

**WHAKAMĀTAURIA TŌ REO MĀORI**

**National Māori Language Proficiency Examinations**

**Public Sector Māori (PSM) Language Examination:  
Candidate Handbook**

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## PREFACE

This handbook is written principally for people interested in sitting the Public Sector Māori Language Proficiency Examination (PSM). 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 PSM and will be helpful to those preparing for the examination.

For further information about the PSM and any other examinations offered by Te Taura Whiri i te Reo Māori (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 2010, 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.

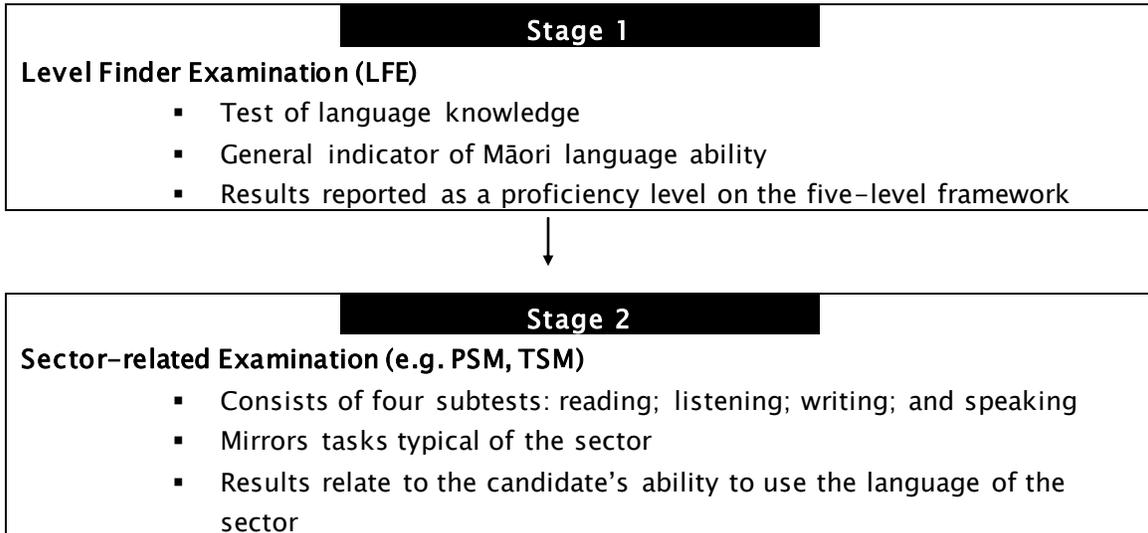
**Sector Related Examinations**

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. The PSM is a Level 3 examination.

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 PSM 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 PSM. 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 PSM is designed for candidates who are currently employed in, or are seeking employment in the public sector. The purpose of the PSM is to provide an assessment of a candidate's ability to use Māori language in day-to-day public sector business. The PSM examination fits onto the Māori Language Proficiency Test Framework at Level 3:

### **Moderate proficiency**

The person 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 the person can use Māori effectively in the workplace for many tasks and discuss issues related to their own field of specialisation. The user 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.

Candidates use the PSM for both work and personal reasons. Some government agencies encourage their staff to take the PSM by recognising its results through remuneration. An employee of these agencies may receive an increase in their salary based on their level of achievement in the exam.

Candidates who change their employment position, or improve their Māori language ability could benefit from sitting the examination more than once.

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.

To enrol for the PSM examination *we encourage you to* first complete the LFE.

### **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 i te Reo Māori.

### **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.

**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 PSM is a level 3 examination in the five-level system. Results are reported in terms of the candidate's ability to meet the requirements of level 3 and their demonstrated ability in the use of workplace language.

Candidate results for the PSM 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 3 standard.

Pass grades	<b>Full Working Proficiency</b> Has exceeded the requirements of level 3.
	<b>Advanced Working Proficiency</b> Has met all requirements of level 3.
	<b>General Working Proficiency</b> Has met minimum requirements of level 3.
Fail grade	<b>Limited Working Proficiency</b> Has not met minimum requirements of level 3.

An example of the PSM results slip is shown below. The grade achieved appears at the top of the slip. Full descriptions of both level 3 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 MAORI (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

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**MAORI LANGUAGE PROFICIENCY FRAMEWORK**

**LEVEL: 3 Moderate Proficiency**

Maori 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 Maori. At this level speakers can use Maori 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**  
MAORI 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.

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.

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. 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 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 PSM takes up to 1 ½ hours to complete. An additional 10 minute reading time is allowed at the start of the examination.

Listening	1 hour allowed (+ 10 minutes reading time)
Reading	
Writing	
Speaking	30 minutes (approximately)

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. 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.

The examination begins with listening tasks which all candidates complete at the same time. 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 in either language.

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 PSM examination: listening; speaking; reading; and writing.

PSM EXAMINATION OVERVIEW				
SUBTEST		#TASKS	TIME (approx.)	WEIGHTING
Receptive Knowledge	Listening	2 tasks	10 minutes	40%
	Reading	3 tasks	25 minutes	
Productive Knowledge	Writing	2 tasks	25 minutes	60%
	Speaking	4 tasks 2-4 candidates, 2 examiners	25-30 minutes	

#### Topics

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

- Personal identification
- Working for government organisations
- The office
- Working with the community
- Using the telephone
- Correspondence
- Meetings
- Government services
- Developing relationships
- Treaty of Waitangi
- Government language initiatives

#### Test of Listening

There are two parts to the listening test:

PART	MAN SKILL FOCUS	INPUT	RESPONSE
1	Listening for specific information.	Short monologue or conversation e.g. telephone conversation, radio advertisement.	Gap filling; short response only
2	Listening for specific information.	Extended monologue or conversation e.g. interview, news item, presentation, discussion.	Multiple-choice

#### Part One

This is a task that requires you to listen for specific information and write short responses.

A recording will be played. The speaker or speakers will be talking at normal speed so careful listening will be required. The recording will be played

twice. The task will involve filling in a template (for example an application form, an order form, a telephone message form). The information needed to complete the template will be contained in the taped message. You will also hear information that you do not need. The voice/s on the recording will be speaking at normal pace.

Before the recording is played, you will have a few seconds 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. You can write in note form but the message must be clear and unambiguous. In this exercise, conveying a message clearly is more important than using correct grammatical structures.

## Part Two

This is a multiple-choice task.

You will hear another recording. It will be slightly longer than in the previous section. The recording will be played twice.

The multiple-choice questions relate to the information in the recording. 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.

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.

## Test of Reading

PART	MAIN SKILL FOCUS	INPUT	RESPONSE
1	Reading for specific information.	Short text or extract e.g. brochure, email message, memorandum, letter.	Multiple choice
2	Reading for gist and understanding text structure.	Single text or extract (approximately 450 – 500 words in length). e.g. report, foreword, government text, review.	Matching
3	Grammar, sentence structure, identifying errors.	Single text or extract (approximately 250 words in length).	Proof reading

### Part One

This is a multiple-choice task.

The task is based on a short written text such as an office memorandum or an extract from a brochure. You will be given a series of eight questions about information found in the text.

Correct answers cannot be determined simply by matching words from the text with words in the answers. You will need to understand the text in order to successfully choose the correct answer. Indicate the answer you think is correct by circling the letter A, B, C, or D.

### Part Two

This is a matching task that tests comprehension and understanding of text structure.

You will be given a text to read. Six sentences will have been removed and replaced with a line.

A set of nine sentences, including the six removed from the passage, will appear at the end of the text. The sentences are marked A–I.

The task involves matching each gap in the text with the sentence from the list that best fits in terms of meaning and structure. The first gap will be completed as an example. This will leave five gaps to complete.

Each sentence can be used only once. When finished, three of the nine sentences will not have been used.

To complete the task successfully, read the whole text through first to get the gist of what the passage is about. Then read the list of sentences. Some of the missing sentences may become obvious at this stage.

To work out which sentences fit the remaining spaces, look carefully at the sentence before and after each gap. It may be necessary to re-read the whole

paragraph that contains a gap in order to work out the correct answer.

For each gap, only one of the sentences will retain the flow and sense of the whole text.

When finished, you should read through the entire text again with the gaps filled to make sure that it flows and makes sense.

### **Part Three**

This is a proof-reading task based on a text of approximately 250 words. The text will be taken from a government sector publication.

The lines of the text will be numbered from 1-20 (approximately). Each numbered line contains ONE additional word that is incorrect. You have to identify that word.

The additional words may be incorrect grammatically or because they do not make sense in the context of the passage. Removing the word will restore the grammar or sense of the sentence. Many of the words will be those now commonly used in the government sector.

Only ONE word should be deleted on each numbered line. If you identify more than one word on a line, the line will be marked wrong. This applies even if one of those words is the additional word.

**Test of Writing**

<b>PART</b>	<b>MAN SKILL FOCUS</b>	<b>INPUT</b>	<b>RESPONSE</b>
1	Informal writing	Business correspondence e.g. email, letter, fax or graphic/charts.	Short response (50 – 100 words) e.g. memo, note, notice, captions.
2	Formal business writing	One of following: test instructions only, letter, email, graphs/charts, notice.	Business communications (150 –200 words) e.g. letter, short report, foreword, advertisement.

**Part One**

This is a test of informal business writing.

It will involve writing approximately 50–100 words in Māori only. The writing should be concise, coherent and completed within the word limit. The style of writing required in this task is generally informal. However, if the task involves writing to someone outside of the organization, the appropriate formalities (e.g. salutations) should be included.

The task might involve writing a note, a memorandum, an e-mail message or, perhaps, short captions for a series of graphs. The instructions will specify the context, purpose, format and general contents of the writing.

Read the instructions carefully. They will contain some of the information needed to complete the task properly. You will have to make up other information such as dates, venues, or other details required.

Scoring well in this task involves more than simply rephrasing the information

that is provided. Try to write in your own words and use a style of writing that is appropriate to the task.

**Part Two**

This is a test of formal business writing and requires you to write approximately 150–200 words in Māori.

This task provides the opportunity to display your ability to use formal written Māori language appropriately and effectively.

The instructions will outline the requirements of the task, including the format and purpose of the writing. The type of writing could be a formal business letter, a formal invitation, the foreword to a departmental report or another similar piece of writing that government employees are often required to produce.

The instructions will also specify any particular information that must be included in the writing. You may be required to invent some details.

The task should be completed within the specified word limit.

## 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 speaking test is carried out with pairs or groups of three or four candidates at a time. If possible, candidates of similar levels of Māori language proficiency are grouped together.

Two examiners will be present, but only one is involved in delivering the test.

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

The speaking test consists of three parts:

PART	TASK FORMAT	INPUT	LANGUAGE FUNCTION
1	Speaking individually	Scenario presented	Providing and requesting information; giving personal information.
2 (Peka 1)	Speaking individually to peer/s	Task card provides topic.	Selecting and justifying choices; prioritising
2 (Peka 2)	Speaking in a group	Task card presents topic for group discussion	Expressing opinions; justifying opinions; negotiating; persuading.
3	Speaking individually with examiner.	Task card presents a choice of 3 topics; oral prompts by examiner.	Explaining; describing; summarising; presenting observations.

All parts of the test relate to the same general topic, such as listed in the section on 'Topics' (p. 10). The examiner will explain the theme at the beginning of the test.

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. Pens and paper are available to make notes if you wish.

### Part One

In Part 1, candidates work independently in a 'warm-up' exercise.

This task normally involves recording a short message (approximately 30 seconds) on a tape recorder. The format for the message will be given to you. Record the message ONCE only.

## Part Two

Part 2 comprises two tasks – Peka 1 and Peka 2. In the first task, each candidate speaks for approximately 1–2 minutes. In the second task, candidates speak together for 2–3 minutes.

Peka 1 is typically a ranking exercise in which you rank a list of items and then explain your priorities to the other candidate/s. The instructions on the task card will explain the context for the task.

Peka 2 requires you to give an opinion on a topic related to Peka 1. In a group discussion with the other candidate/s you will need to justify your opinion and perhaps persuade and negotiate to come to an agreed outcome.

## Part Three

In the final task, three topics will be presented from which you choose ONE to talk about for 2–3 minutes. You will have one minute to select a topic and gather your thoughts. The examiner will enter into discussion with you by asking questions about the topic.

### SAMPLE TASKS

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

## Test of Listening, Part 1: SAMPLE TASK

### RADIO ADVERTISEMENT SCRIPT

‘Tērā pea kua roa koutou e whakaaro ana, e hiahia ana, ki te whakatū i tētahi kaupapa ako, kaupapa whakapakari rānei i te reo o te whānau, hapū, haponi hoki. He pūtea kāwanatanga kua whakaritea nei hei whakaora ake i te reo Māori. E rua miriona tāra ka tohatohaina i ia tau e Mā te Reo ki ngā kaupapa hou hei whakaora i te reo. Ka mutu, ko te tekau mā rima miriona tāra ka pau i roto i ēnei tau e whitu kei mua. Nō reira rēhitatia mai i mua i te paunga o tēnei kaupeka, arā o te Hui Tanguru nei. Patua mai te waea ki a mātou o Mā te Reo, ki te tau waea kore utu: kore waru rau ma te reo, arā, kore waru rau, ono rua waru toru whitu toru.’

### Ngā Tohutohu

I konei ka rongo koe i tētahi pānui i pāhotia ki te reo irirangi. Ko tāu nā mahi, he whakakī haere i ngā wāhi 1 ki te 5 o te puka i raro nei ki ngā whakaaturanga o taua pānuitanga.

E rua ngā pānuitanga o te karere nei. Tekau mā rima hēkena kei a koe ināianei ki te pānui i te puka nei.

You will hear a radio advertisement. For questions 1–5 fill in the form with the details you hear in the message. The recording will be played twice. You have 15 seconds now to read through the form.

### HE WHAKARĀPOPOTOTANGA O NGĀ PĀNUITANGA REO IRIRANGI

1. Kaupapa  he pūtea whakapakari whānau  
 he pūtea mā ngā kura  
 he pūtea whakaora reo
2. Te nui o te pūtea ka tohaina i tēnei tau: \_\_\_\_\_
3. Te marama:  
 Hanuere  Pepuere  Maehe  
 Aperira  Mei  Hune
4. Rōpū whakahaere: \_\_\_\_\_
5. Nama waea: \_\_\_\_\_

## Test of Listening, Part 2: SAMPLE TASK

### Ngā Tohutohu

Taihoa koe ka rongō i tētahi karere i pānuitia ki te reo irirangi mō ētahi tūranga wātea. Ko tāu mahi mō ngā pātai 1–9 i raro nei, he tohu i te whakautu tino tika (te A, te B, te C rānei) ki te porohita, pēnei nā:

1. Ko wai te Wānanga ka tukuna ki a ia he moni i raro i te Tiriti o Waitangi?

- A Te Wānanga o Raukawa
- B Te Wānanga o Aotearoa
- C Te Wānanga o Te Awanuiarangi

Kia **kotahi** anake te whakautu e tohua.

E rua ngā pānuitanga i te kōrero nei. E 2 meneti kei a koe ki te pānui i ngā pātai e whai ake nei.

---

You will hear a situations vacant advertisement that was played on the radio. For questions 1–9 below, circle the correct answer A, B or C, like this:

1. Which Wānanga is to receive money as part of a Treaty Settlement?

- A Te Wānanga o Raukawa
- B Te Wānanga o Aotearoa
- C Te Wānanga o Te Awanuiarangi

Circle **one** answer only.

You will hear the recording twice. You have 2 minutes to read through the questions.

---

1. Ko Whakaata Aotearoa,

- A he whakahaere tūmataiti kātahi anō ka whakatūria.
- B he whakahaere Karauna kātahi anō ka whakatūria.
- C he whare waihanga kaupapa pouaka whakaata hou.

2. Ko te mahi a Whakaata Aotearoa,

- A he tohatoha pūtea ki ngā tari Kāwanatanga.
- B he tuku moni hei waihanga kaupapa pouaka whakaata, reo irirangi.
- C he tuku moni kei waihanga kaupapa pouaka whakaata.

3. Kei te pānuitia ētahi tūranga,

- A e rua, e rua he tūranga kaiwhakahaere.
- B he tūranga kaiwhakahaere tētahi, he tūranga kaiāwhina tētahi.
- C he tūranga kaiwhakahaere tētahi, he tūranga kaihanga whakaaturanga tētahi.

4. Ko ngā tāngata ka whakawhiwhia ki ngā mahi nei,

- A kia kua rawa e ihu hūpē ki ngā āhuatanga pāpāho.
- B ka pai noa iho mēnā kāore anō rāua kia whāwhā noa i te ao pāpāho.
- C me ngākaunui ki ngā kaipāhō.

5. I tua atu i tērā, me mātau anō te tokorua nei

- A ki te whakataki kirimana, me te whai kia tika te taha whakapau pūtea.
- B ki te whakatakoto pūrongo, tae atu ki ngā pūrongo kaute.
- C ki te whakahaere i ngā momo tāngata huhua.

6. O ngā tāngata e rua ko kōwhiria mō ngā tūranga nei

- A me mātua mōhio rāua tahi ki te reo Māori.
- B ka pai tonu mehemea kei te mōhio tētahi o rāua ki te reo Māori, engari kua rāua tahi.

C ko te tangata ki a ia te tūranga taha reo Māori, me mohio ki te reo Māori.

7. E ai ki te pānui, ko te painga atu mehemea he mōhio ngā kaitono

A ki te whāwhā i ngā huarahi maha hei kimi rongoā mō ngā raruararu.

B ki te whakatikatika i ngā raruraru rorohiko.

C ki te kōrero tahi ki te hunga e whakawā ana i ngā kaitono.

8. E whiwhi ai te tangata i ngā whakamārama mō ngā tūranga,

A me haere ā-tinana atu ia ki te tari o Kimi Kaimahi.

B me waea atu, me tuku karere atu rānei mā te Ipurangi.

C me waea atu, me tuku reta atu rānei mā te poutāpeta.

9. Me tae atu ngā tono mō ngā mahi nei:

A ā te rā whakamutunga o te maramataka Māori.

B ā te 30 o Mei.

C ā te Paraire tuatoru o Haratua.

He pūtahi kāwanatanga hou a Whakaata Aotearoa, ko tāna mahi, he tohatoha i te pūtea a te Kāwanatanga kia hangaia ai ētahi whakaaturanga mō te pouaka whakaata.

E kimihia ana e Whakaata Aotearoa ētahi tāngata wairua hihiko hei whakakī i ētahi tūranga tiketike e rua, ko tētahi mō te pou whakahaere whakaaturanga reo Māori, ko tētahi mō te pou whakahaere whakaaturanga reo Pākehā.

Ka riro mā te tokorua nei e whakahaere ngā kirimana tohatoha pūtea ki ngā kaihanganga whakaaturanga pouaka whakaata. He kaiāwhina kua whakaritea hei tautoko i ngā tūranga nei, e māmā ake ai ngā pīkaunga.

Ko te tokorua ka kōwhiria mō ngā tūranga kaiwhakahaere nei:

- me tāngata kua roa e mahi ana i roto i te ao pāpāho
- me tino mōhio ki te whakahaere kirimana, ki te whakahaere pūtea
- me mōhio anō ki te kōrero tahi ki ngā momo tāngata huhua

Me matatau te pou whakahaere whakaaturanga reo Māori ki te reo Māori, ā, ko te painga atu mehemea he pērā anō te pou whakahaere taha reo Pākehā.

Arā ētahi atu pūkenga ka aro nuitia e te pae whiriwhiri i ngā kaitono, pērā i te matatau ki te whakamahi rorohiko, me te mōhio ki te toro i ngā ara rau hei whakatau raruraru.

Mō te roanga atu o ngā kōrero e pā ana ki ngā tūranga nei, tēnā waea mai ki a Kiri, i te tau waea 04 4711 099, tukuna mai rānei he īmera ki a [kiri@kimikaimahi.co.nz](mailto:kiri@kimikaimahi.co.nz)

Ko te rā e kati ai ngā tono, ko te Paraire, te 31 o Haratua.

### Test of Reading, Part 1: SAMPLE TASK

#### Ngā Tohutohu

Tēnā pānuitia te kōrero me ngā pātai i te whārangi ka whai ake. Mō ia pātai, e whā ngā whakautu kua tāia ki raro iho. I runga anō i ngā whakaaturanga o ngā kōrero, ko tāu mahi, he āta kōwhiri ko tēhea o aua whakautu te mea **tino tika**. Hoatu he porohita ki te pū (te A, te B, te C, te D rānei) e tika ana, pēnei nā:

1. He aha tētahi o ngā rerekētanga *matua* o ngā raihana hou nei?  
A he raihana mōnehunehu noa ngā raihana hou  
B he raihana utu kore ngā raihana hou  
C he raihana whakaahua kore ngā raihana hou  
 D he raihana whai whakaahua ngā raihana hou

Kia **kotahi** anake te pū e tohua mō ia pātai.

---

Look at the excerpt on the following page and the questions that follow. Each question has four suggested answers. For each question, select the answer you think is **most correct** and put a circle around the letter A, B, C or D.

Circle **one** letter only.

---

#### He Pārongo mā ngā Kaipupuri Raihana Taraiwa

Hei te 3 o Haratua ka tīmata ngā mahi whakahou atu i ngā raihana ki ngā raihana taraiwa whakaahua. Ko te tikanga ka tukuna he pukapuka kawenga whakahou ki a koe i mua tata i tō rā whānau. Mehemea kāhore tētahi e tae atu ki a koe, haere ki tētahi o ngā tari whakahaere raihana taraiwa kua tohua i raro nei. E 60 ngā rā mai i tō rā whānau kua tukuna ki a koe ki te whakahou – ā muri o tēnei, ka mōnehu tō raihana taraiwa tawhito.

Ko te utu mō te raihana arowhānui mō te 10 tau, e \$29.50. Engari ka taea te whakahou mō ngā wā i waenga i te kotahi atu ki te tekau tau, otirā kei tō pakeketanga te tikanga, ā, ka rerekē anō ngā utu.

He ngāwari ngā whakarite mō te whakahou i tō raihana i te tari whakahaere raihana – āhua 10 meneti noa iho te roa.

- Me whakakī e koe tētahi puka.
- Me whakaatu kia RUA ngā tānga kōrero e tautuhi ana ko wai koe.
- Ka whakaahuatia tō āhua i a koe i reira.
- Me tuhi tō hainatanga ki runga i tētahi puka hiko.

Ka tukuna ā-reta atu tō raihana ki a koe, kia tae atu i roto i te 2–3 wiki.

<b>Kaitaraiwa tino pakeke</b>
-------------------------------

He rerekē ngā whakarite mō te hunga kua kaumātua. Me whakawhiti katoa rātou ki ngā raihana taraiwa whakaahua nei i te wā kotahi, arā, i waenga i ngā marama o Haratua 1999 me Hōngongoi 2000. Ko te utu mō ngā kaitaraiwa e 75–79 ngā tau, e \$37.50. Ko te utu mō ngā kaitaraiwa e 80 neke atu ngā tau, e \$36.00. Ko ēnei karangatanga taipakeke e rua, me mātua hari tiwhikete tākuta atu ina haere rātou ki te whakahou i ā rātou raihana.

---

1. E ai ki te tuhinga nei, āhea tīmata ai te tahuritanga ki ngā raihana hou?

- A ā te tīmatanga o te tau hou
- B ā te wiki tuatahi o Mei
- C ā te paunga o Haratua
- D ā te wā tonu ka puta ngā pārongo hou

2. Mō te tangata kāore anō kia 75 ngā tau, me whakahou e ia tana raihana

- A ā te tīmatanga o Mei
- B i tana rā whānau tonu
- C i roto i te 2–3 wiki mai i tana rā whānau
- D i roto i te 60 rā i muri i tana rā whānau

3. Ki te kore ngā pārongo whakahou e tae atu ki a koe i mua tata i tō rā whānau, me aha koe?

- A me waea atu ki Te Rōpū Waka o Aotearoa
- B me haere rawa ki tētahi o ngā wāhi whakahaere raihana taraiwa
- C me whakapā atu ki te hunga nāna ngā pārongo nei i tā mai
- D me tuku noa atu te \$29.50 ki tētahi o ngā wāhi whakahaere raihana

4. E ai ki te tuhinga nei, e hia te utu mō te raihana arowhānui hou mō te rima tau?

- A tekau mā rima tāra
- B \$29.50
- C kei te āhua tonu o te tōtika o te taraiwa
- D kāore i whakaaturia mai

5. E whakaaetia ana kia whakaritea he raihana arowhānui hou

- A mō te kotahi tau anake
- B mō te tekau tau anake
- C mō te kotahi tau piki atu ki te tekau tau
- D mō te kotahi tau rānei, mō te tekau tau kē rānei

6. Ko tēhea o ēnei mahi me mātua tutuki i a koe e riro ai i a koe tō raihana hou?

- A Me mātua hari ake he whakaahua ōu.
- B Me whakautu ā-waha e koe tētahi rārangi pātai.
- C Me hari ake ētahi taunakitanga e whakatūturu ana i tō ingoa.
- D Me haina e koe ētahi tānga kōrero e rua e whakaatu ana ko wai koe.

7. Me pēhea koe e whiwhi ai i tō raihana hou?

- A ka hoatu noa ki a koe i te wāhi whakaraihana taraiwa
- B ka tukuna atu ki a koe mā te poutāpeta
- C māu anō e tiki ā te 2–3 wiki i muri i tō haerenga tuatahitanga ki te wāhi whakaraihana
- D mā rātou e tuku atu ki a koe mā te waea whakaahua

8. Mō ngā kaitairaiwa kua kaumātua

- A kotahi anake te whakahoutanga i ā rātou raihana, ana kua whaimana ā mate noa rātou
- B kua whakaritea he wā motuhake mō te whakahou i ā rātou raihana

- C he rerekē te wā whakahou raihana kua tohua mō te hunga e 75–79 ngā tau, tēnā i te hunga kua hipa atu i te 80 ngā tau
- D me whakahou anō ā rātou raihana ia tau

9. Ko tēhea o ēnei kōrero e pono ana mō ngā utu raihana katoa?

- A kia pakeke kē atu te kaitairaiwa, ka nui kē atu te utu
- B he māmā ake te utu ki te hunga e 75–79 ngā tau, tēnā i te hunga kua tino kaumātua rawa atu
- C ko te pakeke o te tangata tētahi mea e whakatau ana e hia te utu mō tana raihana
- D ahakoa anō te taipakeke, kotahi anō te utu

10. E ai ki te tuhinga, ko wai mā me mau tiwhikete tākuta atu ina whakahoutia ā rātou raihana?

- A te hunga e 75 tau neke atu rānei te pakeke
- B te hunga e 75–79 ngā tau
- C te hunga kua 80 piki atu rānei ngā tau
- D ngā tāngata katoa, ahakoa anō te pakeke

## Test of Reading, Part 2: SAMPLE TASK

### Ngā Tohutohu

Hei whakamātau tēnei i tō mārama ki tētahi tuhinga reo Māori. He kōrero kua tāia ki te whārangi ka whai ake, engari e ono ngā rerenga kōrero o roto kua tangohia ake.

E iwa ngā rerenga kōrero e rārangi mai ana ki raro iho o te tuhinga (mai i te A ki te I). Ko tāu nā mahi, he whakahoki atu i te rerenga tino tika-ā-tikanga, ā-raupapa – ki tōna wāhi tika o roto i te tuhinga.

Kua oti te mea tuatahi, hei ārahi noa i a koe. E rima ngā wāhi e wātea tonu ana hei whakakī māu. Āta tuhia atu ki tēnā, ki tēnā o ngā wāhi nei te rerenga tika. Tuhia te PŪ o te rerenga tika, pēnei nā:

*Ka tū te hui ki Pōneke. C. Mā konei e whakarite ā koutou tīkiti mō te rere mai me te hoki atu.*

I te mea e iwa ngā rerenga kōrero hei kōwhiri māu, ina oti te mahi, e toru ka toe mai.

---

This is a test of reading in Māori. On the following page is an excerpt of text. Six sentences have been removed. At the end of the excerpt is a set of nine sentences labelled A-I. Match each gap in the text with the sentence from the list that you think fits best in terms of meaning and structure. The first one is done for you as an example. There are five gaps left for you to complete. Write only the LETTER corresponding to the correct missing sentence in the gap. When you have finished this exercise there will be three sentences left that have not been used.

---

### HE PUKAPUKA WHAKATIPU TAMARIKI

I tāia tēnei pukapuka mā te hunga e whai wāhi atu ana ki te tiaki tamariki me tō rātou hiahia mōhio he aha atu ngā huarahi tiaki tamariki ka taea i runga i te ngākau pai. I ahu mai ngā mōhio o te nuinga o ngā tāngata ki te whakatipu tamariki i ō rātou ake whānau.

1)  F . Arā he tāngata hei āwhina i a koe, ko ō hoa, ko tō tākuta, ko te tapuhi o Te Whānau Āwhina, me ētahi atu tāngata e tūtaki ai koe i roto i ō mahi whakapakeke tamariki. Kāore he huarahi pai kotahi nei hei whakatipu tamariki. 2)\_\_\_\_\_ . Nā konei e kore e taea te whakapakeke ngā tamariki katoa o te whānau kotahi i runga i te takahi i te ara kotahi. Tērā pea me whakamātau ētahi huarahi maha tonu e kitea ai ko tēhea e pai ana ki a koe.

Ehara tēnei mahi, te whakapakeke tamariki i te mahi māmā. 3)\_\_\_\_\_ . E pai ai tā koutou noho tahi ki tō koutou kāinga, me mahi anō koe ki te whiriwhiri i ōu nā hiahia me ngā hiahia o ngā tamariki. Me mātua tiaki koe i a koe anō, ā, me rongo anō hoki ō tamariki e tiakina ana, e arohaina ana rātou. 4)\_\_\_\_\_ . He whakapau kaha tēnei mahi, te

whakatipu tamariki. Heoi anō, kei reira anō ōna hua, ōna whakapounga ngākau. Kāore e taea e koe ngā mea katoa te whakatika i ngā wā katoa. Ehara tātou, te hunga whakatipu tamariki, i te atua, ā, kāore he hua o te whakaaro he tangata kino koe, nōu rānei te hē ina pōkaikaha katoa koe. Kei konei he kōrero e pā ana ki te noho tahi ki ētahi atu, tae atu ki tētahi rārangi ingoa o ētahi whakahaere e taea ana e rātou te āwhina i a koe. 5) \_\_\_\_\_ . He mea nui tonu te kimi i ngā mōhiotanga katoa ka taea e pā ana ki te whakatipu tamariki.

6) \_\_\_\_\_ . Ko te tūmanako, ka kitea e koe he whakaaro i tēnei pukapuka hei āwhina i a koe, otirā, hei āwhina i tā koutou noho tahi ko ō tamariki. Ahakoa e whakatipu tamariki ana koe ko tō kotahi, he hoa rangatira rānei tōu, ahakoa he kuia, he koroua rānei koe, ko koe rānei tētahi o te whānau e whai wāhi atu ana ki ngā mahi tiaki tamariki, māu tēnei pukapuka.

- A. Ka mamae anō te tamaiti i te hāparangi o tō waha.
- B. E tika ana kia mōhio rātou ko koe tonu tō rātou whakawhirinakitanga, ko koe anō tō rātou whakaruruhau.
- C. Toroa atu tētahi hoa, ki reira kōrua inu tī ai.
- D. Kimihia he āwhina i te wā tonu ka pā tētahi raruraru.
- E. E kore e mutu i te ao i te pō, i ngā rā katoa o te wiki.
- F. Tērā pea he āwhina kei ēnei mōhiotanga, engari tērā anō he wāhi e hapa ana.
- G. He āwhina anō kei konei e pā ana ki te āhua o te kawae a te tamaiti i a ia.
- H. Taku hē ki te kangakanga i a koe.
- I. Kei tēnā, kei tēnā tamaiti tōna anō āhua.

### Test of Reading, Part 3: SAMPLE TASK

#### Ngā Tohutohu

Hei whakamātau tēnei i tō mārama ki tētahi tuhinga reo Māori. Ka riro māu tonu e āta whakatika haere tētahi tuhinga.

He pēnei te takoto o ngā kōrero:

1. He maha ngā tari kāwanatanga ēnei i Aotearoa
2. nei. Ko te Tari Tāke, hoki ko te Tari Tatau, ko Te
3. Papa Atawhai tari ētahi.

Kei ia rārangi tētahi kupu kāore e tika ana kia noho mai ki reira. Ko tāu nā mahi, he kōwhiri ko tēhea te kupu, ka tohu ki te porohita, pēnei nā:

1. He maha ngā tari kāwanatanga **ēnei** i Aotearoa
2. nei. Ko te Tari Tāke, **hoki** ko te Tari Tatau, ko Te
3. Papa Atawhai **tari** ētahi.

**Kotahi anake te kupu kei te hē te noho mai ki ia rārangi, nō reira, kia kotahi anake te kupu e tohua.**

.....  
This is a test of your reading comprehension in Māori. The following exercise is a proof reading task. The text is presented like this:

1. He maha ngā tari kāwanatanga ēnei i Aotearoa
2. nei. Ko te Tari Tāke, hoki ko te Tari Tatau, ko Te
3. Papa Atawhai tari ētahi.

Each numbered line contains one additional unnecessary word. Select which word is additional and put a circle around it .

1. He maha ngā tari kāwanatanga **ēnei** i Aotearoa
2. nei. Ko te Tari Tāke, **hoki** ko te Tari Tatau, ko Te
3. Papa Atawhai **tar** ētahi.

Circle one word only. Each line has only one incorrect word.

*[He mea tango mai i te Tauākī Whakamaunga Atu a Te Minitatanga mō ngā Wāhine, 2002–5]*

**Ngā mahi kua tohua mā te wahine, mā te tāne**

1. He mea nui kia wātea mārire te wahine nā ki te kōwhiri i te wāhi ki a ia
2. i roto i ngā mahi whaiutu, i te whānau kau, tae atu ki te hapori.
3. Ko tētahi āhukatanga nui e whakararu ana i te mana kaupapa–here o te
4. wahine ukiuki i Aotearoa, ko te whakaaro mā te wahine e pīkau ngā mahi
5. tiaki tangata toitū mō te kore utu, mō te iti rānei o te utu. Nā tēnei whakaaro,
6. ko tētahi momo aukati, whakatoihara tangata. I ngā pūtea hapori Māori me
7. ō Te Moana–nui–a–Kiwa, ko te tamariki ake o te taupori, te hinonga nui ake
8. o ngā pīkaunga taha whānau, te nui ake o ngā whāinga tāngata e mahi ana
9. mō te iti o te utu, me te nui ake o ngā pukatono kawenga porihanga,
10. he āhukatanga kotahi katoa e pōkaikaha ai ngā wāhine o ēnei karangatanga.

**Te hunga mahi whaiutu**

11. He nui tonu rānei, he horahora tonu ngā pānga o ngā whakahounga
12. ohaoha. pāpori ki te hunga wahine. Ko te tino āhukatanga me kia kōrero
13. ka tika, ko te piki haere o te tokomaha o ngā wāhine kua uru ana ki ngā mahi whaiutu.
14. Ahakoa kua tokomaha ake ngā wāhine i roto i ngā matatika mahi
15. whaiutu, he nui tonu rātou kei te arotake mahi i ngā mahi harangotengote,
16. i ngā mahi iti te utu, ā, otirā kei te noho whāiti ki ngā momo mahi
17. kua roa e kawea ana e te wahine. Kei te tokomaha ake ngā pūnaha wāhine
18. e mahi ana i ngā mahi e rua hoki, neke atu rānei. Kei te mau tonu
19. ngā hapa taha utu. E kei tino kitea ana ēnei hapa i ngā utu ki ngā wāhine
20. Māori me ērā o tā Te Moana–nui–a–Kiwa, ko rātou kei te whiwhi i ngā moni iti katoa i ngā mahi whaiutu.

## Ngā Whakautu

### Ngā mahi kua tohua mā te wahine, mā te tāne

1. He mea nui kia wātea mārire te wahine **nā** ki te kōwhiri i te wāhi ki a ia
2. i roto i ngā mahi whaiutu, i te whānau **kau**, tae atu ki te hapori.
3. Ko tētahi āhuetanga nui e whakararu ana i te mana **kaupapa–here** o te
4. wahine **ukiuki** i Aotearoa, ko te whakaaro mā te wahine e pīkau ngā mahi
5. tiaki tangata **toitū** mō te kore utu, mō te iti rānei o te utu. Nā tēnei whakaaro,
6. ko tētahi momo aukati, whakatoihara tangata. I ngā **pūtea** hapori Māori me
7. ō Te Moana–nui–a–Kiwa, ko te tamariki ake o te taupori, te **hinonga** nui ake
8. o ngā pīkaunga taha whānau, te nui ake o ngā **whāinga** tāngata e mahi ana
9. mō te iti o te utu, me te nui ake o ngā **pukatono** kawenga porihanga,
10. he āhuetanga **kotahi** katoa e pōkaikaha ai ngā wāhine o ēnei karangatanga.

### Te hunga mahi whaiutu

11. He nui tonu **rānei**, he horahora tonu ngā pānga o ngā whakahounga
12. ohaoha. pāpori ki te hunga wahine. Ko te tino āhuetanga me **kia** kōrero
13. ka tika, ko te piki haere o te tokomaha o ngā wāhine kua uru **ana** ki ngā mahi whaiutu.
14. Ahakoa kua tokomaha ake ngā wāhine i roto i ngā **matatika** mahi
15. whaiutu, he nui tonu rātou kei te **arotake** mahi i ngā mahi harangotengote,
16. i ngā mahi iti te utu, ā, **otirā** kei te noho whāiti ki ngā momo mahi
17. kua roa e kawea ana e te wahine. Kei te tokomaha ake ngā **pūnaha** wāhine
18. e mahi ana i ngā mahi e rua **hoki**, neke atu rānei. Kei te mau tonu
19. ngā hapa taha utu. E **kei** tino kitea ana ēnei hapa i ngā utu ki ngā wāhine
20. Māori me ērā o **tā** Te Moana–nui–a–Kiwa, ko rātou kei te whiwhi i ngā moni iti katoa i ngā mahi whaiutu.

## Test of Writing, Part 1: SAMPLE TASK

### Ngā Tohutohu

Kātahi anō ka oti i te tari kāwanatanga kei reira koe e mahi ana tētahi tātaritanga o ngā momo mahi e kawea ana e tēnā, e tēnā o ana kaimahi. Kua hoatu ki a koe ngā kōrero i raro nei (arā, te 'Tūtohi 1'), ā, kua tonoa koe e tō kaiwhakahaere kia whakatū hui mā ō hoamahi hei whiriwhiri i ēnei kōrero me ērā atu kōrero i puta ake i te tātaritanga.

Ko tāu mahi i konei, he tuhi i tētahi karere whakamōhio i ō hoamahi, kia 50–100 kupu te roa:

- e whakarite ana i te hui (whakaaturia te kaupapa, te wā, te aha atu, te aha atu)
- e whakaatu ana i ngā kōrero matua e mau mai ana ki te tūtohi.

Tuhia tō karere ki te wāhi e wātea ana i raro nei.

The government agency you work for has just completed a survey of staff workloads. Your manager has given you the table below and asked you to call a team meeting to discuss these and other outcomes of the survey.

Write a memo of 50–100 words to staff to:

- arrange the meeting (state the purpose, time, date)
- briefly explain the main findings of the table.

Write in the space below.

TŪTOHI 1: TĀTARITANGA O NGĀ MAHI IA RĀ	
TE MAHI	TE WĀ %
Te Whakautu i ngā Pātai a te Whare Pāremata	50
Ngā Tono Whakamōhio tanga Tūmatanui (i raro i te OIA)	30
Te Whakatakoto Kaupapa–here	15
Te Tuhi Reta	5

### HE KARERE

**Ki:**

**Nā:**

**Te Rā:**

**Kaupapa:**

**Te Karere:**

### Test of Writing, Part 2: SAMPLE TASK

#### Ngā Tohutohu

He kaimahi koe i tētahi tari kāwanatanga. Kei te tukuna atu e tō tari he rārangi pātai hei whakautu mā tētahi rōpū e whai hononga ana ki ngā mahi a tō tari. Kua riro māu e tuhi te reta ka haere atu i te taha o te rārangi pātai nei.

Tuhia he reta kia 100–150 kupu te roa, ā, kia ea ngā āhuatanga katoa e whai ake nei:

- me whakamahi te hunga e tukuna ana ki a rātou te rārangi pātai
- whakamāramatia te kaupapa i hangaia ai te rārangi pātai (māu tonu tēnei e kōwhiri)
- whakaaturia ka ahatia ngā kōrero ka hua ake
- īnohia rātou kia whakakī i te rārangi pātai
- whakaaturia me pēhea tā rātou whakahoki i te rārangi pātai ki te tari.

Tuhia tō reta ki raro nei.

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You work for a government department that is sending out a questionnaire to one of its stakeholder groups. You've been given the task of writing a letter to accompany the questionnaire.

Write a letter of 100–150 words covering the following points:

- acknowledge the group that the questionnaire is being sent to
- explain the purpose of the questionnaire (you decide what this is)
- describe how the feedback will be used
- ask them to fill out the questionnaire
- explain how to return the questionnaire.

Write your letter in the space provided below.

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## Test of Speaking, Part 2: SAMPLE TASK

### Ngā kōrero a te Kaiwhakamātautau:

Ko te wāhanga tuarua tēnei. E rua ngā peka o tēnei wāhanga. He kōrero takitahi te mahi i te peka tuatahi. I te peka tuarua, ka kōrero tahi kōrua. Heoi anō tāku, he whakarongo. Tēnā pānuitia te puka nei, ā, mēnā he pātai ā kōrua, pātai mai ināia tonu nei.

Ka āhua rima meneti te roa o te mahi nei. I te peka tuatahi, ka kōrero tēnā me tēnā mō te meneti kotahi, ā, i muri i tērā, ka rua meneti kōrua e kōrero tahi ana mō te kaupapa kua takoto ki te peka tuarua. Kāti, mā wai e tīmata?...

Ka pai. Kua oti te peka tuatahi. Ko tā kōrua mahi ināianei, he kōrerorero mō te kaupapa kua tuhia ki te peka tuarua.

### TE WHAKANGUNGU KAIMAHI

#### Peka 1

He mea nui te whakangungu, te whakapakari i ngā kaimahi tari kāwanatanga. He huhua tonu ngā akoranga whakangungu kei te wātea ki a rātou. O ngā kaupapa whakangungu e rārangi ake nei, ko tēhea ka tino whaihua ki a koe? He aha ai?

- He Akoranga Reo Māori mā te Hunga Matatau Tonu
- He Akoranga Tīmatanga mō te Microsoft Access
- Te Whakamahi i te Ipurangi i tō Wāhi Mahi
- He Akoranga Tīmatanga mō ngā Mahi Kaute (mā ngā Kaiwhakahaere)
- Te Whakatakoto Mahere Reo mō roto i ngā Tari Kāwanatanga
- Te Tiriti o Waitangi - Te Whakauru i te Tiriti ki Roto i ngā Mahi

#### Peka 2

He aha te take me mātua whakawātea huarahi ngā tari kāwanatanga e whakangungua ai, e whakapakaritia ai ā rātou kaimahi? Kōrero tahi kōrua mō tēnei tūāhua, ka whiriwhiri i ētahi take e 3-4 e tautoko ana, me ētahi take e 3-4 e whakahē ana i tēnei mahi a ngā tari kāwanatanga. O ēnei take katoa, ko tēhea te take pai rawa atu ki a koe?

### STAFF TRAINING

#### Section 1

Training is an important part of staff development for government employees. There is a wide range of training programmes and courses available. Of the courses in the following list, which do you think would be most useful to you and why?

- *Advanced Māori language course*
- *Microsoft Access for Beginners*
- *Using the Internet in the workplace*
- *Basic Accounting for Managers*

- *Language Planning for government agencies*
- *Treaty of Waitangi - Working with the Treaty*

**Section 2**

Why should government organisations provide opportunities for staff development and training?  
Talk together to come up with 3–4 reasons why government agencies should support staff training and 3–4 against it. Of all of the reasons you have come up with, which is the most convincing?

## 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. 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. To gain marks for register you must complete both writing tasks.

### 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 the candidates.

The assessment is based on performance in the whole speaking test. The tasks are not marked separately.

Your individual performance is marked against a set of criteria – not in relation to other candidates. Three criteria are used for marking the speaking test: naturalness, intelligibility and accuracy.

#### 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 and 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.

## FREQUENTLY ASKED QUESTIONS AND ANSWERS

1. *What is the PSM?*  
PSM stands for Public Sector Māori language proficiency examination. This is an exam for government employees or people seeking employment in the public sector. It tests the ability of a candidate to use Māori language for government sector business.
2. *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 3 of the *Whakamātauria Tō Reo Māori* Proficiency Scale.
3. *Do I have to sit the Level Finder Examination first?*  
Yes. Candidates must attain LFE 3 to be eligible for PSM.
4. *What is the point of the PSM for a native speaker?*  
The PSM assesses a candidate's ability to use Māori language for public sector purposes. This is different from using Māori for everyday things or in other contexts. The vocabulary, technical terms and how to carry out some basic tasks of the public sector in Māori are the types of things assessed in the PSM.
5. *Will I get my exam paper back?*  
No. For security of the exam, papers are not returned to candidates.
6. *Can I use a dictionary?*  
No. Use of dictionaries and other language support material is not permitted.
7. *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.
8. *Do I need to take a course to sit the PSM?*  
No, there is no course linked to this exam. However, to do well in the exam you should be at, or near level 3 on the LFE and have some knowledge of public sector business.
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.