

WHAKAMĀTAURIA TŌ REO MĀORI

National Māori Language Proficiency Examinations

**Māori Language Level Finder Examination (LFE):
Candidate Handbook**

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PREFACE

This handbook is written for people interested in sitting the Level Finder Examination (LFE). 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.

The second part of the handbook contains specific information about the LFE and aims to assist those preparing to sit the LFE examination.

For further information about the LFE 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

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, designed to assess the language proficiency of adult speakers of Māori. The system evolved out of the Government Māori Language Allowance Scheme – an incentive scheme for the public sector set up in 1987.

Three examinations are currently 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 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.

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.

Whakamātauria Tō Reo Māori Level Finder Examination

LEVELS AND DESCRIPTORS

TE ANGA MATATAU KI TE REO MĀORI Ngā Taumata o te LFE	
Taumata 5	<p>Mutungamai o te matatau</p> <p>He tino matatau te tangata o te Taumata 5 ki te tārai kōrero ki te reo Māori, ā, he māmā ki a ia te whai wāhi atu ki ngā tini horopaki o te ao Māori. He rawe ana rautaki whakaputa whakaaro, tae atu ki tana whakatakoto tika i te kōrero, tana puna kupu, me te matatau ōna ki ngā kīwaha, e makere noa ai te kōrero i a ia i runga i te tika, me te hāngai ki te kaupapa. Ka taea e ia te whakapuaki ana whakaaro me ana kare-ā-rotokatoa kia tika, kia mārama, ā, kia hāngai anō ki te kaiwhakarongo me te horopaki. E mārama ana ia ki te maha tonu o ngā rerekētanga taha reo o tēnā iwi, o tēnā, ā, ka taea e ia te kōrerorero tahi ki ētahi atu tāngata tino matatau ki te reo Māori i runga i te tika me te pai. Ka taea anō e ia te āta whakaputa whakaaro e hāngai pū ana ki ngā kaupapa hōhonu, rehurehu rānei, tae atu ki ētahi kaupapa tino whāiti. Ina kōrero Māori te tangata i te Taumata 5 nei, me uua, tino kore nei rānei ia e mate ki te huri ki te reo Pākehā, tae atu ki ngā wāhi kua raru te kōrerorero tahi.</p>
Taumata 4	<p>Tino pai te matatau</p> <p>Ka whakaputa noa te tangata i te Taumata 4 i ana whakaaro i te tino nuinga o ngā horopaki o ia rā, kāore he raruraru. He pai tana whakatakoto tika i te kōrero, tana puna kupu, me tana mōhio ki ngā kīwaha, e taea ai e ia te whakawhiti whakaaro tahi ki ētahi atu, ā, me uua ka mate ia ki te huri ki te reo Pākehā, ki te kupu Pākehā rānei. He pūmanawa reo Māori whāiti ōna e whai tikanga ai tana whai wāhi atu ki te huhua o ngā kaupapa pāpori me ngā kaupapa ngaio, e taea anō ai e ia te whakawhiti kōrero mō ngā kaupapa whāiti maha tonu, tae atu ki ētahi e āhua tauhou ana ki a ia. Ka taea e tēnei tangata te kōrerorero mō ngā take āhua hōhonu tonu, ā, ka māmā noa ki a ia mehemea he kaupapa hōhonu e taunga ana ia. I tēnei taumata me uua ka puta he hapa.</p>
Taumata 3	<p>Tōna pai nei te matatau</p> <p>Ka taea e te tangata i te Taumata 3 te āta whai wāhi atu ki ngā whakawhitinga whakaaro āhua māmā nei. Ka taea anō e ia te tīmata me te kawē tonu i ngā whakawhitinga whakaaro ki te hunga matatau ki te reo Māori, mehemea kāore e tino uua te kaupapa kōrero. Ko te nuinga o ngā kawenga o ia rā, ka taea e ia ki te reo Māori. Ko tōna tikanga, ka āta whakamahia e ia te reo Māori i te wāhi mahi hei whakatutuki i ngā mahi huhua, hei kōrerorero i ngā take huhua mehemea e hāngai ana ki ōna</p>

	<p>tohungatanga whāiti. Ka pai tonu tana whakaputa whakaaro i te maha atu o ngā horopaki ōkawa, ōpaki anō hoki. Heoi anō, i ētahi wā ka tahuri ki ngā rerenga māmā hei whakapuaki i ana whakaaro. Ka puta tonu he hapa i te reo o te tangata e noho ana ki tēnei taumata.</p>
Taumata 2	<p>Ka taea te whakawhiti whakaaro mō ngā kaupapa māmā Ka taea e te tangata o te Taumata 2 te whakamahi i te reo Māori hei kawē i ngā kaupapa pāpori māmā o ia rā. Ka pai tonu tana whai wāhi atu ki te maha tonu o ngā kawenga o ia rā, ahakoa te māmā o te reo. He whāiti tana puna reo, engari he rautaki āna e taea ai e ia te whakawhiti whakaaro tahi ki ētahi atu i ngā horopaki e mōhio ana ia he aha ngā momo kōrero ka ara ake, ā, mehemea he kaupapa e taunga ana ia, kātahi ka tino pai rawa atu. Ahakoa te hē tonu o te reo, me te roa tonu e whakaaro ana me pēhea he kōrero māna, i te nuinga o te wā, ka taea e te tangata i tēnei taumata te whakapuaki ana whakaaro kia mārama tonu.</p>
Taumata 1	<p>Ka taea ngā kōrero māmā mō ngā kaupapa māmā o ia rā Ka taea e te tangata i te Taumata 1 ngā kōrero māmā e pā ana ki ētahi kaupapa torutoru nei. Ka taea e ia ōna hiahia mātāmua te whakaatu ki te reo Māori. Kāore e whānui ake te reo i ngā rerenga poto, māmā nei, hei kawē i ngā mahi o ia rā. He hē tonu te reo, ā, tērā tonu pea ka pōturi te taka mai o te kupu, kāore e makere noa mai. Ka roa tonu te tangata i tēnei taumata e whakaaro ana me pēhea he kōrero māna, ahakoa te māmā o te whakaaro e hiahia ana ia ki te whakaputa. Tērā tonu ka raru te whakawhitinga whakaaro ki tētahi tangata matatau ki te reo Māori. Kāore te tangata i tēnei taumata e tino mōhio mehemea kei te mārama ētahi atu ki ana kōrero.</p>

MĀORI LANGUAGE PROFICIENCY FRAMEWORK	
Levels for the Level Finder Examination	
LEVEL	DESCRIPTOR
Level 5	<p>Complete Proficiency A person at this level is a skilful user of Māori language and should have the linguistic flexibility to enter easily into a range of culturally bound settings. An excellent command of communicative strategies, grammar, vocabulary and idiomatic language allows the person to use the language spontaneously, fluently, and appropriately in a range of situations. The user should be able to convey all of their thoughts, opinions, and emotions clearly and appropriately in Māori according to</p>

	<p>whom they are interacting with and the context of the interaction. A familiarity with many dialectal variations enables someone at this level to participate appropriately and effectively in interactions with other very competent users of Māori. At Level 5 it is expected that the user is able to speak precisely and specifically about complex and abstract issues including some very specialist topics. When conversing in Māori, a Level 5 speaker will very rarely, if ever need to switch to English, even when there has been a breakdown in communication.</p>
Level 4	<p>Higher Proficiency</p> <p>A person at this level should be able to communicate easily, confidently and spontaneously in almost all everyday situations. A good command of grammar, vocabulary and idiomatic language enables the person to interact in a sustained manner, rarely having to switch to English or use English terms. At Level 4 a person should have some specialised Māori language skills, which enable 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.</p>
Level 3	<p>Moderate Proficiency</p> <p>A person at Level 3 should be able to participate easily and 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 it is expected that someone 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 person at this level.</p>
Level 2	<p>Basic Conversational Proficiency</p> <p>At Level 2, a person should be able to use Māori language successfully to meet basic social needs. Using simple language, they are able to participate effectively in many everyday situations. The range of language of a Level 2 user is limited but it is expected that the person has sufficient communicative strategies to enable them to interact effectively in predictable settings, particularly about concrete subjects. Although they make quite a few errors and often have to think hard about how to say things, someone at this level can usually make</p>

	themselves understood.
Level 1	<p>Basic routine language</p> <p>A person at Level 1 should be able to communicate at a basic level about a limited range of topics. They can use Māori language to meet their basic survival needs. The language used will be limited to short, simple utterances for carrying out routine tasks. At this level, errors occur frequently and production of language is usually slow and unnatural. When speaking, users at this level normally have to think hard about how to say things, even at a fairly basic level. Frequent communication breakdowns occur when attempting to interact with a fluent speaker. A person at Level 1 is not sure that they can make themselves understood.</p>

NGĀ TAUMATA O TE WHAKAMĀTAUTAU TOHU TAUMATA (LFE) 2009

ĀWHATA	
Taumata 1	Ka taea ngā kōrero māmā mō ngā kaupapa māmā o ia rā
Taumata 2	Ka taea te kōrerorero mō ngā kaupapa māmā
Taumata 3	Tōna pai nei te matatau
Taumata 4	Tino pai nei te matatau
Taumata 5	Mutungā mai o te matatau

LEVEL FINDER EXAMINATION LEVELS 2009

SCALE	
Level 1	Basic routine language
Level 2	Basic conversational proficiency
Level 3	Moderate Proficiency
Level 4	Higher Proficiency
Level 5	Complete Proficiency

Disclaimer

These descriptors are being developed in an iterative way and should not be considered as complete and final. The levels form the basis of the *Whakamātauria Tō Reo Māori* National Māori Language Proficiency Examination

System managed and administered by Te Taura Whiri i te Reo Māori (the Māori Language Commission) and have been developed for the sole purpose of use with this examination system. No liability is accepted for their application

to or use in conjunction with any other examinations or learning programmes.

Level Finder Examination (LFE)

The LFE measures language knowledge and is a general indicator of language ability. The test consists of vocabulary, grammar, dictation and self-assessment tasks. Results of the LFE are reported as one of the five levels of the proficiency framework.

Most candidates sit the LFE before enrolling in a sector related examination.

Sector Related Examinations

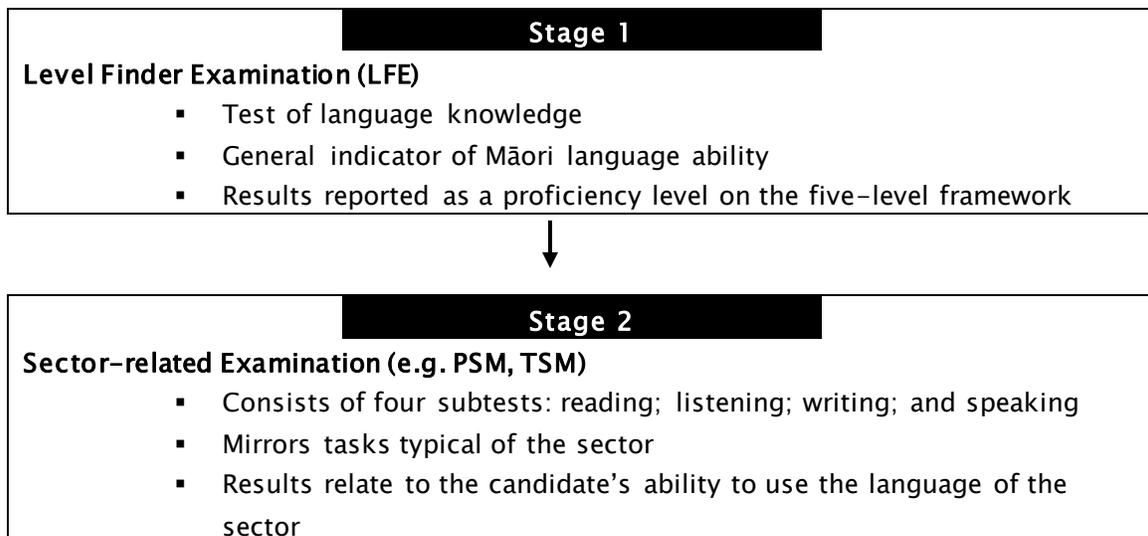
As part of the Whakamātauria Tō Reo Māori examination system, Te Taura

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 LFE 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 language 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 LFE. Several rounds of trials have been 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 LFE is designed for two groups of candidates:

1. those who want a general indicator of their Māori language ability, and
2. those intending to enrol for one of the sector related examinations, but who are unsure how well they will cope with the language level of the examination.

The purpose of the LFE is to provide a general assessment of your Māori language ability. The LFE will help you identify whether your language ability is at a level appropriate to cope with a specific sector examination.

Candidates use the LFE 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.

The examination system, including the LFE, has been designed to test specific

language skills and aspects of language knowledge. As such, the LFE has not been designed to assess the Māori language proficiency of native speakers.

Public sector employees who were tested under the Government Māori Language Allowance Scheme prior to July 2002 are invited to resit the examinations to update their results.

ADMINISTRATION

Examination dates and venues are available on Te Taura Whiri website: <http://www.tetaurawhiri.govt.nz/our-work/language-development-and-advice/find-a-translator/> www.tetaurawhiri.govt.nz and from the Examinations Officer.

ENROLMENT

A bilingual registration form will be published on the website: <http://www.tetaurawhiri.govt.nz/our-work/language-development-and-advice/find-a-translator/>

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.

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

Unless other arrangements are made, result slips will be 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 above).

You may also be contacted after the examination and invited to provide feedback on the exam, the support information and the enrolment process.

An example of the LFE results slip is shown below.

**LEVEL FINDER
EXAMINATION
2003**

SCALE

Level 1: Basic routine language

Level 2: Basic conversational proficiency

Level 3: Moderate Proficiency

Level 4: Higher Proficiency

Level 5: Complete Proficiency

WHAKAMĀTAURIA TŌ REO MĀORI

MĀORI LANGUAGE PROFICIENCY EXAMINATION SYSTEM

NAME: **Hōhepa Te Puru**

CANDIDATE: **7892**

Complete proficiency

A level 5 result on the LFE suggests that the candidate possesses the following language skills:

The person is a skilful user of Māori language and should have the linguistic flexibility to enter easily into a range of culturally bound settings. The user should have an excellent command of communicative strategies, grammar, vocabulary and idiomatic language will enable the person to use the language spontaneously, fluently, and appropriately in a range of situations. The user should be able to convey all of their thoughts, opinions, and emotions clearly and appropriately in Māori according to whom they are interacting with and the context of the interaction. The user is normally familiar with many dialectal variations and can participate appropriately and effectively in interactions with other very competent users of Māori. It is expected that the user is able to speak precisely and specifically about complex and abstract issues including some very specialist topics. When conversing in Māori, the user will very rarely, if ever need to switch to English, even when there has been a breakdown in communication.



Te Taura Whiri i te Reo Māori

Haami Piripi
Chief Executive Officer

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.

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 no less than five minutes before the exam begins.

3. No writing paper or books are to be brought into the examination room. Extra writing paper will be provided if needed.
4. Use of dictionaries or other language material is not permitted during the examination.
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.
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 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. This handbook has been designed purposely to help candidates familiarise themselves with the format of the exam.

Time Management

The time allowed to complete the LFE is one hour. An additional 10 minute reading time is allowed at the start of the examination.

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

The examination begins with a dictation exercise. 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.

Candidates often do poorly in exams because they do not complete all tasks in each section within the 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.

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 all instructions carefully.

Oral instructions during the examination are given in Māori only and reflect the written instructions. For the LFE, no new or additional instructions are given orally.

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

The LFE consists of three sections:

1. Language Knowledge (Oral)
2. Language Knowledge (Vocabulary and Grammar) and
3. Self-assessment.

LFE OVERVIEW				
SECTION	TEST TYPE	FORMAT	# TASKS	WEIGHTING
1	Language Knowledge: (Oral)	Dictation	1	50%
2	Language Knowledge: (Vocabulary and Grammar)	4-option multiple-choice, contextualised	2	50%
3	Self-assessment	Short answer questions and self-assessed rating scales	10 questions	Not marked

gaps left during the second reading.

Section 1: Language Knowledge (Oral)

This is a dictation exercise. The examiner will speak in Māori only during the delivery of this task.

The text used in this task will be 150–200 words long about a general topic. The text is read out THREE times in total as follows:

1st reading: The whole passage is read without breaks. Do not write during the first reading.

2nd reading: The text is read in chunks with breaks for you to write down what you hear. The breaks are approximately 15 seconds long. Punctuation will be read out too.

3rd reading: The passage is read a third and final time for you to check what you have written. This time the passage will be read at normal speed and without breaks. Try to fill in any

To score well in this task, you should practice before the exam. Write in complete sentences using appropriate punctuation (i.e. uppercase letters, fullstops, commas, etc) to show that you have understood what is being read. You are expected to write clearly, use macrons and spell correctly.

The exercise is marked in chunks – not word by word. To gain a full mark, the whole chunk (as read aloud during the dictation) must be written correctly. Chunks that have an error are marked as incorrect even if other parts of the chunk are correct. A candidate who writes a few full chunks correctly will score higher than a candidate who gets only parts of all chunks correct.

In writing the dictation you need to show that you understand what is being read. Making errors such as writing the words for the punctuation (e.g. tohuhā or piko) instead of the symbols (! or ,) suggest to the marker that you have not fully understood and will therefore miss out on marks.

Section 2: Language Knowledge (Vocabulary and Grammar)

There are two parts to Section 2: the first part is a vocabulary test; the second is a test of grammar. Both parts are presented as multiple-choice exercises.

One of the characteristics of multiple-choice questions is 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 A: Vocabulary

This is a multiple-choice exercise. Selected words from within the text are presented as multiple-choice options.

For each multiple-choice item you have to circle the word that best fits into the sentence and makes the most sense in the context of the whole passage. The test starts with simple words and then increases in difficulty as you go along. If you are unsure of the right answer, try to guess. Try not to leave any items unanswered.

Part B: Grammar

This is a multiple-choice exercise designed to test your knowledge of grammar.

You will be given a series of approximately 15 sentences. The sentences are presented in order and together they form a complete passage.

Each sentence has a gap, created by the removal of a grammatical item. You must choose the correct grammatical form from a selection of four multiple-choice answers. For each sentence, you must circle the answer that makes the sentence grammatically correct.

Section 3: Self-Assessment

This is a self-assessment task. You will be presented with approximately 10 questions about your Māori language ability.

Your responses are used to provide a context to your performance on other parts of the test.

The questions are presented in both Māori and English. You may answer in either English or Māori. Only ONE version should be completed.

SAMPLE PAPER

The following sample tasks are provided for practice in the types of exercises included in the LFE.

These samples are not the actual test tasks but are based on the same format and involve a similar type of language as encountered in the LFE. Take the time to familiarise yourself with the instructions and the format of the sample tasks provided.

Section 1: Language Knowledge (Oral) SAMPLE TASK

Ngā Tohutohu

I konei ka rongo koe i tētahi kōrero e pānuihia ana. E toru rawa ngā pānuitanga. Kia kaua rawa koe e tuhi i te pānuitanga tuatahi – me whakarongo noa. Hei te pānuitanga tuarua e rere ai tō pene ki te tuhi.

I te pānuitanga tuarua, ka wāwāhia ngā kōrero, me te hiki anō i te pānui i ōna wā anō, kia pai ai tō tuhi i ngā kupu e rongo ana koe. Ka whakahuatia anō ngā tohutuhi pērā i te piko(,), te irakati(.) me te tohuhā(!) – whakaurua anō ērā.

Kotahi anake te pānuitanga o ia rerenga. Ki te kore e mau i a koe tētahi rerenga, waiho he rārangi kia wātea i tō pepa – tērā tonu ka mau i a koe i te pānuitanga whakamutunga.

Ka haere ko te pānuitanga whakamutunga, e āhei ai koe ki te tiro tiro anō i tāu i tuhi ai. Kia kaha ki te whakakīkī i ngā wāhi kāore i oti pai i te pānuitanga tuarua. I tēnei pānuitanga whakamutunga, ka tere tonu te pānui, ā, kāore e hikina te kōrero.

Āta tuhia ō kōrero. Kaua e wareware ki te whakamahi tohutō, ā, kia tika anō te tuhi i te kupu.

You will hear a passage read aloud. It will be read three times in total. Do not write during the first reading – just listen.

The passage will be read aloud a second time. This time the passage will be read in short phrases with breaks for you to write down what you hear. Punctuation such as commas (,), fullstops (.) and exclamation marks (!) will also be read out. Insert the punctuation accordingly.

Each phrase will be read only once. If you miss a phrase leave a line on the page. You may be able to fill it in during the final reading.

The passage will be read a final time for you to check what you have written. Try to fill in any gaps that you left during the second reading. This time the passage will be read at normal speed and without breaks.

Please write clearly. You are expected to use macrons and spell words correctly.

SAMPLE SCRIPT

(Nō roto mai i te pukapuka Traditional Māori Stories, he mea kohikohi nā Margaret Orbell.)

Ko Houmea rāua ko Uta

Ko te kōrero tēnei / o te wahine tāhae, / kōhuru i ana tamariki. / I a Uta tēnei kōrero, /
he mataku nōna i tana wahine / koi horomia oratia rātou / ko ana tamariki e Houmea. /
Ka kōrero atu ki ana tamariki, / 'E hika mā, tēnei taku kōrero ki a kōrua. / E unga au i a
kōrua kia haere ki te wai, / auaka rawa kōrua e haere. / E whakatumatuma ahau ki a
kōrua, / auaka rawa kōrua e haere.' /

Ao atu rawa, tērā ka unga; / taringa tonu ngā tamariki rā / ki te unga a tō rāua pāpā. /
Ka mea a Uta ki te wahine, / 'E kui, e kui! / Kāore e haere atu ki tētahi wai mōku? / Ka
mate rawa au i te wai, / inā hoki e unga noa nei ki ngā tamariki nei, / tē haere, tē aha;
taringa turi ana!'/

Ka haere a Houmea ki te wai, / ka karakiatia atu i muri i a ia. / Ko tāna karakia tēnei:
Mimiti te wai, pakoa te wai, / e ahu ki te hukinga, e hou ki te whenua! /

Section 2: Language Knowledge (Vocabulary) SAMPLE TASK
Whakamātautau Kupu

Hei whakamātautau tēnei i tō mōhio ki ētahi kupu Māori. E pēnei ana te takoto o ngā rerenga kōrero o te whakamātautau nei:

I haere au ki te

āhei
iho
whā
toa

 i te mea i hiahia au ki te

hoko
kai
mahue
hīkoi

 koti mōku.

Kōwhiria te kupu mai i ia pouaka e tino tika ana tana noho mai ki taua wāhi o te rerenga kōrero. Tohua taua kupu ki te porohita, pēnei nā:

I haere au ki te

āhei
iho
whā
toa

 i te mea i hiahia au ki te

hoko
kai
mahue
hīkoi

 koti mōku.

I te tīmatanga, he māmā ngā kupu hei kōwhiri māu. Ka haere tonu te kōrero, ka uaua haere anō ngā kupu hei kōwhiri māu.

Ki te kore koe e tino mōhio ki te kupu tika, me kimikimi noa.

This is a test of your vocabulary in Māori. The items look like this:

I went to the

able
down
four
shop

 because I wanted to

buy
eat
miss
walk

 a coat.

In each box, choose the word that fits best in the sentence and put a circle around it like this:

I went to the

able
down
four
shop

 because I wanted to

buy
eat
miss
walk

 a coat.

The test starts with simple words and then goes to more difficult ones.
Try to guess if you are not sure what the right answer is.

Ngā Hui i Hawai'i

I te rā i tau atu ai ki Honolulu, ka puta te kōrero i roto i ngā pepa me te pouaka

whakaata kua poroa ngā whakaakoranga e pā ana ki te reo o Hawai'i. I te whiua haeretia

anō hoki te

1.
ia
kōrero
mōmona
runga

'He aha te hua o te ako i te reo, i ngā tikanga o Hawai'i'? Ko

2.
au
rāua
tāua
wai

tētahi o te hunga i whakanohoia hei

3.
hopu
patu
tapahi
whakahoki

i te pātai nei, ā, me te whakataurite

mai anō hoki ki ā tātou

4.
mahi
pukapuka
taputapu
waiata

o konei. He nui te whakahariharitae – ko taua

5.
āhua
aroha
manaakitanga
tangata

anō o konei! I te rā o

6.
mua
muri
runga
raro

mai i kōrero au i tētahi

7.
hōpua
hui
moutere
paekura

kaiwhakaako mō te āhua ki ngā tikanga i roto i ngā whakaakoranga o te reo. Ko te

punua

8.
kurī
tutūnga
tautohetohe
whakaari

o reira, me warea kē ki te reo, hei aha i

9.
aro
kangakanga
mīhi
tiro mākutu

ai ki

ngā tikanga, ka taea noa ihotia ēnā ā tōna

10.
ekenga.
taenga.
ūkaipō.
wā.

tāku he whakahē i tēnei

whakaaro, arā, he kī atu he haere

11.
kotiti
pōturi
tahi
takitahi

ngā āhuatanga nei – ko te reo te

12.
matau
punga
pungatara
tāruru

e kore ai te waka tikanga e pōteretere, e

13.
hīnawanawa,
hūrori,
pūngarungaru,
tīkoki,

e totohu. Kātahi au ka haere

atu i Honolulu ki Hilo ki te

14.
hapahapai
tārona
tiro tiro
whirirua

i ngā āhuatanga mō te hui nui ka tū ki reira

ā te marama o Haratua. I mua atu i te hui e rua ngā
kōrero

15.
kauhau
muna
paopao
tao kī

i whakaritea hei

māku ki ngā

16.
ākonga
mātānawe
pūhouhou
poupoutea

o te whare wānanga, ā, ki ngā mātua o ngā tamariki e

17.

nukarautia
tīpakihia
whakaakona
whakangaokohia

nei ki te reo o Hawai'i. Ko te

18.

awhero
mānukanuka
urupare
waimarie

nui ko te taupatupatu

haere o ngā whakaaro o ngā mātua mō te āhua o te reo. Kua āhua tītakataka, kua āhua

19.

manahau
ngākau-rua
ruhi
whakahīhi

kei mate ā rātou tamariki i roto i ngā āhuatanga kura ki te waiho tonu

ko te reo Hawai'i hei reo

20.

matakōkiri.
mātāmua.
punarua.
wairuatoa.

Section 2: Language Knowledge (Grammar) SAMPLE TASK
Whakamātautau Whakatakoto Tika i te Kōrero

Ngā Tohutohu

Hei whakamātautau tēnei i tō mōhio ki te whakatakoto tika i te kōrero ki te reo Māori. E pēnei ana te takoto o ngā rerenga kōrero o te whakamātautau nei:

1. Nō te pō tonu o te Rāhoroi mātou i _____.

 - a. wehe atu ai.
 - b. wehe ai atu.
 - c. wehe.
 - d. wehea atu.

Arā ētahi rerenga kōrero āhua roa tonu kua wāwāhia, pēnei nā:

1. Ko te hōtēra _____ reira mātou e noho ana,
 - a. nō
 - b. nā
 - c. i
 - d. e
2. kei waenganui tonu _____ tāone nui o Rānana.
 - a. i te
 - b. a te
 - c. te
 - d. o

Kōwhiria te huinga kupu tino tika hei whakaoti i te rerenga kōrero. Hoatu he porohita hei tohu i tāu i kōwhiri ai, pēnei nā:

1. Nō te pō tonu o te Rāhoroi mātou i _____.

 - a. wehe atu ai
 - b. wehe ai atu.
 - c. Wehe
 - d. wehea atu.

Kotahi anake te whakautu tino tika ki ia pātai.

This is a test of your grammar in Māori. The items look like this:

1. Nō te pō tonu o te Rāhoroi mātou i _____.

 - a. wehe atu ai.
 - b. wehe ai atu.
 - c. wehe.
 - d. wehea atu.

Some longer sentences have been broken into parts. These sentences appear like this:

2. Ko te hōtēra _____ reira mātou e noho ana,
 - a. nō
 - b. nā
 - c. i
 - d. e
3. kei waenganui tonu _____ tāone nui o Rānana.
 - a. i te
 - b. a te
 - c. te
 - d. o

For each item select the correct grammatical form and put a circle around the letter a, b, c, or d. There is only one correct answer for each question.

(He mea tango mai tēnei i tētahi kōrero mō te tuhi ringapoto a Te Peehi. Ko Pou Tēmara te kaituhi.)

1) I a au e tino tamariki ana, haere ai ahau ki te raweke i ngā pukapuka whakapapa

_____.

- a. o tāku koroua
- b. a tōku koroua
- c. a tāku koroua
- d. ā taku koroua

2) Waiho ai ngā pukapuka rā i roto i tētahi kāpata i tōna rūma, ā, _____ taua kāpata i ngā wā katoa.

- a. rakaina
- b. kia rakaina ai
- c. ka noho rakaina ai
- d. rakaina ai

3) He wā anō kua haere tōku koroua ki te kāpata rā, _____ mai i te pukapuka e hiahia ana a ia.

- a. ka tango
- b. ka tangohia
- c. ki te tangohia
- d. hei tangohia

4) Ka riro mai, kua haere ki te rūma nohonoho o tō mātau whare. Nā te mea _____ tamaiti ui mākihoi ahau,

- a. kātahi
- b. ko he
- c. te
- d. he

5) haere ai ahau ki te whātaretare i taku koroua _____ i āna pukapuka.

- a. e pānui
- b. e pānui ana
- c. e pānuitia ana
- d. e pānuitia rā

6) Ko te nuinga o aua pukapuka, _____ ki tētahi whakairo kāore i mārama ki ahau.

- a. i tuhi
- b. he mea tuhi
- c. he mea tuhia
- d. he mea tuhinga

- 7) E āhua matatau ana ahau ki te pānui i ngā kōrero Māori, engari nā tēnei tūmomo whakairo, _____ i aro i ahau.
- ehara
 - kauaka
 - e kore
 - kore rawa
- 8) _____ tōku hinengaro ui mākihoi, ka hiahia ahau kia mōhio he aha rā aua tuhituhi.
- E
 - Tā
 - Nā
 - Mai
9. _____ kia whakahokia tētahi o ēnei pukapuka ki roto i te kāpata, kātahi ka titiro i te wāhi hunanga o te kī ki te kāpata.
- Tāria rawatia
 - Ka tāria rawatia au
 - Ka tatari rawatia au
 - Tāria rawa au
10. Ngaro ana taku koroua, tae ana au ki te _____ te kī o te kāpata,
- tiki
 - tīkina
 - tiki i
 - tīkina i
- 11) ka huaki, _____ tango mai i te pukapuka e hiahia ana ahau.
- kātahi ka
 - kātahi me te
 - kātahi he
 - kātahi kia
- 12) _____ ngā whārangi o te pukapuka rā i tētahi momo whakairo.
- Kīia ana
 - Kī tonu
 - E kīia rā
 - Whakakīia

- 13) Ka noho ahau ki reira _____ ki ēnei tuhituhi.
- e whakamīharo ai
 - mīharotia ai
 - i whakamīharo
 - whakamīharo ai
- 14) I aha rā, ka mau _____ tōku kuia me te pukapuka nei.
- i ahau
 - ahau i
 - ahau e
 - ahau nā
- 15) Kātahi ahau _____, ka tangohia te pukapuka, ka whakahokia ki roto i te kāpata, ka rakaina atu.
- e rīria
 - ka rīria
 - i riri
 - kua rīria
- 16) Ka noho ahau ki reira uiui ai i tōku kuia mō ngā tuhituhi _____ ahau.
- i kite rā
 - i kitea rā
 - e kite ai
 - i kite e
- 17) Ka kōrerohia _____ tapu o ērā pukapuka nā Paitini Tāpeka.
- mai he
 - atu he
 - atu te
 - mai te
- 18) Ko Paitini tētahi o ngā kaituku i ngā kōrero o Tūhoe ki a Te Peehi. Noho tahi _____ ko Te Peehi i tō mātau kāinga i Heipipi.
- rāua
 - ai rāua
 - ai ia rāua
 - ia me

19) Nā te kaha o aku ui mākihoi ki taku kuia mō ngā tuhi rerekē rā, ka noho ia _____ ako i ahau ki ngā mea e mōhio ana ia.

- a. kia
- b. ki te
- c. me ka
- d. kei te

20) Kāore i roa _____ i ahau.

- a. ka mauria
- b. ka maua
- c. e mau
- d. ka mau

Answer Key: Language Knowledge (Vocabulary) SAMPLE TASK

- | | |
|-------|-------|
| 1. b | 11. c |
| 2. a | 12. b |
| 3. d | 13. d |
| 4. a | 14. c |
| 5. a | 15. a |
| 6. b | 16. a |
| 7. b | 17. c |
| 8. c | 18. b |
| 9. a | 19. b |
| 10. d | 20. b |

Answer Key: Language Knowledge (Grammar) SAMPLE TASK

- | | |
|-------|-------|
| 1. b | 11. a |
| 2. d | 12. b |
| 3. a | 13. d |
| 4. d | 14. b |
| 5. b | 15. b |
| 6. b | 16. a |
| 7. d | 17. d |
| 8. c | 18. b |
| 9. a | 19. b |
| 10. c | 20. d |

FAQs

1. *What is Whakamātauria Tō Reo Māori?*

Whakamātauria Tō Reo Māori is a Māori language examination system administered by Te Taura Whiri i te Reo Māori (Māori Language Commission). It is designed to assess the language proficiency of adult speakers of Māori.

2. *What is the LFE?*

LFE stands for Level Finder Examination. This is an exam that indicates the level of your general Māori language ability. Candidates achieve one of five possible levels.

3. *What is the pass mark?*

There is no “pass mark” for the LFE. You cannot pass or fail. LFE results are reported as levels. There are five levels – level 1 is Basic Routine Language, level 5 is Complete Proficiency. The better you perform on the test, the higher the level you will achieve.

4. *Will I get my examination paper back?*

No. For security reasons, examination papers are not returned to candidates.

5. *Can I use a dictionary?*

No.

6. *What should I do if I don't know an answer?*

Guessing is permitted.

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

Bring to the examination:

- i. the letter confirming your registration – it has your candidate number printed on it.
- ii. Some form of identification.

8. *Do I need to take a Māori language course if I want to sit the LFE?*

No. However, most candidates are able to speak Māori to at least a basic level.

9. *Who sees my examination paper and my marks?*

The only person that sees your paper is the marker. They do not have your name at the time they are marking. Only your candidate number appears on the examination paper.