

Approach: One to one  
 Focus: Responding to cultural diversity  
 Resources: Audio recording on laptop computer, card

**Questions / instructions:**

**This activity uses the computer.**

You are going to hear the New Zealand national anthem.

**Click the National Anthem button.** [Student choir singing first verse only, in combination of Māori and English versions.]

**VOICE-OVER:**  
 E Ihowā Atua,  
 O ngā iwi mātou rā,  
 Āta whakarangona;  
 Me aroha noa.  
 Guard Pacific's triple star,  
 From the shafts of strife and war,  
 Make her praises heard afar,  
 God defend New Zealand.

The New Zealand national anthem you just heard was sung in both Māori and English.

1. Do you think that the National Anthem should **always** be sung in these two languages?

	% response 2009 ('05)	
	year 4	year 8
yes	90 (91)	96 (99)
no	10 (9)	4 (1)

2. Why do you say that?

**Explanation for "yes":**  
 relating to the bicultural nature of New Zealand society

41 (39)	72 (72)
---------	---------

**Explanation for "no":**  
 suggesting choice of language depending on who is present  
 argument for always using only English or Māori  
 weak or no response

4 (2)	3 (1)
4 (5)	3 (1)
51 (54)	22 (26)

**Strength of justification:**  
 strong  
 moderate  
 weak

8 (10)	27 (31)
32 (28)	44 (40)
60 (62)	29 (29)

Here are some languages people speak. I'll read them to you.

**Hand student the card and read it.**

- Korean
- Tongan
- French
- Spanish

3. Do you think that the New Zealand national anthem should also be sung in any of these languages?

yes, one or more of the languages	30 (25)	11 (8)
no	70 (75)	89 (92)

4. Why do you say that?

**Quality of reasoning:**  
 (e.g. "yes", because lots of people in New Zealand speak these languages or "no", because most people just speak English or Māori and these languages reflect New Zealand history better)

good  
 limited  
 no reasoning

% response 2009 ('05)  
 year 4 year 8

16 (20)	39 (41)
67 (61)	57 (51)
17 (19)	4 (8)

5. When might you hear the national anthem being sung?

school (e.g. assembly)  
 sporting occasions, such as test matches  
 community events (e.g. meetings, concerts, visits by important people, tangi)  
 special annual occasions, such as Waitangi Day and ANZAC Day

64 (58)	68 (58)
60 (83)	87 (89)
35 (25)	39 (35)
6 (6)	11 (13)

6. Why do you think we have a national anthem?

**Aspects mentioned:**  
 [• for New Zealanders -to share identity/pride  
 • for other people - to recognise New Zealand events or achievements]

presented both aspects well  
 presented one aspect well and the other vaguely  
 presented one aspect well  
 presented both aspects vaguely  
 presented one aspect vaguely

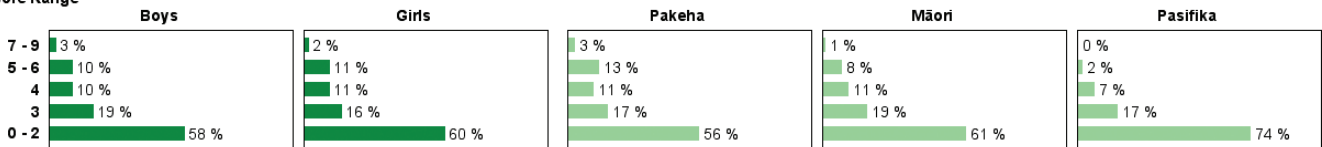
1 (0)	2 (4)
2 (0)	3 (3)
14 (12)	29 (17)
3 (4)	7 (4)
37 (42)	43 (42)

<b>Total Score:</b>	7-9	1 (1)	11 (9)
	5-6	11 (9)	25 (22)
	4	10 (13)	20 (16)
	3	18 (19)	20 (21)
	2	26 (24)	17 (17)
	0-1	34 (34)	7 (15)

**Subgroup Analyses:**

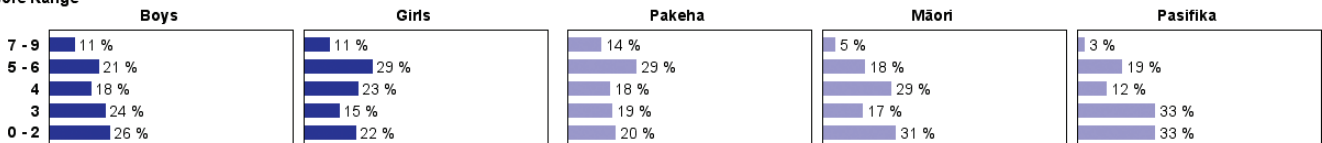
Year 4

Score Range



Year 8

Score Range



**Commentary:**

Very high proportions of both year 4 and year 8 students felt that the national anthem should be sung in both English and Māori, with more year 8 than year 4 students being able to articulate well the bicultural nature of New Zealand society as a reason. There were only slight differences between the year levels in identifying where one might hear the national anthem, with school and sporting occasions being the most common. However, students at both year 4 and 8 could not explain well why we have a national anthem. There was no meaningful change in this pattern from 2005 to 2009.