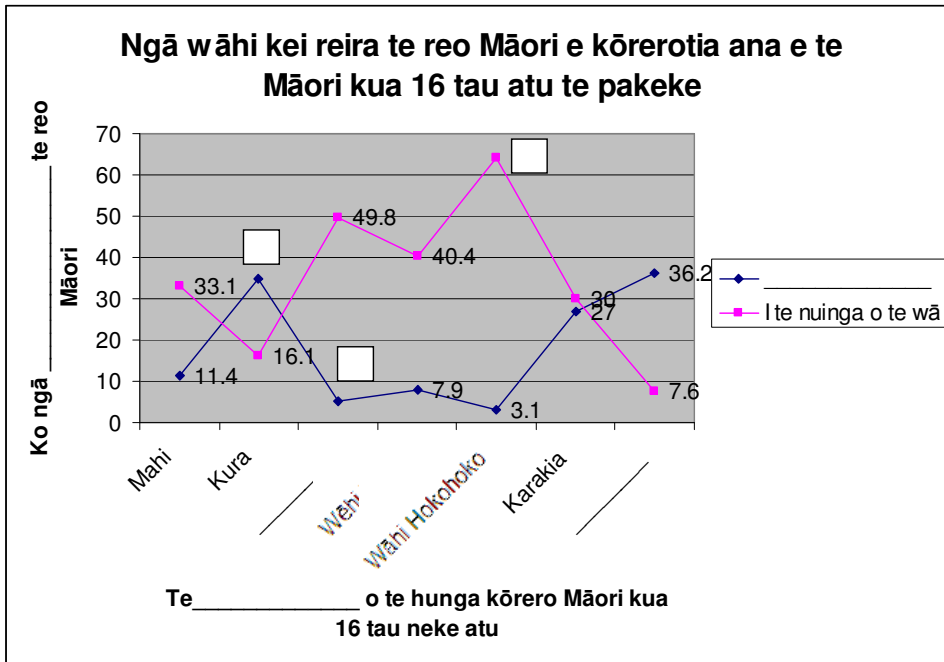
E ai ki te rangahautanga nei, e rua anake ngā wāhi e kaha nei te kōrerotia o te reo Māori ki reira. Koia ērā ko te kura, me te marae. E toru tekau mā rima ōrau i kī mai ka kōrerotia te reo Māori i te nuinga o te wā i ō rātou kura. He paku hipa atu i te toru tekau mā ono ōrau te hunga i kī mai ka kōrero Māori rātou i te nuinga o te wā i te marae.

E whakaatu ana te kauwhata nei he tokomaha noa ake te hunga i kī mai korekore nei rātou e kōrero Māori i ērā atu wāhi, kaupapa rānei e rima. E kite nei tātou, i roto i ngā tākaro, e whā tekau mā iwa ira waru te ōrau korekore nei e kōrero Māori i reira. Ā, e

rima ira tahi noa iho te ōrau i kī mai ko te reo Māori tō rātou reo matua i roto i ngā tākaro.

He pērā anō te āhua i ngā wāhi hokohoko – e ono tekau mā whā te ōrau i kī mai korekore nei rātou e kōrero Māori i ngā wāhi hokohoko, ā, e toru ira tahi noa te ōrau he kaha tonu tā rātou kōrero Māori i ngā wāhi hokohoko.

Nō reira, e kare mā, he mahi nui tā tātou ki te whakawhānui ake i ngā wāhi me ngā kaupapa ko te reo Māori te reo kōrero mātāmua.



**Ngā Whakautu: Section 2, Test of Listening – SAMPLE TASK**

1. Orau
2. wāhi e kōrerohia ana
3. Takaro
4. Marae
5. 35.0
6. 5.1
7. 64
8. korekore nei

**Section 1: Test of Reading – SAMPLE TASK****Ngā Tohutohu**

He whakamātau tēnei i te whakatakoto tika i te kupu, me te kaha mārama ōu ki ngā kōrero. Ko tāu mahi, he whakahoki i te kupu tika mai i te pouaka o raro iho ki te wāhi tika i te tuhinga. Kia kotahi anake te whakamahinga o ia kupu e rārangi mai ana ki te pouaka.

---

**Instructions**

This is a test of grammar and comprehension. Complete the extract by filling in the gaps with an appropriate word from the box below. Each word should be used but can only be used once.

*[He mea tango mai i te tuhinga poto Te Rau Oriwa, nā Charles Shortland.]*

‘Nā, e kī ana te tākuta nei he nui rawa ngā mate o tā tātou mokopuna. He nui, he kino te 1) \_\_\_\_\_ o tōna māhunga, Kua kore kē ia e 2) \_\_\_\_\_ ki te tangata. Kua kore kē e rongō ake i te 3) \_\_\_\_\_ tangata. Kua kore noa iho e korikori. Heoi e takoto 4) \_\_\_\_\_ ana. Ko te ngākau 5) \_\_\_\_\_ e panapana tonu ana. Nō reira, ahakoa 6) \_\_\_\_\_ te roa ōna e hono atu ai ki te mīhini whakaora, e 7) \_\_\_\_\_ rawa ia e ora. Nō reira e te whānau, kia --’

‘8) \_\_\_\_\_ noho koe ki raro Karaka, e kore 9) \_\_\_\_\_ ahau e whakaae. E kore hoki ahau e 10) \_\_\_\_\_ ki ēnā kōrero āu ki a mātou. Nā, ko 11) \_\_\_\_\_ tēnei. E whakapono ana tōku whatumanawa 12) \_\_\_\_\_ tēnei kōrero, nā lhowa i homai, mā lhowa 13) \_\_\_\_\_ e tango. E kore rawa ahau e whakaae mā te tākuta Pākehā taku tamaiti 14) \_\_\_\_\_ e tango atu.’

Kātahi ka tū 15) \_\_\_\_\_ a Tāmati. Ko ia te koroheke o te marae.

‘Nā, e kōrero nei 16) \_\_\_\_\_ mō te tangata. Arā mō tā tātou mokopuna 17) \_\_\_\_\_ Matiu, kua tangohia nei ōna hononga ki te mīhini e ora tonu 18) \_\_\_\_\_ ia. Kua tangohia nei ēnei 19) \_\_\_\_\_ te tākuta Pākehā nei. Tēnā pea, ka 20) \_\_\_\_\_ ngā kōrero a te whaea nei, a Pare i a ia e kī ake nei nā lhowa i homai, 21) \_\_\_\_\_ mā lhowa anō e tango. Tēnā pea, e te iwi, kua 22) \_\_\_\_\_ tēnei ki te wā kua karanga a lhowa i 23) \_\_\_\_\_ kia hoki atu ki a ia. Tēnā pea i 24) \_\_\_\_\_ i te riri o ō tātou ngākau, 25) \_\_\_\_\_ tātou kē e ārai ana i tā te 26) \_\_\_\_\_ i hiahia ai.

**Ngā Kupu i Tangohia**

ai

ake

anake

anō

Atua

e

e

kau

ki

ko

kore

mātāmua

mō

mōhio

pēhea

rawa

reo

runga

tae

tāku

tāna

tātou

tukua

tutuki

whakapono

whara

<b>Ngā Whakautu: Section 1, Test of Reading – SAMPLE TASK</b>
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- |          |               |            |
|----------|---------------|------------|
| 1. whara | 10. whakapono | 19. e      |
| 2. mōhio | 11. tāku      | 20. tutuki |
| 3. reo   | 12. ki        | 21. tukua  |
| 4. kau   | 13. anō       | 22. tae    |
| 5. anake | 14. mātāmua   | 23. tāna   |
| 6. pēhea | 15. ake       | 24. runga  |
| 7. kore  | 16. tātou     | 25. ko     |
| 8. E     | 17. mō        | 26. Atua   |
| 9. rawa  | 18. ai        |            |

‘Nā, e kī ana te tākuta nei he nui rawa ngā mate o tā tātou mokopuna. He nui, he kino te 1) whara o tōna māhunga, Kua kore kē ia e 2) mōhio ki te tangata. Kua kore kē e rongoa ake i te 3) reo tangata. Kua kore noa iho e korikori. Heoi e takoto 4) kau ana. Ko te ngākau 5) anake e panapana tonu ana. Nō reira, ahakoa 6) pēhea te roa ōna e hono atu ai ki te mīhini whakaora, e 7) kore rawa ia e ora. Nō reira e te whānau, kia kaha rā.’

‘8) E noho koe ki raro Karaka, e kore 9) rawa ahau e whakaae. E kore hoki ahau e 10) whakapono ki ēnā kōrero āu ki a mātou. Nā, ko 11) tāku tēnei. E whakapono ana tōku whatumanawa 12) ki tēnei kōrero, nā lhowa i homai, mā lhowa 13) anō e tango. E kore rawa ahau e whakaae mā te tākuta Pākehā taku tamaiti 14) mātāmua e tango atu.’

Kātahi ka tū 15) ake a Tāmati. Ko ia te koroheke o te marae.

‘Nā, e kōrero nei 16) tātou mō te tangata. Arā mō tā tātou mokopuna 17) mō Matiu, kua tangohia nei ōna hononga ki te mīhini e ora tonu 18) ai ia. Kua tangohia nei ēnei 19) e te tākuta Pākehā nei. Tēnā pea, ka 20) tutuki ngā kōrero a te whaea nei, a Pare i a ia e kī ake nei nā lhowa i homai, 21) tukua mā lhowa anō e tango. Tēnā pea, e te iwi, kua 22) tae tēnei ki te wā kua karanga a lhowa i 23) tāna kia hoki atu ki a ia. Tēnā pea i 24) runga i te riri o ō tātou ngākau, 25) ko tātou kē e ārai ana i tā te 26) Atua i hiahia ai.

## Section 2(b): Test of Reading – SAMPLE TASK

### Ngā Tohutohu

Nō roto mai te kōrero e whai ake nei i te *Kahiti*. Āta pānuitia, ka whakaoti i ngā mahi ka whai ake.

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### Instructions

Read the following article from the *Education Gazette* and complete the exercises that follows.

Kei te kuhuna atu e Te Kete Ipurangi ētahi rauemi reo Māori hou ki ana whārangi mō te Hapori Mātauranga Māori. E toru ngā rauemi nei: he kohinga kōrero mō Te Puea, he pakiwaitara mō tētahi kurī haututū ko Mariu te ingoa, me tētahi kōrero mō ngā piki me ngā heke o te tīma rīki o Wāketere. I ēnei rauemi hou ka huhua ake ngā kōrero e wātea ana hei whāwhā mā ngā kura i Te Kete Ipurangi. He pakiwaitara, he mahere ako, he whakaahua, he kōnae oro anō kei tēnā, kei tēnā rauemi.

He mea waihanga te rauemi mō Te Puea e Te Tāhuhu o te Mātauranga, me te āwhina mai a ngā iwi o Waikato me Te Puna Mātauranga o Aotearoa. I waihangatia hei tautoko i te marautanga Tikanga-ā-Iwi, ā, e hāngai ana ki ngā ākonga o ngā Tau 9–10.

I te rauemi tuarua, e whāia ana te tīma rīki o Wāketere, me tā rātou whakapau kaha kia eke rātou ki te tauwhāinga whakamutunga. He ataata o te tīma e mau mai ana ki te rauemi, tae atu ki ētahi kupu whaiaro mō ia kaitākaro, me ētahi mahere ako e pai ai te kuhu atu i te rauemi nei ki ngā akoranga Hauora. Ka ngahau tonu ki ngā tamariki e 6–8 tau te pakeke te whai haere i ngā kaitākaro i roto i tā rātou whakataetae.

Anō te pai o ngā mahere ako, ngā whakaahua muramura mā te tamariki, ngā ruri me ērā atu tūmomo kōrero auaha e mau mai ana ki te rauemi tuatoru nei mō Mariu, te kurī ngahau. Tino pai te rauemi nei mō roto i ngā akoranga reo mā ngā tamariki nohinohi.

Ka taea te tono tauira utu-kore o ēnei rauemi i: Rauemi Mātauranga, Pouaka Poutāpeta 7632, Tāmaki-makau-rau. Mō ngā tauira rorohiko, toroa ngā whārangi Mātauranga Māori i Te Kete Ipurangi, [www.rauemimaori@tki.org.nz](mailto:www.rauemimaori@tki.org.nz).

### Mahi 1

Tuhia mai koa he taitara mō te tuhinga i runga ake nei.

Give the above article an appropriate title.

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### Mahi 2

He rārangi kāri rauemi tā tō kura hei toro mā ngā pouako e kimi rauemi hou ana. Kua riro māu e whakahou haere te rārangi nei. Kei te pīrangi koe ki te whakauru atu i ngā rauemi hou e whakaahuatia ana i runga ake nei. Ka haere koe ki te rārangi, ka titiro ki tētahi kāri kua oti te whakakī. E pēnei ana te takoto o ngā kōrero:

Your school has a resource card catalogue for teachers to consult when they are looking for new resources. You have just been given the responsibility for keeping this catalogue updated and want to include these resources. You go to the catalogue and look at one of the cards already completed. It reads as follows:

<b>Taitara:</b>	Ngā Poaka Pakupaku e Toru
<b>Marautanga:</b>	Tikanga-ā-iwi
<b>Taumata/Tau:</b>	kāore i whakaaturia
<b>Momo rauemi:</b>	He pukapuka, he rīpene, he kōrero mā te pouako
<b>Kaituhi/Kaitā:</b>	Penguin
<b>Utu:</b>	kāore e mōhiohia ana
<b>Reo:</b>	he reorua
<b>E wātea ana i:</b>	Rauemi Mātauranga; ka taea anō te tono ā-ipurangi i te <a href="http://www.eduresource.com">www.eduresource.com</a>
<b>He kōrero atu anō:</b>	He tauira o te rauemi nei kei te whare pukapuka o te tāone. Ka pai hei whakaako i tētahi kaupapa mō 'Ngā 'Ture'.

Tēnā whakakīia he kāri mō tēnā, mō tēnā o ngā rauemi kua whakaahuatia i runga ake nei. Kia kaua e roa rawa ngā kōrero.

Now complete a card for each of the three resources described in the article above. Keep the comments short.

**Taitara:** .....

**Marautanga:** .....

**Taumata/Tau:** .....

**Momo rauemi:** .....

**Kaituhi/Kaitā:** .....

**Utu:** .....

**Reo:** .....

**E wātea ana i:** .....

**He kōrero atu anō:** .....

## **ASSESSMENT AND MARKING**

### **TEST OF WRITING**

Writing tasks are marked according to the following criteria: syntax; vocabulary; register; and strategic knowledge.

#### **Syntax**

To score well in this area of assessment you need to show that you have the ability to use a wide range of grammatical structures correctly. You are expected to know enough grammar to write accurately for the purposes required in the tasks.

#### **Vocabulary**

The ability to use a range of vocabulary appropriately and effectively is important to being able to write well. You will need to show that you can use a wide range of vocabulary and are able to use words that are appropriate to the topic and the person/people you are writing for. Your ability to use macrons or double vowels correctly and consistently is also assessed under this criterion.

#### **Register**

Under this criteria, marks are given for your ability to write appropriately for the stated purpose. This includes the use of appropriate style and formulaic language.

### **Strategic Knowledge**

Marks are generated for the ability to show a good understanding of the task at hand and the ability to complete the task appropriately. A response that is 'on task and on topic', and completed within the word limits will score well on this criteria. Under this criterion, the creative use of language to overcome any limitations will also be rewarded.

### **TEST OF SPEAKING**

Two examiners are present during the speaking test. Only one of the examiners delivers the test. Both examiners are involved in assessing your performance.

Your individual performance is marked against a set of criteria – not in relation to other candidates. The criteria used for marking the speaking test are: naturalness, intelligibility, accuracy, language for teaching, and language appropriateness. In each task the examiners will be looking for different skills and marking your performance against different criteria. For example, in the read aloud task the focus of the assessment is on naturalness, but in the oral instructions the focus is on intelligibility and accuracy. To score well in the speaking test you need to complete each part of the speaking test to the best of your ability.

#### **Naturalness**

Naturalness is marked according to your ability to speak fluently without pausing to search for words or how to say something. This includes speaking at normal speed, using correct intonation, stress and pronunciation. It is acknowledged that for second language speakers of Māori, pronunciation may be affected by their first language (in most cases English). This should not however, create difficulties in being understood.

### **Intelligibility**

This area of the assessment focuses on how well you can make yourself understood. It includes the ability to say things clearly and if necessary, in a number of different ways. You should be able to use a range of vocabulary and expressions in order to get your point across.

### **Accuracy**

This refers to your ability to speak Māori using correct grammatical patterns to convey a message appropriately and effectively. Both range and accuracy of grammar are assessed on this scale. If you are aware that you have made an error in grammar or the type of

language you have used, try to correct it.

### **Language for Teaching**

Under this marking criteria you receive credit for your ability to explain things clearly and to use simple, appropriate language to teach a concept which learners (of the language and the curriculum area) may find difficult. Your ability to respond well to questions and solve problems will also be considered. To score well under this criteria you need to show an ability to use Māori language flexibly and in a way that is effective for the learner and the topic being taught.

### **Language Appropriateness**

This assessment criterion captures your ability to use Māori language appropriately and confidently in a difficult situation, to solve problems and to achieve a desired outcome. It also includes your ability to use the appropriate forms, tone and intonation according to the relationship you have with the person/s to whom you are speaking.

## FREQUENTLY ASKED QUESTIONS AND ANSWERS

1. *What is the TSM?*

TSM stands for Teaching Sector Māori language proficiency examination. The TSM is designed to assess the language ability of candidates who use Māori in the teaching sector including: teachers; teacher aides; kaiārahi reo; lecturers; and principals at all levels of the education system. The exam tests the ability of a candidate to use Māori language for the classroom environment.
2. *If I am a certified teacher, or have a degree in Māori language, why would I sit the TSM?*

The TSM is different to any other type of Māori language or teaching examination that you would have sat before. It is a specific purpose test – that means it focuses on the specific language of teachers, learners, schools and the teaching sector. It is critical that teachers of Māori language and in Māori-medium classrooms have excellent Māori language skills. Ongoing development is important to keep abreast of the new world of language that has grown out of Māori medium education and to ensure that language skills are consistently at a high level. The test will help you to identify how well your language can cope both inside and outside the classroom. The TSM is a useful professional and personal language development tool.
3. *What is the pass mark?*

There is no pass mark. Results are reported as grades. There are three pass grades and one fail grade. To gain a pass mark you have to meet the requirements of level 4 of the *Whakamātauria Tō Reo Māori* Proficiency Scale.
4. *Do I have to sit the Level Finder Examination first?*

It is advisable for most candidates to take the LFE first. The LFE will give you an indication of your general language ability and how well you will cope with the language level of the TSM.
5. *What is the point of the TSM for a native speaker?*

The TSM assesses a candidate's ability to use Māori language for teaching sector purposes. This is very different from using Māori for everyday things or in other contexts. The vocabulary, technical terms and how to carry out some typical tasks of the teaching sector in Māori are the types of things assessed in the TSM. The TSM does not assess native proficiency of Māori speakers.
6. *Will I get my exam paper back?*

No. For security of the exam, papers are not returned to candidates.
7. *Can I use a dictionary?*

Use of dictionaries and other language support material is only permitted during the 20minute preparation time before the speaking test and will be provided. You do not need to bring your own.

8. *What do I need to take to the examination?*

Bring to the examination:

- a. the letter confirming your registration – it has your candidate number printed on it and
- b. some form of identification.

You do not need to bring pens or paper. These will be supplied.

9. *Do I have to use macrons?*

It is expected that candidates will use either macrons or double vowels consistently throughout the written parts of the exam.

10. *If I don't pass, does this mean that my school/kura will not get its full funding?*

No. Education sector funding is not linked to the TSM. Your results are confidential to you and/or your school.

11. *What use is the TSM?*

The TSM has many potential uses. The examination is offered as a tool for schools and teachers to identify training and capability needs. It is useful as professional development tool and for personal language development. It can be used in recruiting staff and in monitoring the ongoing language development of individual teachers or teaching staff as a whole. There is currently no common language assessment between schools and between teachers. The TSM can fill this gap.

**Whakamātauria Tō Reo Māori**

**PUKA TONO**

*Whakakīia te puka nei, ka whakahoki mai ai ki te: Te Āpiha Whakamātautau, Pouaka Poutāpetā 5602, Te Whanganui a Tara. Waea whakaahua 04 474 2341*

1. Tō ingoa whānau: \_\_\_\_\_
2. Ingoa tuatahi: \_\_\_\_\_
3. Tō kāinga noho: \_\_\_\_\_
4. He tāne, he wahine rānei koe? (tohua ki te porohita)      Tāne / Wahine
5. Rā whānau: rr/mm/tt \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_
6. E-mēra: \_\_\_\_\_
7. Tau waea (i te mahi): \_\_\_\_\_      8. Tau waea (i te kāinga): \_\_\_\_\_
9. Tau waea pūkoro: \_\_\_\_\_      10. Tau waea whakaahua: \_\_\_\_\_
11. Tō wāhi mahi: \_\_\_\_\_
12. Tō tūranga: \_\_\_\_\_
13. Kei te pīrangi whakauru koe ki tēhea whakamātautau?  
(tohua ki te porohita)      LFE      PSM      TSM  
*(Ko te tikanga ka tū ngā whakamātautau i ētahi wā e toru i te tau. Mā mātou koe e whakamōhio āhea, ki hea ngā whakamātautau taihoa ka tū.)*
14. Kua uru anō koe ki tētahi **o ēnei** whakamātautau reo Māori i mua atu i tēnei?  
Āe / Kāo
15. Mēnā āe, nōnahea te whakamātautau whakamutunga?  
(marama / tau) \_\_\_\_\_/\_\_\_\_\_
16. Kua whiwhi tohu reo Māori koe, he mea whakamana nā te NZQA?  
Mēnā āe, he aha taua tohu? \_\_\_\_\_
17. Me tuku ō māka ki hea? (mēnā he rerekē i te wāhi noho i tuhia i runga ake nei):  
Te ingoa o te tangata: \_\_\_\_\_  
Tari / Whakahaere: \_\_\_\_\_  
Wāhi noho: \_\_\_\_\_
18. He hiahia motuhake anō ōu? (tēnā whakamāramahia mai)  
\_\_\_\_\_
19. Ngā utu:      LFE \$100 \$ \_\_\_\_\_  
                  PSM \$150 \$ \_\_\_\_\_  
                  TSM \$150 \$ \_\_\_\_\_  
                  GST (12.5%) \$ \_\_\_\_\_  
                  E mau atu nei he haki mō te \$ \_\_\_\_\_

**Whakamātauria Tō Reo Māori – Māori Language Proficiency Examinations  
REGISTRATION FORM**

*Fill out and send to: the Examinations Officer, PO Box 5602, Wellington or fax to: 04 474 2341*

1. Surname: \_\_\_\_\_
2. First name: \_\_\_\_\_
3. Address: \_\_\_\_\_
4. Male or female?: (circle)                      Male / Female
5. DoB: dd/mm/yy \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_
6. Email: \_\_\_\_\_
7. Phone (work): \_\_\_\_\_      8. Phone (home): \_\_\_\_\_
9. Mobile: \_\_\_\_\_      10. Fax: \_\_\_\_\_
11. Organisation and address: \_\_\_\_\_  
\_\_\_\_\_
12. Position: \_\_\_\_\_
13. Which exam do you want to enroll for? (circle)                      LFE / PSM / TSM  
*(Examinations are normally held three times each year. We will advise you when and where the next round of examinations will be held.)*
14. Have you enrolled in this examination before?                      Yes / No
15. If yes, when did you last sit it? (month / year) \_\_\_\_\_/\_\_\_\_\_
16. Do you have an NZQA accredited Māori language qualification?  
If so, which qualification? \_\_\_\_\_
17. Where should we send your results? (if different to the address given above):  
Person's name: \_\_\_\_\_  
Office/Department: \_\_\_\_\_  
Address: \_\_\_\_\_
18. Do you have any special needs? (Please explain)  
\_\_\_\_\_
19. Fees    LFE \$100 \$ \_\_\_\_\_  
            TSM \$150 \$ \_\_\_\_\_  
            PSM \$150 \$ \_\_\_\_\_  
            GST (12.5%) \$ \_\_\_\_\_  
            Cheque attached for \$ \_\_\_\_\_