

# Ko ngā poropiti Māori: He kaihautū whai oranga ā-tinana, ā-wairua hoki mō te iwi Māori

Level 8 Te Aho Arataki Marau mō Te Reo Māori  
(Te Reo Māori in the New Zealand Curriculum)

## Ngā kai o roto:

1. Kupu hou
2. Building Blocks
3. Wāhanga pānui – Te Whiti o Rongomai
4. Wāhanga tuhituhi
5. Wāhanga rangahau

## Mā te kaiako —Using this resource

### 1. Introducing kupu hou

The students should be aiming to learn at least 20 new kupu per week. They may want to learn this set using quizlet. For an example of this software go to:

<http://quizlet.com/38910190/te-ao-poropiti-ako-panuku-flash-cards/>

Have class quizzes with the words—competition inspires the rangatahi. Search online for interesting ways to teach kupu hou. While word lists are easy to prepare they are the least effective way of teaching and learning kupu hou. Students need to ‘meet’ and use a new word many times and in meaningful ways in order to retain its meaning. It is also useful for students to learn words in chunks, for example, ‘ roto’ can be learnt as ‘i roto i’, ‘kei roto i’ and so forth. The more they use the kupu in their kōrero and tuhituhi, the better. Learning vocabulary in context is much more effective than in word lists. When you do examples on the board try to utalise the kupu.

### 2. Introducing new grammar

This resource uses “building blocks” activities to practice new grammar. The building blocks have multiple functions:

- (a) to give learners practice in using and learning new vocabulary
- (b) to strengthen reading and writing skills as the students have to identify words and structures
- (c) to give learners opportunity to practice new language structures.

**NOTE:** Please teach each structure before getting the students to do the activities. The “building blocks” are not very effective if the students are just doing them as random tasks.

### 3. Reading skills

The activities in this resource give practice in a range of reading skills, particularly comprehension. Further reading on prophets can be found at:

<http://www.teara.govt.nz/mi/nga-poropiti>

### 4. Research and Writing

The research and writing activities have been designed to help students to improve their essay skills in preparation for the external examinations.

**NOTE:** This resource has been developed as a guideline only and should not be considered to be a complete teaching and learning programme in itself. Teachers are encouraged to use the parts that are relevant to their programmes and supplement the activities in this resources with good teaching and additional learning opportunities.

## Kupu Hou: Reo Māori–Reo Pākehā

anahera	<i>angel</i>	paipera	<i>bible</i>
āpiha	<i>officer</i>	pakanga	<i>war</i>
ātete(-ngia)	<i>to oppose, to resist</i>	pīhopa	<i>bishop</i>
atua	<i>god</i>	pononga	<i>follower</i>
hāhi	<i>religious</i>	poropiti	<i>prophet</i>
hāpai	<i>to uplift</i>	puhi(-ia)	<i>to shoot</i>
hapori	<i>society</i>	punanga	<i>to take refuge</i>
hara	<i>sin</i>	rangatiratanga	<i>autonomy</i>
hōia	<i>soldier</i>	rangi	<i>heaven</i>
honore	<i>honour</i>	rangimārie,	<i>peace</i>
hunga	<i>people</i>	raru	<i>problem</i>
Iharaira	<i>Israel, Israelite</i>	raupatu	<i>confiscate</i>
Ihoa, Ihowa	<i>Jehovah</i>	rautau	<i>century</i>
Ihu Karaiti	<i>Jesus Christ</i>	rere	<i>to flee, fly</i>
iriiri(ngia)	<i>to baptise</i>	rīpeka	<i>cross (noun)</i>
kaiārahi	<i>leader</i>	ritenga	<i>ritual</i>
Kaihanga	<i>Creator</i>	rongonui	<i>famous</i>
kaihautū	<i>leader</i>	rongopai	<i>gospel</i>
kairure	<i>surveyor</i>	taikaha	<i>violent</i>
kaitiaki	<i>guardian spirit</i>	taki(-na)	<i>to recite</i>
kaiwhakaora	<i>healer, redeemer</i>	tāmi(-a); pēhi(-a)	<i>to suppress</i>
kaiwhakatuma, hauhau	<i>rebel (n)</i>	tangata whai	<i>settler</i>
kaiwhakaū	<i>founder</i>	tapa(ina)	<i>to name</i>
karaipiture	<i>scripture</i>	tapu	<i>sacred</i>
Karaitiana	<i>Christian</i>	tautoko	<i>to support</i>
karakia	<i>church service</i>	Te Runga Rawa	<i>Heavenly Father</i>
karere	<i>messenger,</i>	temepara	<i>temple</i>
kauhau	<i>to preach</i>	tiaki	<i>protect</i>
kāwanatanga	<i>government</i>	tohu	<i>symbol</i>
kawe(a)	<i>to carry</i>	tohunga	<i>spiritual expert</i>
Kawenata Hou	<i>New Testament</i>	tohutohu	<i>instruction</i>
Kawenata	<i>Old Testament</i>	tūkino(-tia)	<i>to abuse</i>
kī taurangi	<i>promise</i>	tuku(na)	<i>release, send</i>
kororia	<i>glory</i>	ture	<i>law</i>
mana	<i>Māori authority</i>	wairua	<i>spirit</i>
mārire	<i>peaceful</i>	whai	<i>follow</i>

matakite	<i>psychic (noun); to see into the</i>	whakaae(-tia)	<i>to agree</i>
mātāpono	<i>principle</i>	whakaawe(-tia)	<i>to inspire</i>
mau	<i>to be captured</i>	whakaeke, huaki	<i>attack</i>
mau te rongo	<i>be in a state of</i>	whakahaere	<i>to organise, to manage</i>
mauhere(tia)	<i>to imprison, to arrest (v),</i>	whakahono	<i>to combine</i>
Mihaia	<i>Messiah</i>	whakakotahi	<i>to unite</i>
mihingare	<i>missionary</i>	whakangungu	<i>protection</i>
minita	<i>minister</i>	whakapono	<i>faith, to believe</i>
moemoeā	<i>dream, vision</i>	whakawhetai	<i>to give thanks</i>
murū(a)	<i>to forgive</i>	whana(ia)	<i>to rebel, to rise up</i>
niu	<i>news</i>	whare herehere	<i>jail, prison</i>
ngā kupu	<i>prophetic sayings</i>	whare karakia	<i>church</i>
ohanga	<i>economy</i>	whawhai(-tia)	<i>to oppose</i>
ope taua	<i>troop, war party</i>		

## Kupu Hou: Reo Pākehā—Reo Māori

angel	<i>anahera</i>	problem	<i>raru</i>
attack	<i>whakaeke, huaki</i>	promise	<i>kī taurangi</i>
autonomy	<i>rangatiratanga</i>	prophet	<i>poropiti</i>
be in a state of peace	<i>mau te rongo</i>	prophetic sayings	<i>ngā kupu whakaari</i>
bible	<i>paipera</i>	protect	<i>tiaki</i>
bishop	<i>pīhopa</i>	protection	<i>whakangungu</i>
century	<i>rautau</i>	psychic (noun);to see	<i>matakite</i>
Christian	<i>Karaitiana</i>	rebel (n)	<i>kaiwhakatuma, hauhau</i>
church	<i>whare karakia</i>	release, send	<i>tuku(na)</i>
church service	<i>karakia</i>	religious denomination,	<i>hāhi</i>
confiscate	<i>raupatu</i>	ritual	<i>ritenga</i>
Creator	<i>Kaihanga</i>	sacred	<i>tapu</i>
cross (noun)	<i>rīpeka</i>	scripture	<i>karaipiture</i>
dream, vision	<i>moemoeā</i>	settler	<i>tangata whai</i>
economy	<i>ohanga</i>	sin	<i>hara</i>
faith, to believe	<i>whakapono</i>	society	<i>hapori</i>
famous	<i>rongonui</i>	soldier	<i>hōia</i>
follow	<i>whai</i>	spirit	<i>wairua</i>
follower	<i>pononga</i>	spiritual expert	<i>tohunga</i>
founder	<i>kaiwhakaū</i>	surveyor	<i>kairure</i>
glory	<i>kororia</i>	symbol	<i>tohu</i>
god	<i>atua</i>	temple	<i>temepara</i>
gospel	<i>rongopai</i>	to abuse	<i>tūkino(-tia)</i>
government	<i>kāwanatanga</i>	to agree	<i>whakaae(-tia)</i>
guardian spirit	<i>kaitiaki</i>	to baptise	<i>iriiri(ngia)</i>
healer, redeemer	<i>kaiwhakaora</i>	to be captured	<i>mau</i>
heaven	<i>rangi</i>	to carry	<i>kawe(a)</i>
Heavenly Father	<i>Te Runga Rawa</i>	to combine	<i>whakahono</i>
honour	<i>honore</i>	to flee, fly	<i>rere</i>
instruction	<i>tohutohu</i>	to forgive	<i>murua)</i>
Israel, Israelite	<i>Iharaira</i>	to give thanks	<i>whakawhetai</i>
jail, prison	<i>whare herehere</i>	to imprison, to arrest	<i>mauhere(tia)</i>
Jehovah	<i>Ihoa, Ihowa</i>	to inspire	<i>whakaawe(-tia)</i>
Jesus Christ	<i>Ihu Karaiti</i>	to name	<i>tapa(ina)</i>
law	<i>ture</i>	to oppose	<i>whawhai(-tia)</i>
leader	<i>kaiārahi</i>	to oppose, to resist	<i>ātete(-ngia)</i>
leader	<i>kaihautū</i>	to organise, to manage	<i>whakahaere</i>

Māori authority	<i>mana motuhake</i>	to preach	<i>kauhau</i>
messenger, message	<i>karere</i>	to rebel, to rise up	<i>whana(ia)</i>
Messiah	<i>Mihaia</i>	to recite	<i>taki(-na)</i>
minister	<i>minita</i>	to shoot	<i>puhi(-ia)</i>
missionary	<i>mihingare</i>	to support	<i>tautoko</i>
New Testament	<i>Kawenata Hou</i>	to suppress	<i>tāmi(-a); pēhi(-a)</i>
news	<i>niu</i>	to take refuge	<i>punanga</i>
officer	<i>āpiha</i>	to unite	<i>whakakotahi</i>
Old Testament	<i>Kawenata Tawhito</i>	to uplift	<i>hāpai</i>
peace	<i>rangimārie,</i>	troop, war party	<i>ope taua</i>
peaceful	<i>mārire</i>	violent	<i>taikaha</i>
people	<i>hunga</i>	war	<i>pakanga</i>
principle	<i>mātāpono</i>		

## BUILDING BLOCKS: He ... e mōhiotia whānuitia ana huri noa ...

He poropiti	Karaitiana	a Rua Kēnana	e mōhiotia whānuitia ana huri noa	i te ao	mō tōna kaha	ki te kauhau i te kupu a te Atua.
	whai mana	a Te Whiti		i te motu		ki te ārahi i te iwi.
	rongonui	a Tahupōtiki Wīremu Rātana		i Aotearoa		ki te whawhai ki te kāwanatanga.
	Māori	a Te Ua Haumēne		i Taranaki		ki te whakaawe i te iwi.

**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

**Kupu Hou:** whai mana—prestigious | hūmārie—humble | rongomau—peace | pupuri—hold, keep

1. Te Whiti was a Christian prophet who was known throughout the world for his ability to lead the people.

2. Tahupōtiki Wīremu Rātana was a prestigious prophet who was known throughout the country for his ability to inspire the people.

3. Te Ua Haumēne was a Māori prophet who was known throughout Taranaki for his ability to preach the word of God.

4. Rua Kēnana was a famous prophet who was known throughout Aotearoa for his ability to oppose the government.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Whakakātia ngā āputa ki te kupu tika.

Anei ngā kupu e ngaro ana:

Mō | poropiti | rohe | mōhiohia | i | ngā

He \_\_\_\_\_ hūmārie a Tohu Kākahi e \_\_\_\_\_ whānuitia ana huri noa i Te Ika a Māui \_\_\_\_\_ tana kaha ki te pupuri  
\_\_\_\_\_ te rongomau i waenganui i \_\_\_\_\_ iwi o tōna \_\_\_\_\_.

**Hei Mahi 4:** Whakapākehātia taua rerenga kōrero.

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## BUILDING BLOCKS: I a ia e ... ana ...

I a ia	e mauheretia ana e whakahua ana i te kupu i ngā kōrero o te karaipiture e tamariki tonu ana e tupu ana	ka	pānui ako huri āta whakarongo	āna pononga i ngā korero ia ki te	o te Kawenata tawhito. Karaitianatanga. ki a ia. o te Kawenata hou.
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**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

<b>Kupu Hou:</b> Karaitianatanga—Christianity   Whakahua—to quote, say, pronounce
1. While he was still young he learnt the stories of the New Testament.
2. While he was imprisoned he read the stories of the Old Testament.
3. While he was growing up he turned to Christianity.
4. While he was quoting the scriptures, his followers would listen carefully to him.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kua ki te reo Pākehā.

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**Hei Mahi 3:** Waihangatia tēnei rerenga kōrero nei ki ngā kupu e whai ake ana:

While he was still a teenager he saw an angel. It was an angel of God. After that, he turned Christian.

atua | tērā | karaitiana | | a | ia | e | ana | ka | ia | i | tētahi | anahera | i | tana | . | He | anahera  
| nā | te | . | | muri | i | ka | huri | ia | hei | . | taiohi | tonu | kite | moemoeā

Tuhia te mea tika ki raro nei:

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## BUILDING BLOCKS: I ... (-ia/ -tia/ -ria/ -ngia/ -na) ... e ...

I	iriiringia	a Wīremu	e te	minita.
	tukuna	ia	e tētahi	Hoariri.
	mauheretia	a Tāwhiao	e	Te Ua Haumēne.
	pānuitia	te Paipera Tapu		Rua Kēnana.
	whakaakona	ngā mauhere		Te Kooti.

**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

<b>Kupu Hou:</b> whakaakona— taught
1. He was imprisoned by the enemy.
2. Wīremu was taught by a minister.
3. The bible was read by Rua Kēnana.
4. Tāwhiao was baptised by Te Ua Haumēne.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kua ki te reo Pākehā.

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**Hei Mahi 3:** Whakamāoritia ngā kupu Pākehā; tuhia anō te rerenga kōrero ki te reo Māori anake.

I tukuna ngā **prisoners** e ngā **soldiers** Pākehā. Nō muri, ka **returned** rātou ki Parihaka, **and**, ka ātete **still** a Te Whiti ki te mahi raupatu **land** o te **government**.

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**Hei Mahi 4:** Tēnā whakapākehātia te rerenga kōrero i runga nei:

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## BUILDING BLOCKS: ... kia ...

Ko te tino	hiahia whāinga tūmanako	o Tahupōtiki Wiremu Rātana o Te Ua Haumēne o Te Whiti o Te Kooti	kia	noho mārire whakahokia ngā whenua tūpuna tū kōtahi te iwi Māori kawe i te rongopai	ki te iwi. te hāpori. i raro i tōna hāhi.
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**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

<b>Kupu Hou:</b> hāpori—society
1. Te Whiti's main goal was to get ancestral land returned to the people.
2. Te Ua Haumēne's main desire was for society to live in peace.
3. Te Kooti's main goal was to take the gospel to the people.
4. Tahupōtiki Wiremu Rātana's main hope was to unite people under his church.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kauhā ki te reo Pākehā.

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**Hei Mahi 3:** Whakakāia ngā āputa ki te kupu tika.

Anei ngā kupu e ngaro ana:

ngā | rangatiratanga | anō | kia | e | whāinga

Ko te tino \_\_\_\_\_ o Rua Kēnana \_\_\_\_\_ whakahokia te tino \_\_\_\_\_ ki te iwi Māori. Heoi \_\_\_\_\_, he whāinga anō tōna, arā, kia whakahokia \_\_\_\_\_ whenua i raupatungia \_\_\_\_\_ te Kāwanatanga.

**Hei Mahi 4:** Whakapākehātia taua rerenga kōrero.

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## BUILDING BLOCKS: Nāna ... i ...

Nāna	te kupu a te Atua āna pononga te rongopai tana iwi ngā karakia	i	kauhau ārahi ako kawe taki	ki te iwi ki te pānui i roto i ngā āhuatanga katoa i ngā hui nui i mua	o te hāhi. i ngā pakanga. i te paipera. i te Tairāwhiti. i te iwi.
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**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

<b>Kupu Hou:</b> Tairāwhiti— East Coast
1. He lead his people in all of the aspects of the church.
2. He taught his followers how to read the bible.
3. He took the gospel to the people of the East Coast.
4. He preached the word of God at the big gatherings of the tribe.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Waihangatia tēnei rerenga kōrero nei ki ngā kupu e whai ake ana:

He built the church in Rūātoki. Every Sunday his followers would gather in that church to give thanks to God.

ia		whare		Nāna		te		karakia		i		Ruatoki		i		.		Rātapu		ka		hui		āna		pononga		ki		roto
		whakawhetai		i		taua		whare karakia		tuku		ai		ki		te		Atua		.		hanga		la						

Tuhia te mea tika ki raro nei:

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**BUILDING BLOCKS: Ka ... (-ia/ -tia/ -ria/ -ngia/ -na) ... e ...**

Ka	āwhinatia	a Te Whiti	e ngā iwi o	Te Tairāwhiti.
	mauheretia	ia	e	ngā hōia.
	whakaekea	rātou		Ngāti Muaupoko.
	tautokohia	ngā whenua		ngā pirihihana.
	raupatutia	te hunga parau		te Kāwanatanga.

**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

<b>Kupu Hou:</b> te hunga parau— the ploughmen   pirihihana— policeman
1. He was supported by the people of the Eastcoast.
2. Te Whiti was helped by Ngāti Muaupoko.
3. The ploughmen were arrested by the police.
4. The land was confiscated by the government.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kua ki te reo Pākehā.

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**Hei Mahi 3:** Whakamāoritia ngā kupu Pākehā; tuhia anō te rerenga kōrero ki te reo Māori anake.

Ka rongō ngā *tribes* o te motu i ngā mahi *good* a Te Whiti o Rongomai rāua ko Tohu Kākahi, nō reira ka *go* ētahi iwi nō *outside* o Taranaki ki Parihaka *stay* ai. Ka tino *supported* te kaupapa o Te Whiti rāua ko Tohu e *those (mentioned before)* iwi.

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**Hei Mahi 4:** Tēnā whakapākehātia te rerenga kōrero i runga nei:

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## BUILDING BLOCKS: Kāore / Kīhai ... i ...

Kāore	a Te Whiti	i whakaae	ki ngā tikanga	raupatu whenua	kia tutuki i tana whāinga.
Kīhai	a Rua Kēnana	i pai	kia haere	te iwi Māori	ki tāwāhi whawai ai.
	a Tohu Kākahi		ki te whakamahi	i te taikahatanga	a te kāwanatanga.
	a TW Rātana		ki te mahi	o ngā	tohunga Māori.

**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

**Kupu Hou:** taikahatanga—violence | tāwāhi—overseas | tika—right, rights

1. Te Whiti didn't agree with the government confiscation of Māori land.
2. Rua Kēnana didn't agree that Māori should go overseas and fight.
3. Tohu Kākahi didn't agree that violence should be used to achieve his goal.
4. TW Rātana didn't like the traditions of the tohunga Māori.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Whakakīa ngā āputa ki te kupu tika.

Anei ngā kupu e ngaro ana:

ōna | whakapono | whakaae | iwi | reira | o

Kāore a Te Kooti i \_\_\_\_\_ ki te pēhitanga \_\_\_\_\_ te Kāwanatanga i te \_\_\_\_\_ Māori, nō \_\_\_\_\_ ka whaiwhai ia mō \_\_\_\_\_ tika me tōna \_\_\_\_\_.

**Hei Mahi 4:** Whakapākehātia taua rerenga kōrero.

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## BUILDING BLOCKS: Nā ... te kī, ...

Nā	Te Whiti	te kī,	“ko te pō te kaihari i te rā; ko te mate te kaihari i te oranga”.
	Te Ua Haumēne		“kei rite tātou ki te tarakihi, e ngahau nei i te raumati, ā, i te makariritanga, kua kāhore”.
	TW Rātana		“te ringa kaha, te ringa poto”.
	Rua Kēnana		“ko au te Mihaia hou”.

**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

<b>Kupu Hou:</b> kaihari— deliverer/carrier   Mihaia—Messiah
1. It was Te Whiti who said, “Night is the bringer of day; death is the bringer of life”.
2. It was Te Ua Haumēne who said, “Let us not be like the locust, which is carefree in the summertime but in the cold he is no more”.
3. It was TW Ratana that said, “The strong hand, the short hand”.
4. It was Rua Kēnana who said, “I am the new Messiah”.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Waihangatia tēnei rerenga kōrero nei ki ngā kupu e whai ake ana:

It was Tāwhiao that said “Without foresight or vision the people will be lost”.

iwi | te | Nā | kī | Ki | te | kāhore | he | ka | ngaro | te | whakakitenga | . | Tāwhiao

Tuhia te mea tika ki raro nei:

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## HE MAHI PĀNUI: Te Whiti o Rongomai

### Tēnā pānuhia ēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

He uri a Te Whiti o Rongomai III nā Awanuiārangi, te tupuna nui o te iwi o Te Ati Awa. Ko Hone Kākahi tōna matua, o ngā iwi o Taranaki me Te Ati Awa. Ko Rangī Kawau tōna whaene nō te iwi o Taranaki. He ingoa anō tō Te Whiti, he ingoa iriiri, ko Erueti. Heoi anō, ka tupu ana a Te Whiti ka whakakāhore ia i taua ingoa.

whaene—whaea | ingoa iriiri— baptismal name | whakakāhore— to get rid of

E ai ki ētahi tāngata, i whānau mai a Te Whiti i te pā o Ōtaka i Ngāmotu i te rā i mua i te pakanga o Ōtaka, i te tau 1832. I mate tōna pāpā i taua pakanga. I whakaekea te pā nei e Waikato. He hoariri aua iwi nō mai rā anō. I te wā o te pakanga i haria a Te Whiti rātou ko ngā pēpi o te pā me ngā kaumātua ki Ratapihipihi, he wāhi ki tuawhenua. I nui ngā kai i reira. Heoi anō, hei tā ētahi atu tāngata i whānau kē mai ia i te tau 1816, 1817 rānei, ā, he taitama kē a ia i te wā o te pakanga i tū ki Ōtaka.

hoariri—enemy | nō mai rā anō—for a long time, since way back | tuawhenua—inland

### 1. What are the two different versions about Te Whiti's birth?

Write your answer in te reo Pākehā.

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### 2. He aha ētahi kupu e ōrite ana ki ēnei?

whaea	
rangi	
mauria	

### 3. Whakakāhorengia ēnei kōrero:

I nui ngā kai i reira.	
He hoariri aua iwi ...	
I whakaekea te pā nei e Waikato.	

**Tēnā pānuhia tēnei kōrero ka whakautu ai i te pātai e whai ake ana:**

I muri i te taieritanga o Waikato i Ōtaka , i maku ētahi o Te Ati Awa i te hokinga mai o te hoariri kia ngakia ō rātou mate, nō reira ka haere whakatetonga ētahi o Te Ati Awa me te whānau o Te Whiti ki te rohe o Aotea me Waikanae. I ngā tau 1840, ka hūnuku whakateraki te whānau ki Warea noho atu ai ki waenganui o te iwi o Patukai ki Hopuhopu me Tarakihi.

Taieritanga— defeat | ngaki—avenge | whakatetonga—to the south, southwards |  
whakateraki —to the north, northwards

4. Explain in English why some of Te Āti Awa relocated.

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**Tēnā pānuhia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:**

E ai ki āna uri, i a Te Whiti e tamariki tonu ana ka mōhio ngā rangatira o tōna iwi he matakite ia. He pērā hoki a Tohu Kākahi. Nā tēnei āhuatanga ka tino tiakina, ka tino poipoia rāua e te iwi. Ka tupu ana a Te Whiti ka tīmata ia ki te whakaatu i ōna āhuatanga motuhake ki te iwi. I whakaakona ia ki ngā āhuatanga o te whakapono tūturu Māori i mua i tana huringa ki te Karaitianatanga. Nā reira i mōhio ai ia ki ngā āhuatanga o te Karaitianatanga me te wairuatanga o te Māori.

5. What was unique about Te Whiti and Tohu? Write your answer in English.


6. He aha ēnei ki te reo Māori?

still young	
unique characteristics	
traditional beliefs	

## Tēnā pānuhia ēnei kōwae ka whakautu ai i ngā pātai e whai ake ana:

Hei tā ētahi, nā Minarapa Rangihatuake o Ngāti Mahanga (he taurekareka o mua nā Ngāpuhi), a Te Whiti i ako ki ngā hua o te paipera. He Minita Weteriana a Minarapa i Rāhotu. I te tau 1846, ka whakaakona a Te Whiti i e Johann Riemenscheider, he minita nō Tiamana. Ko Rīmene tōna ingoa Māori. Mai i ēnei akoranga Karaitiana ka tupu te whakaponu e kīia nei, ko te Tikanga Hou.

I tino mōhiotia a Te Whiti hei poropiti, hei kaiako hoki nā runga i tana kaha mōhio ki ngā kōrero o te paipera. Ko tōna tino whāinga ko te ārahi i tōna iwi ki te oranga tonutanga. I matakitea e tētahi tangata nō Ngāpuhi, te taenga atu o ngā manu mōhio e rua ki te tihi o Taranaki. He āhua ōrite tērā ki te poropititanga o Pōtatau Te Wherowero i te mahi hei mahinga mā Te Whiti rāua ko Tohu, me te mana wairua i a rāua, i mua tonu i tōna tūnga hei kīngi Māori tuatahi i Ngāruawāhia i te tau 1858. Kei te maumahara tonu ngā uri o Te Whiti ki te tūruapō, arā, “te maunga tapu kei te tonga, kei tōna ātārangi he rākau, e pae rua ake ana i tōna peka ngā manu mōhio a Mumuhau rāua ko Takeretō, he karere nā te Runga Rawa, ā, mā rāua hei ārahi te iwi ki te oranga tonutanga”. Ko te tautoko a te tama a Kīngi Pōtatau, a te Kīngi tuarua, a Tāwhiao i te kupu a tōna matua, ko te tuku atu i āna pononga ki Parihaka i te tau 1866, hei ringaringa mō Te Whiti rāua ko Tohu, ngā manu mōhio i whakaaritia rā e Pōtatau.

Weteriana —Weslyian | tihi—peak | poropititanga, tūruapō—prophecy | ātārangi—shadow  
| whakaari—prophecise | oranga tonutanga—eternal life

7. Some quite significant events took place that led people from far and wide to put their faith in Te Whiti and Tohu. Explain those events.

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8. He aha ēnei ki te reo Māori?

was known	
before he became	
a messenger from the heavenly father	

9. He aha ngā kupu tauaro i ēnei ki raro nei?

wareware	
matenga	
wehenga	

## Tēnā pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

I ngā tau tata ki 1850 ka hūnuku a Te Whiti rāua ko Tohu ki te pā e mōhiohia whānuitia ana ko Parihaka, engari ko Repanga kē te ingoa i taua wā. I tētahi rā, ka tau atu tētahi toroa ki te pā. Hei tā te iwi o Parihaka he tohu wairua tērā, ā, ka arahina rātou e te tokorua nei a Te Whiti rāua ko Tohu. Ka taka mai he raukura i te manu rā. Ki te iwi o reira ko taua raukura rā te tohu o te rongomau. Nō muri, ka mau ngā pononga a Te Whiti rāua ko Tohu i te raukura mā ki ō rātou makawe hei whakaatu i tō rātou whakapono ki te kaupapa . Nā, ka tapaina te marae o Tohu, ko Toroanui.

Toroa—albatross

10. In English, explain how this symbol became the symbol of the Parihaka people.




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11. He aha ētahi kupu e ōrite ana ki ēnei?

whakaingoatia	
rangimārie	
huruhuru	

## Tēnā pānuihia ēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

He tini ngā raruraru i Taranaki i taua wā. Ko te raru nui ko te raupatutanga o ngā whenua tūpuna. I hiahia tōna iwi kia arahina rātou e Te Whiti rāua ko Tohu ki te whakakāhore i te ngarohanga o ō rātou whenua e te ringa Pākehā. Nā, ka tū a Te Whiti hei māngai mō tōna iwi i roto i ngā kōrero mō te whenua.

Nā te kaha o Te Whiti ki te kauhau mō te paipera, te rongomau me te raupatu whenua, ka haere ngā tāngata o Taranaki whānui me ētahi nō waho atu o Taranaki ki Parihaka ki te whakarongo ki āna kōrero, ki te tautoko hoki i a ia. I ahu mai āna kōrero i te kawenata hou, ā, i kaha whakapono ia ki te tairitenga o te iwi Māori ki ngā Hūrae. I tētahi wā i kī a Te Whiti ki a James Cowan, “Nō te whenua o Kānana (Canaan) mātou”.

Māngai—mouthpiece, speaker | tairitenga— similarity | Hūrae— Jew

### 12. I whakatauritea e Te Whiti te iwi Māori ki a wai?

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### 13. He aha ngā pukenga pai o Te Whiti?

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### 14. He aha te hiahia o te iwi?

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### 15. Kimihia ēnei kōrero i roto i te tuhinga.

There were many problems	
to stop the loss	
speaking ability	

## Tēnā pānuhia ēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

I te tau 1879 i ātete a Te Whiti rātou ko Tohu, ko ā rāua pononga, ki te mahi raupatu whenua a te Kāwanatanga. I tukuna e rāua ngā tāne o Parihaka ki te parau i ngā whenua i nohongia e te Pākehā mai i Pukearuhe ki Te Hāwera. Ka tino riri ngā Pākehā ki a rātou, engari kīhai rātou i tuohu, kīhai hoki rātou i huri ki te whawhai.

Nā te mahi kino a te Kāwanatanga, ka pōhara haere, ka iti haere ngā hapori Māori o te Tai Hauāuru, ā, ka tīmata ngā tāngata ki te haere ki Parihaka noho ai ki raro i te marumaru o Te Whiti rāua ko Tohu.

Ka tino hōhā te Kāwanatanga ki ngā mahi a ngā pononga a Te Whiti, nā te mea i pīrangi rātou ki aua whenua mō te hunga e haere mai ana i Ingarangi. Nō reira, ka tukuna te 1,589 hōia ki Parihaka kia mauhere i te hunga tāne, kia turaki i ngā whare, kia tuku hoki i te manuhiri o iwi kē ki ō rātou kāinga. I whakaekea te pā o Parihaka i te 5 o Noema (Whiringa-ā-rangi) i te tau 1881. E 2000 ngā Māori i te pā i taua wā. Ahakoa te mahi kino a ngā hōia, kīhai ngā tāngata o Parihaka i whawhai. Ka puritia tonutia te rongomau. Ka maharatia tēnei rā ko ‘Te Pāhutatanga o Parihaka’.

ātete(tia) — to protest | parau—plough | tuohu—bow down | marumaru—protection |  
turaki— destroy | pāhua—plunder

16. He aha te take i tukua e Te Whiti rāua ko Tohu ā rāua pononga ki te parau i ngā whenua?

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17. Why was the government annoyed at Te Whiti and Tohu’s actions?

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18. He aha ētahi kupu i roto i te tuinga e ōrite ana ki ēnei?

Rawa kore	
totohe	
huaki	

19. Whakakāhoretia tēnei rerenga:

Ka tino hōhā te Kāwanatanga.	
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## Tēnā pānuihia ēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

I mauheretia a Te Whiti rātou ko Tohu, ko ā rāua pononga, ā, i haria rātou ki Te Waiponamu. Ka whakataurekarekangia ngā tāngata o Parihaka ki Ōtakou. Ko tā rātou mahi he hanga huarahi ki Ōtepoti. Kāore i whakaaetia kia whakawākia rātou e te kōti. Ka tino whakahē tēnei i te Tiriti o Waitangi, arā, ka whai te iwi Māori i ngā tika a te Pākehā. Ka mate ētahi o ngā mauhere i reira. Ka tino tūkinongia rātou e ngā hōia me te Kāwanatanga. E rua tau i muri mai, ka tukuna a Te Whiti mā kia wātea. Kei te mōteatea tonu ngā mahara o ō rātou uri i te tūkinotanga o te Kāwana i ngā tūpuna nei.

Whakataurekareka(-ngia)— made to be slaves | whakawā(-kia)—to be trialled | tika—rights  
| whai—have | tūkino(-tia)—abuse | tuku(-na)— release

### He wāhanga nō Te Tiriti o Waitangi:

*Ko te tuatoru*

*Hei wakaritenga mai hoki tēnei mō te wakaaetanga ki te Kāwanatanga o te Kuīni – Ka tiakina e te Kuīni o Ingarani ngā tāngata Māori katoa o Nu Tīrani ka tukua ki a rātou ngā tikanga katoa rite tahi ki ana mea ki ngā tāngata o Ingarani.*

## 20. What injustices did the people of Parihaka endure?

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## 21. He aha ēnei ki te reo Māori?

the people were enslaved	
this completely contradicts.....	
the decedents continue to	

lament	
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**Tēnā pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:**

I hoki a Te Whiti rāua ko Tohu ki Parihaka i te marama o Poutūterangi i te tau 1883. Ka raru a Parihaka i a rāua e ngaro atu ana. Kāore ngā whare i whakatikangia i muri i te pāhuatanga. I rāhuitia ngā hui e te ture, engari ka haere tonu te mahi ātete. E ai ki ētahi tāngata, ka nui haere te mana o Te Whiti i a ia e mauheretia ana, ā, ka whakatauritea ia ki a Ihu Karaiti e āna pononga.

rāhui(-tia) – prohibit
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22. Why do you think that Te Whiti’s mana increased in his absence from Parihaka?

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23. Whakakāhorengia tēnei rerenga:

I whakatauritea ia ki a Ihu Karaiti.	
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24. Explain the function of the word ‘haere’ in the sentence ‘ka nui haere te mana o Te Whiti’.

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## NGĀ WHAKAUTU: Te Whiti o Rongomai

1. What are the two different versions about Te Whiti's birth? Answer in Te Reo Pākehā.

Some say that he was born the day before the battle of Ōtaka pā in 1832. Others say he was a teenager during that time, and that he was actually born in 1816 or 1817.

2. He aha ētahi kupu e ōrite ana ki ēnei?

whaea	whaene
rangi	rā
mauria	haria

3. Whakakāhorengia ēnei kōrero

I nui ngā kai i reira.	Kāore i nui ngā kai i reira.
He hoariri aua iwi.	Ehara aua iwi i te hoariri i aua wā.
I whakaekea te pā nei e Waikato.	Kāore te pā i whakaekea e Waikato.

4. Explain why some of Te Āti Awa relocated.

They were concerned about the impact that Waikato's return to avenge their dead would have on them. They went south to the Aotea region and some went to Waikanae.

5. What was unique about Te Whiti and Tohu?

The rangatira identified that they were psychic. Because of this they were protected and nurtured. As Te Whiti grew he displayed his unique characteristics to the people.

6. He aha ēnei ki te reo Māori?

still young	e tamariki tonu ana
unique characteristics	āhuatanga motuhake
traditional beliefs	whakapono tūturu

7. Some quite significant events took place that led people from far and wide to put their faith in Te Whiti and Tohu. Explain those events.

He was well versed in the Bible. Someone in Ngāpuhi had prophesied the arrival of two wise birds to the peak of Taranaki. Pōtatau Te Wherowhero, the Māori King at the time, prophesied something similar.

8. He aha ēnei ki te reo Māori?

was known	i tino mōhiotia
before he became	i mua i tōna tūnga
a messenger from the Heavenly Father	he karere nā te Runga Rawa

9. He aha ngā kupu tauaro ki ēnei ki raro nei?

wareware	maumahara
matenga	oranga
wehenga	taenga

10. Explain how this symbol became the symbol of the Parihaka people.

An albatross arrived in the village. People believed that it was a spiritual sign and that it signified that they would be lead by Te Whiti and Tohu. A feather fell from the bird. From then the white feather was worn in the hair of the Parihaka people as a symbol of their belief in the cause.



11. He aha ētahi kupu e ōrite ana ki ēnei?

whakaingoatia	tapaina
rangimārie	rongomau
huruhuru	raukura

12. I whakatauritea e Te Whiti te iwi Māori ki a wai?

Ki ngā Hūrae.

13. He aha ngā pūkenga pai o Te Whiti?

Ko te kauhau mō te Paipera, te rongomau me te raupatu whenua.

14. He aha te hiahia o te iwi?

Kia arahina rātou e Te Whiti.

15. Kimihia ēnei kōrero i roto i te tuhinga.

there were many problems	he tini ngā raruraru
to stop the loss	whakakāhore i te ngarohanga atu
speaking ability	kaha ki te kauhau

16. He aha te take i tukua e Te Whiti rāua ko Tohu ā rāua pononga ki te parau i ngā whenua?

Ki te ātete ki te Kāwanatanga mō te raupatutanga o ō rātou whenua.

17. Why was the government annoyed at Te Whiti and Tohu's actions?

Because they wanted the land for the people who were coming from England.

18. He aha ētahi kupu e ōrite ana ki ēnei?

rawa kore	pōhara
totohe	whawhai
huaki	whakaeke

19. Whakakāhoretia tēnei rerenga:

Ka tino hōhā te Kāwanatanga.	Kāore te Kāwanatanga i hōhā.
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20. What injustices did the people of Parihaka endure?

Their land was taken. They were imprisoned without trial. Their homes were destroyed. They were put into slavery in Dunedin. They didn't have equal rights to the Pākehā as promised in the Treaty. They were treated badly by the soldiers and the Government.

He mea waihanga mō tētahi kaupapa a Te Tāhuhu te Mātauranga.

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21. He aha ēnei ki te reo Māori?

The people were enslaved.	Ka whakataurekarekangia ngā tāngata.
This completely contradicts ...	Ka whakahē tēnei i ...
The descendants continue to lament ...	Kei te mōteatea tonu ngā mahara o ō rātou uri ...

22. Why do you think that Te Whiti’s mana increased in his absence from Parihaka?

Jesus was persecuted by the Romans, as was Te Whiti persecuted by the Government. The people saw parallels between the two.

23. Whakakāhorengia

I whakatauritea ia ki a Ihu Karaiti.	Kāore ia i whakatauritea ki a Ihu Karaiti.
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24. Explain the function of the word ‘haere’ in the sentence ‘ka nui haere te mana o Te Whiti’.

It means that something “got” bigger or increased.

**HE MAHI KUPU HOU:** Tuhia ki te pou o waenganui te kupu Pākehā e hāngai ana te tikanga i te pou tuatoru.

1. <i>āhuatanga motuhake</i>		descendant
2. <i>ātete</i>		baptise
3. <i>hoariri</i>		war, battle
4. <i>hōia</i>		attack
5. <i>Hūrae</i>		enemy
6. <i>iriiri</i>		inland
7. <i>Karaitianatanga</i>		defeat
8. <i>karere</i>		avenge
9. <i>Kāwanatanga</i>		southwards
10. <i>Kawenata Hou</i>		northwards
11. <i>marumarū</i>		psychic, prophet, vision,
12. <i>matakite</i>		nurture
13. <i>mauhere</i>		show, demonstrate, display
14. <i>maumahara, mahara</i>		unique characteristics
15. <i>mōhiotia whānuitia</i>		believe, belief, faith,
16. <i>ngaki(-a)</i>		Christianity
17. <i>oranga tonutanga</i>		slave
18. <i>pāhua</i>		bible
19. <i>Paipera</i>		prophet
20. <i>pakanga</i>		goal
21. <i>poipoi(-a)</i>		eternal life
22. <i>pononga</i>		prophecy
23. <i>poropiti</i>		remember
24. <i>poropititanga, tūruapō</i>		message, messenger
25. <i>rāhui(-tia)</i>		prophesise, prophecy
26. <i>raukura</i>		widely known
27. <i>raupatu</i>		feather
28. <i>rongomau</i>		peace
29. <i>taieritanga</i>		to name
30. <i>tairitenga</i>		confiscate
31. <i>tapa(ina)</i>		New Testament
32. <i>taurekareka</i>		compare
33. <i>tuawhenua</i>		Jew
34. <i>tūkino(-ngia)</i>		protest, resist
35. <i>turaki</i>		follower
36. <i>uri</i>		protection
37. <i>whāinga</i>		to arrest, prisoner
38. <i>whakaari</i>		destroy
39. <i>whakaatu</i>		plunder
40. <i>whakaeke(-a)</i>		abuse
41. <i>whakapono</i>		soldier
42. <i>whakateraki</i>		prohibit
43. <i>whakatetonga</i>		government
44. <i>whakawā(-kia)</i>		similarity
45. <i>whakataurite(-a)</i>		trial (court)

He mea waihanga mō tētahi kaupapa a Te Tāhuhu te Mātauranga.

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## HE MAHI KUPU HOU: Ngā whakautu

1. <i>āhuatanga motuhake</i>	unique characteristics
2. <i>ātete</i>	protest, resist
3. <i>hoariri</i>	enemy
4. <i>hōia</i>	soldier
5. <i>Hūrae</i>	Jew
6. <i>iriiri</i>	baptise
7. <i>Karaitianatanga</i>	Christianity
8. <i>karere</i>	message, messenger
9. <i>Kāwanatanga</i>	government
10. <i>Kawenata Hou</i>	new testament
11. <i>marumarū</i>	protection
12. <i>matakite</i>	psychic, prophet, vision,
13. <i>mauhere</i>	to arrest, prisoner
14. <i>maumahara</i>	remember
15. <i>mōhiotia whānuitia</i>	widely known
16. <i>ngaki(a)</i>	avenge
17. <i>oranga tonutanga</i>	eternal life
18. <i>pāhua</i>	plunder
19. <i>paipera</i>	bible
20. <i>pakanga</i>	war, battle
21. <i>poipoi(-a)</i>	nurture
22. <i>pononga</i>	follower
23. <i>poropiti</i>	prophet
24. <i>poropititanga, tūruapō</i>	prophecy
25. <i>rāhui(-tia)</i>	prohibit
26. <i>raukura</i>	feather
27. <i>raupatu</i>	confiscate
28. <i>rongomau</i>	peace
29. <i>taieritanga</i>	defeat
30. <i>tairitenga</i>	similarity
31. <i>tapa(-ina)</i>	to name
32. <i>taurekareka</i>	slave
33. <i>tuawhenua</i>	inland
34. <i>tūkino(-ngia)</i>	abuse
35. <i>turaki</i>	destroy
36. <i>uri</i>	descendant
37. <i>whāinga</i>	goal
38. <i>whakaari</i>	prophesise
39. <i>whakaatu</i>	show, demonstrate, display
40. <i>whakaeke(-a)</i>	attack
41. <i>whakapono</i>	believe, belief, faith,
42. <i>whakataurite(-a)</i>	compare
43. <i>whakateraki</i>	northwards
44. <i>whakatetonga</i>	southwards
45. <i>whakawā(-kia)</i>	trial (court)

## WRITING FOR EXAM SUCCESS

**PLEASE READ THESE CAREFULLY BEFORE STARTING THE TUHITUHI TASK**

### *From the curriculum guidelines*

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- 8.1 communicate about certainty and uncertainty, possibility and probability;
- 8.2 develop an argument or point of view, with reasons;
- 8.3 recount a series of events to inform, persuade, or entertain;
- 8.4 communicate the same information in different ways for different audiences;
- 8.5 respond to selected and adapted texts in te reo Māori that are about te reo and tikanga Māori (for example, texts from recorded speeches, literature, film, newspapers, magazines, television, video, DVD, and radio).

### ***Tuhituhi – Writing***

By the end of level 8, students can:

- use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy;
- write about a range of topics across a wide range of text types, selecting words and expressions that are appropriate for the purpose and intended audience;
- adapt written texts to suit different audiences and purposes;
- use te reo Māori to entertain and to persuade as well as to inform.

### *From the assessment specifications*

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Candidates will be assessed in formal writing.

Candidates will be required to select one of the topics presented to discuss in written form. Candidates are encouraged to make use of all resources given in each examination, for example the planning page to help with brainstorming. Candidates should be familiar with the proper use of writing conventions such as macrons, sentence construction, paragraph construction, capital letter, commas, full stops. Candidates should be able to link their ideas effectively and their write in a logical manner. Candidates are encouraged to write a sufficient word count so that evidence of competency is evident.

### ***Kaupapa from specs***

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Ko ngā poropiti Māori: He kaihautū whai oranga ā-tinana, ā-wairua hoki mō te iwi Māori.

## Te Reo Māori: Tuhi i te reo o te ao torotoro (91287)

### Ko ngā Taunakitanga / Evidence Statement

**Note:** For this assessment schedule, answers for Achievement [Paetae(P)] are in plain text; information for Merit [Kaiaka (KK)] is underlined; and information for Excellence [**Kairangi (KR)**] is bolded.

Ngā Whakataua							
<b>Kāore i whiwhi</b>	The response demonstrates little or no usage of te reo Māori. The response does not use basic vocabulary or language features in te reo Māori. The response is unrelated to the question topic. The response does not convey the gist or general recognition of basic language features. The response does not use writing conventions, grammar, or punctuation. The length is insufficient.						
<b>Paetae</b>	The written passage utilises te reo Māori in general. Utilises basic vocabulary and language features consistently in te reo Māori with some errors. Is relevant /related to the question or topic being addressed. Conveys the gist/general picture/essence, although the response may show inconsistencies in the use of language. Utilises writing conventions such as macrons, with basic grammar and punctuation in general. The length of the writing meets sufficiency.						
<b>Kaiaka</b>	<u>The written passage utilises te reo Māori consistently.</u> <u>Utilises appropriate vocabulary and language features consistently in te reo Māori, despite lack of detail.</u> <u>Makes clear points/reference/argues to the question or topic being discussed, despite lack of detail.</u> <u>Consistently maintains clarity of intent, despite some errors.</u> <u>Utilises writing conventions such as macrons, with consistent grammar and punctuation.</u> <u>The length of the writing is adequate.</u>						
<b>Kairangi</b>	<b>The written passage utilises te reo Māori comprehensively.</b> <b>Utilises comprehensive vocabulary and language features consistently in te reo Māori, despite minor errors.</b> <b>Substantially develops /connects ideas/ points to the question /topic in detail, despite minor errors.</b> <b>Demonstrates perception /insight consistently, despite minor errors.</b> <b>Demonstrates a comprehensive understanding of writing conventions such as macrons, and correct grammar and punctuation, despite minor errors.</b> <b>The length of the writing is comprehensive and concise.</b>						
<b>KIW 1</b>	<b>KIW 2</b>	<b>P 3</b>	<b>P 4</b>	<b>KK 5</b>	<b>KK 6</b>	<b>KR 7</b>	<b>KR 8</b>
4 / 6	5 / 6	4 / 6	5 / 6	4 / 6	5 / 6	4 / 6	5 / 6

KIW Ø = No response; no relevant evidence.

### Ngā Whakataua Iho – Overall Sufficiency

	Kāore i Whiwhi	Paetae	Kaiaka	Kairangi
Score range	0 – 2	3 – 4	5 – 6	7 – 8

Follow this link to see last year's exam paper. NOTE: this does not have a 'Poropiti' question in it. It simply gives you an idea of what to expect in the exam. <http://www.nzqa.govt.nz/nqfdocs/ncea-resource/exams/2013/91653-exm-2013.pdf>

## HE MAHI RANGAHAU

Ko wai te ingoa o te poropiti e rangahau ana koe?

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I whānau mai ia i hea?

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Nō tēhea iwi ia?

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Ko wai ōna mātua?

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Ko wai tōna/ōna wahine?

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He tamariki āna? Ko wai ia/rāua/rātou?

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Ngā kōrero mō tōna tamarikitanga:

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Ka pēhea tana ako i ngā kōrero o te Karaipiture/Paipera?

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He aha ngā mea i matakitea e ia?

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He aha i whakapono ai āna pononga ki a ia?

He aha ōna āhuatanga motuhake?

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He aha ana whāinga?

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I tutuki i a ia taua/aua whāinga? I pēhea? He aha rānei i kore ai?

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Ki ō whakaaro, ka pēhea e pai ake tana mahi, tana tutuki rānei i ana whāinga?

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Mehemea ko koe te tino hoa o taua poropiti, ā, ka ui atu ia ki a koe mō te pai, mō te tika rānei o ngā whāinga i whakaarohia e ia, ka pēhea ō kōrero ki a ia?

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I pēhea tana ārahi i āna pononga?

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He aha ngā raruraru i pā ki a ia, ki tōna iwi rānei?

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He aha ētahi atu kōrero mōna?

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He aha ngā kōrero mō tōna matenga?

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He whakaahua o tēnei poropiti kei te ipurangi? Kimihia, tāngia.

Ā, kāti, kua oti tō rangahau i ngā kōrero mō te poropiti nei. Ināianei, tuhia he kōrero mōna. Kia 400 ngā kupu. Me whai koe i ngā tikanga o te tuhinga roa.