

The current national curriculum statement gives the aim of social studies education as enabling students to participate in a changing society as informed, confident and responsible citizens. To help achieve this outcome, students are expected to acquire knowledge that will inform and contribute towards their understandings about responsibilities, relationships, culture, heritage and management of the environment and resources. They are also expected to develop the skills needed to live and contribute as effective and worthy members of society.

The richness and diversity of the conceptual nature of much of the content of social studies presents special challenges for the design and administration of assessment tasks. National monitoring has identified understandings and skills intended to represent a balanced perspective of social studies. Some aspects of social studies are quite measurable (knowledge, for example) whereas others require observations about matters for which there is no universal right or wrong.

This chapter reports the results of twenty-five social studies tasks administered to individual Māori students in both general education settings and Māori immersion settings. Thirteen tasks were administered in a videotaped one-to-one interview format, while the other twelve tasks were attempted in a station or independent format (students worked independently on the tasks, with teacher support available if required for reading and writing).

National monitoring results are reported task by task so that results can be understood in relation to what the students were asked to do. To allow comparisons of performance between the 2001 and 2005 assessments, however, eight of the twenty-five tasks have been designated link tasks. Student performance data on these tasks are presented in this report, but the tasks are described only in general terms because they will be used again in 2005.

Two of the tasks were judged not to be suitable for comparisons of the performance of Māori students in general education and students in Māori immersion settings. The reasons for these exclusions are presented in the commentaries accompanying the tasks.

Among the remaining twenty-three tasks, Māori students in general education and students in Māori immersion settings performed equally well on twelve of the tasks. Students in Māori immersion settings scored statistically significantly higher than Māori students in general education on six tasks. Māori students in general education scored statistically significantly higher than students in Māori immersion settings on five tasks. These comparisons must be interpreted with considerable caution, for the reasons discussed in Chapter 2.

He Ōrite me te Rerekē —Equal and Different

Approach: One to one

Focus: Rights and challenges associated with disability.

Resources: Video recording on laptop computer, photograph of Sally.



Video Script:

Sally is 13 years old. She keeps fit by doing athletics at school and delivering leaflets for her dad's lawn mowing business. But right now her Dad doesn't have any work for her. So Sally's looking for a new job. One day she saw this ad in the paper.

"Fit young person wanted for evening paper deliveries. Phone Tom Downer, 345-6789".

Sally decided to ring Mr Downer. He asked her about her age and her fitness. Sally told him that she was very fit and experienced at delivering leaflets. Mr Downer asked her to come and see him the next day. After school, Sally went to see Mr Downer. As she went in she said, "Hello, Mr Downer, I'm Sally. Remember you asked me to come in about a job?" "Oh", he said, looking rather uncomfortable. "I didn't, ah, realise, that you, I thought you said you were fit."

"I am," said Sally. "Are you worried about my wheelchair?"

Mr Downer didn't know what to say.



Fit young person wanted for evening paper deliveries.
Phone Tom Downer 345-6789

Video Script:

Ko te 13 tau te pakeke o Sally. Whakapakari ai ia i tōna tinana mā ngā mahi bākinakina i te kura me te tobatoha pānui e whakaatu ana i te pākiki tapahi otaota o tana pāpā. Engari i tēnei wā kāore he mahi a tana pāpā, māna. Nō reira kei te rapu mahi hou a Sally. I tētahi rangi ka kite ia i tēnei pānui i te pepa.

"Kei te biabiatia tētahi taiopi me te pakari o tōna tinana ki te tobatoha pepa i ngā abiabi. Waea ki a Tom Downer, 3456789."

Ka whakarite a Sally ki te waea ki a Mr. Downer. Ka pātai a Mr. Downer mō tōna pākeke me te pakari o tōna tinana. Ka kī atu a Sally, he tino pakari tōna tinana me te tino mōbio ōna ki te tobatoha pānui. I tonoa ia e Mr. Downer kia haere atu ki te kite i a ia i te rangi muri mai.

A muri i te kura ka haere a Sally ki te kite i a ia. I a ia e kubu atu ana, ka kī atu a Sally,

"Kia ora Mr. Downer. Ko Sally ahau. I tonoa mai koe kia haere mai au mō tētahi mahi. Kei te maumahara koe?"

"Aue," tana whakautu, me te āhua pouri. "Kāore au i te mōbio....i pōbebe au i kī mai koe he tino pakari tō tinana."

"Ae rā," ko tā Sally. "E āwangawanga ana koe ki tāku tūru haua wira?"

Kāore a Mr. Downer i mōbio he aba he kōrero māna.

Questions/instructions:

This activity is about a girl called Sally who is applying for a job.

We'll start by watching a video.

Show video.

E pā ana tēnei mahi ki tētahi kōtiro, ko Sally. Kei te tonoa ia mō tētahi mahi.

I te timatanga, ka mātakitaki taua i te ripene ataata.

Pāwhiria te pātene Timataria kia whakaaturia te ataata.

1. What skills would someone need to do the evening paper delivery?

He aha ngā pūkenga mā te tangata tohatoha nūpepa i te ahiahi pō?

	% responses	
	GEd	MI
able to travel from house to house	17	53
able to put papers where they need to be placed	5	9
able to carry papers	2	24
reliable	17	0

2. Why do you think Mr Downer felt uncomfortable?

Ki ōu whakaaro nā te aha i āwangawanga ai a Mr. Downer?

questions if person in wheelchair can do job

% responses
GEd MI

74 91

3. Do you think Sally sounds able to do the job? Why?

Ki ōu whakaaro, ka taea e Sally te mahi nei? He aha ai?

yes	84	81
maybe	8	0
no	8	19

Reasons:

full and balanced	1	13
clear but one-sided for Sally	39	45
clear but one-sided against Sally	3	16

continued next page >

He Ōrite me te Rerekē: continued

Ngā Tūmomo Kaiārahi

Approach: One to one

Focus: Qualities of a good group leader.

Resources: Pictures of 3 groups.



	% responses	
	GE _d	MI
4. What kinds of problems might Sally have if she got the job delivering newspapers? He aha ngā raruraru ka pā atu ki a Sally, mēnā ka whiwhi ia i te mahi tohatoha nūpepa?		
energy and effort required (especially if billy route)	28	22
obstacles to access (e.g. to reach mailbox)	30	28
carrying the load of papers	14	3
5. If you were Mr Downer what kinds of things would you be worried about? Mēnā, ko Mr Downer koe, he aha ngā mea whakaāwangawanga i a koe?		
energy and effort required	21	22
obstacles to access	11	3
carrying the load of papers	5	3
health/reliability	10	25
Total score:	6-15	10 17
	4-5	24 40
	2-3	39 36
	0-1	27 7

Commentary

Students in Māori immersion (MI) settings scored statistically significantly higher than Māori students in general education (GE_d) settings.

Questions/instructions:

In this activity you will be talking about leaders of groups.

Place pictures in front of student and point to leaders as you speak.

Here are some pictures of different groups of people.

I tēnei mahi e kōrero ana koe mō ētahi kaiārahi o ētahi rōpū.

Whakatakotoria ngā pikitia i mua o te ākonga, ka tohu ki ngā kaiārahi i te wā e kōrero ana koe.

Anei ētahi pikitia o ngā rōpū rerekē.

Picture 1 shows a kapa haka group and this is the leader.

Kei te whakaaturia mai e te pikitia tuatahi tētahi rōpū kapa haka, ā, koiane te kaitātaki.



Picture 2 shows a group of guides painting a mural and this is the leader.

Kei te whakaaturia mai e te pikitia tuarua tētahi rōpū kōtiro e peita ana i tētahi pikitia, ā, koiane te kaiārahi.



Ngā Tūmomo Kaiārahi — Group Leaders

Picture 3 shows a sports group and these are the leaders.

Kei te whakaaturia mai e te pikitia tuatoru tētahi rōpū tākaro, ā, koianeī te kaiārahi.



1. What are some of the things a leader of a group **should** do to be a good leader? Try to think of three very important things they should do.

He aha ētahi mahi e **tika ana** mā te kaiārahi ā-rōpū kia pai ai tāna ārahi? Me whakaarohia kia toru ngā tino mahi māna.

	% responses	
	GE _d	MI
be good at the activity – a good role model	36	72
make it fun, enjoyable, motivating	22	36
listen to other team members	15	3
treat everyone fairly and positively <i>(be nice)</i>	36	19
never give up: courage, persistence	7	14
give clear instructions/guidance	22	25
be well organised – reliable, punctual, responsible	21	6
help and encourage other team members	43	56
other valid idea	7	0

2. What are some of the things a leader of a group **shouldn't** do? Try to think of three very important things they should not do.

He aha ētahi mea **kia kua e mahia** e te kaiārahi ā-rōpū? Me whakaaro kia toru aua mea, kia kua ia e mahi.

	% responses	
	GE _d	MI
appear self-centred, arrogant, superior	16	23
put down, criticize, put off other team members <i>(including poor sportsmanship)</i>	43	31
ignore other members and their ideas	8	26
treat different members differently, unfairly	19	26
give up easily	2	6
be bossy, overpowering, rude	60	40
be disorganised, unreliable, lazy	18	17
not helpful to other members	6	23
other valid idea	3	6

Rating of overall understanding:

excellent/very good	11	3
good	28	49
moderate	47	34
poor	14	14

Commentary

The results achieved by Māori students in general education (GE_d) settings and students in Māori immersion (MI) settings were not statistically significantly different.

Ngā Tamariki me Ngā Kaiwhakaako — Children and Teachers

Approach: One to one

Focus: The rights and responsibilities of students and teachers.

Resources: Photo of classroom, recording book.

Questions/instructions:

Show photo to student.

If you were one of the children in this classroom you would have some rights as well as some responsibilities.

Whakaaturia te whakaahua ki te ākonga.

Mehemea ko koe tētahi o ngā tamariki o tēnei akomanga, kei a koe he tikanga tuku iho [rights], he kawenga mahi [responsibilities] hoki.



1. Think of three important **rights** you would have and tell them to me. Rights are things you can expect of others. I will write them down to help you remember the things you said.

As the student says each idea, write it on the recording sheet (abbreviated as appropriate) and read it aloud. Where two or more ideas are given as one, suggest they be written separately.

1. Tēnā, whakaarotia kia toru ngā **tikanga tuku iho** e pā ana ki a koe, ā, ka kōrero mai ai ki ahau. Ko ngā tikanga tuku iho ngā mea, e tūmanakohia ana, mai i ētahi atu. Māku e tuhituhi kia mahara ai koe ki ō kōrero.

Tuhia ia whakaaro a te ākonga ki runga i te pepa tuhi (whakarāpopotohia, mēnā ka taea), ā, ka pānui ā waha. Mēnā he maha ake i te kotahi ngā whakaaro, me tuhi wehewehe aua whakaaro.

	% responses	
	GEd	MI
to have health and safety protected	17	7
to have personal property respected	12	2
to have culture and heritage respected	8	34
to be treated kindly, fairly, with respect	48	25
to be allowed to express interests, feelings, opinions, reasons	25	18
to have a well-designed educational programme	10	20
to have teaching adapted to personal needs/capabilities	3	2
to be given help when needed	12	7
to be encouraged/stimulated as a learner	11	9

2. Now think of three important **responsibilities** you would have and tell them to me. Responsibilities are things that could be expected of you.

Record answers and read back (as above).

Tēnā, whakaarotia kia toru ngā tino **kawenga mahi** e pā ana ki a koe, ā, ka kōrero mai ai. Ko ngā kawenga mahi ngā mea, e tūmanakohia ana kei a koe.

Tuhia ngā whakautu, ā, ka pānui ā waha (pērā i runga rā).	% responses	
	GEd	MI
not to hurt other people or endanger their health	8	0
to care for own property and respect other people's property	23	18
to respect other people's culture and heritage	2	7
to be fair, kind and respectful to other students	32	27
to listen to other people's thoughts with care and respect	24	16
to try hard as a learner	39	20
to help other students to learn	9	11
to be respectful and helpful to the teacher	48	20
to follow class rules	32	11

A teacher also has some rights and responsibilities.

He tikanga tuku iho, ā, he kawenga mahi hoki a tā te kaiwhakaako.

3. Think of three important rights a teacher would have and tell them to me. Rights are things they could expect of others.

Record answers and read back (as above).

Whakaarotia kia toru ngā tino tikanga tuku iho a te kaiwhakaako, ā, ka kōrero mai. Ko ngā tikanga tuku iho ngā mea, e tūmanakohia ana, mai i ētahi.

Tuhia ngā whakautu, ā, ka pānui ā waha (pērā i runga rā).	% responses	
	GEd	MI
to have a pleasant well equipped classroom and school	2	2
to have some freedom in planning what to teach	4	14
to have support/encouragement from the principal and other staff	3	9
to have opportunities for professional development/enrichment	1	0
to have students who are enthusiastic learners	15	9

	% responses	
	GEd	MI
to have students who pay attention, are not disruptive and show respect for teachers	70	30
to have students who are friendly and not rude, threatening or destructive to each other	14	0
to have students who help each other	1	0
to have parents who support their children's learning	0	7

4. Now think of three important responsibilities a teacher would have and tell them to me. Responsibilities are things that could be expected of them.

Record answers and read back (as above).

Tēnā, whakaarotia kia toru ngā tino kawenga mahi e pā ana ki te kaiwhakaako, ā, ka kōrero mai. Ko ngā kawenga mahi ngā mea, e tūmanakohia ana mai i a rātou.

Tuhia ngā whakautu, ā, ka pānui ā waha (pērā i runga rā).	% responses		
	GEd	MI	
to like working with students and helping them learn	16	7	
to listen carefully to students and respect their views	11	16	
to plan and prepare the teaching programme well and thoroughly, try hard as a teacher	55	48	
to be good at motivating students, stimulating and supporting learning	24	48	
to recognise and provide for individual needs	15	2	
to treat children kindly and fairly without favouritism	23	27	
to try hard to make school safe for students	36	9	
to work constructively with parents	1	0	
to work constructively with other staff	1	0	
Total score:	10-11	13	2
	8-9	25	18
	6-7	32	23
	4-5	19	20
	0-3	11	37

Commentary

The results for students in Māori immersion (MI) settings were almost certainly affected by Māori translations that would have been difficult for the students to understand. Statistical comparisons therefore are not appropriate.

He Ture Hou — A New Law

Approach: One to one

Focus: Understanding the usual steps in implementing a new law.

Resources: None.

<i>Questions/instructions:</i>	% responses	
	GE _d	MI
A person has an idea for a new law. She wants to have a law that says all people must wear crash helmets when they are travelling in cars or other motor vehicles. Explain how this idea could be made into a law that all New Zealand people must obey. <i>PROMPT: What would have to happen for this idea to be made into a law?</i> He whakaaro tā tētahi tangata mō tētahi ture hou. Ko tōna hiahia, me whai ture anō e kī ana me mau potae haumarū [crash helmet] ngā tāngata katoa, i ngā wā e haerere ana rātou i runga motokā, ā, ētahi waka atu rānei. Whakamāramatia me pēhea te whakature i tēnei whakaaro kia whakarongo [obey] ngā tāngata katoa o Niu Tīreni. <i>He āwhina: Me aba, kia tau tēnei whakaaro hei ture?</i>		
seeking support from others not in parliament <i>(e.g. public meetings, letters to editor, petitions, action groups)</i>	32	59
seeking support from local MP(s)	1	2
seeking support from senior MP(s) <i>(e.g. Prime Minister, Cabinet members)</i>	41	7
seeking support from other public officials	10	9
preparation of draft legislation <i>(government or private member's bill)</i>	1	0
consultation by parliament <i>(e.g. public submissions, select committee hearings)</i>	2	2
debate/voting in parliament	11	2
mention stages in parliament <i>(introduction, clause by clause, final approval)</i>	1	0
majority vote to approve in parliament	5	0
assent by Governor General	0	0

Commentary

Māori students in general education (GE_d) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

Te Tiriti — Treaty

Approach: One to one

Focus: The history, purpose and implications of the Treaty of Waitangi.

Resources: Picture of Treaty signing.



<i>Questions/instructions:</i>	% responses	
	GE _d	MI
1. Do you know what a treaty is? Can you explain to me what you think a treaty is? Kei te mōhio anō koe he aha te tikanga o te kupu nei 'tiriti'? Whakamāramatia mai ki ahau he aha te tiriti. clear explanation: agreement between two or more individuals or groups vague notion of agreement between people	30	14
In this activity we are going to look at this picture which shows a special ceremony for signing the Treaty of Waitangi. Show picture of signing of the Treaty. I tēnei mahi ka titiro tāua ki te pikitia o te hainatanga o te Tiriti o Waitangi. Whakaaturia te pikitia o te hainatanga o te Tiriti.		
2. Do you know when or about how long ago this ceremony took place? Kei te mōhio koe nō nahea, te hainatanga o te Tiriti o Waitangi? 1840 or 161 (157) years or similar 150-165 years ago or similar vague but some idea	9	33
	4	4
	23	17
3. Who do you think these people are? Point one at a time to: a) Māori chiefs b) People at top table Ki ō whakaaro, ko wai ēnei tāngata? Tohu takitahi ki: a) Ngā Rangatira Māori. b) Ko ngā tāngata kei te tēpu matua [top table]. a. Māori chiefs Māori b. representatives of Queen soldiers	30	26
	60	61
	10	22
	20	17

Te Tiriti — Treaty



	% responses	
	GEEd	MI
4. What country did the people at the top table come from? Nō tēhea whenua ngā tāngata o te tēpu matua? England or similar	80	78
5. The Treaty was signed by Māori chiefs and representatives of Queen Victoria. Why are the chiefs and the representatives of the Queen signing it? I hainatia te Tiriti e ngā rangatira Māori me ngā māngai a Kuini Wikitōria. He aha i hainatia ai, e ngā rangatira me ngā māngai a te Kuini?		
6. What do you think the Treaty of Waitangi is all about? Ki ō whakaaro he aha te kaupapa o te Tiriti o Waitangi? ISSUES CONSIDERED IN MARKING: <input type="checkbox"/> because they represent their people <input type="checkbox"/> saying their people will support the agreement <input type="checkbox"/> the crown making a commitment to Māori <input type="checkbox"/> Māori making a commitment to the Crown <input type="checkbox"/> the Crown taking control of certain resources, responsibilities <input type="checkbox"/> Māori taking control of certain resources, responsibilities		

	% responses	
	GEEd	MI
Rating for q5 & 6: very comprehensive and knowledgeable answer	11	9
moderate degree of comprehension/knowledge	46	14
a little knowledge/comprehension	43	59
7. Many people say the Treaty of Waitangi is still very important nowadays. Why is it still very important? Ki te nuinga o ngā tāngata kei te whai tikanga tonu te Tiriti o Waitangi i ēnei rā. He aha ai? ISSUES CONSIDERED IN MARKING: <input type="checkbox"/> confirming rights <input type="checkbox"/> confirming partnership <input type="checkbox"/> building of partnership <input type="checkbox"/> correcting wrongs		
very comprehensive and knowledgeable answer	5	4
moderate degree of comprehension/knowledge	31	9
a little knowledge/comprehension	64	43
Total score:	9-16	13 29
	6-8	19 23
	4-5	33 19
	2-3	31 19
	0-1	4 10

Commentary

This task was placed at the end of a lengthy one-to-one interview session and was omitted for many students in Māori immersion (MI) settings. The numbers responding are too few to allow valid statistical comparisons.

Aotearoa — Aotearoa

Approach: One to one

Focus: The naming of Aotearoa/New Zealand.

Resources: Map of Aotearoa/New Zealand.

Questions/instructions:

Show map.

Here is a map of New Zealand.

Whakaaturia te mahere o “New Zealand”.

Anei te mahere o New Zealand.



1. How did New Zealand get the name “New Zealand”?

PROMPT: Is there anything else you know about how New Zealand got its name?

Nā te aha i karangatia ai a New Zealand ko New Zealand?

He āwhina: Kei te mōbio anō koe mō ētabi atu take i tapaina ai te ingoa nei a New Zealand?

	% responses	
	GED	MI
Named by: (Abel) Tasman	0	4
Dutch explorer, first (non-Māori) to discover New Zealand	0	0
Dutch explorer first (non-Māori) person to discover New Zealand	0	0
Captain Cook	16	2
the pakeha, Europeans	4	13
Reason for name:		
after “Zeeland”, a place in Holland	0	0
after a place Tasman knew	0	0
after a place the explorer knew	2	0
after another place (vague)	4	13

New Zealand is often called “Aotearoa”.

Point to name: Aotearoa.

I te nuinga o te wā, ka karangatia a New Zealand ko Aotearoa.

Whakaaturia te ingoa Aotearoa.

2. Try to explain the name “Aotearoa” to me. How did we get the name Aotearoa?

PROMPT: Is there anything else you know about the name Aotearoa?

Whakamāramatia mai te ingoa “Aotearoa” kia a au.

Nā te aha i whiwhi ai tātou i te ingoa nei, a Aotearoa?

He āwhina: Kei te mōbio anō koe mō ētabi atu mea i tapaina ai te ingoa nei a Aotearoa?

	% responses	
	GED	MI
Named by: early Māori explorers/settlers	7	5
Kupē or Maui	4	21
Māori people	41	14
explorers/settlers	1	0
Reason for name: appearance-land of the long white cloud	16	20
part of above	18	18

Commentary

The results achieved by Māori students in general education (GED) settings and students in Māori immersion (MI) settings were not statistically significantly different.

He Hui Marae — Marae Meeting

Approach: Station

Focus: Knowledge of marae buildings and welcome.

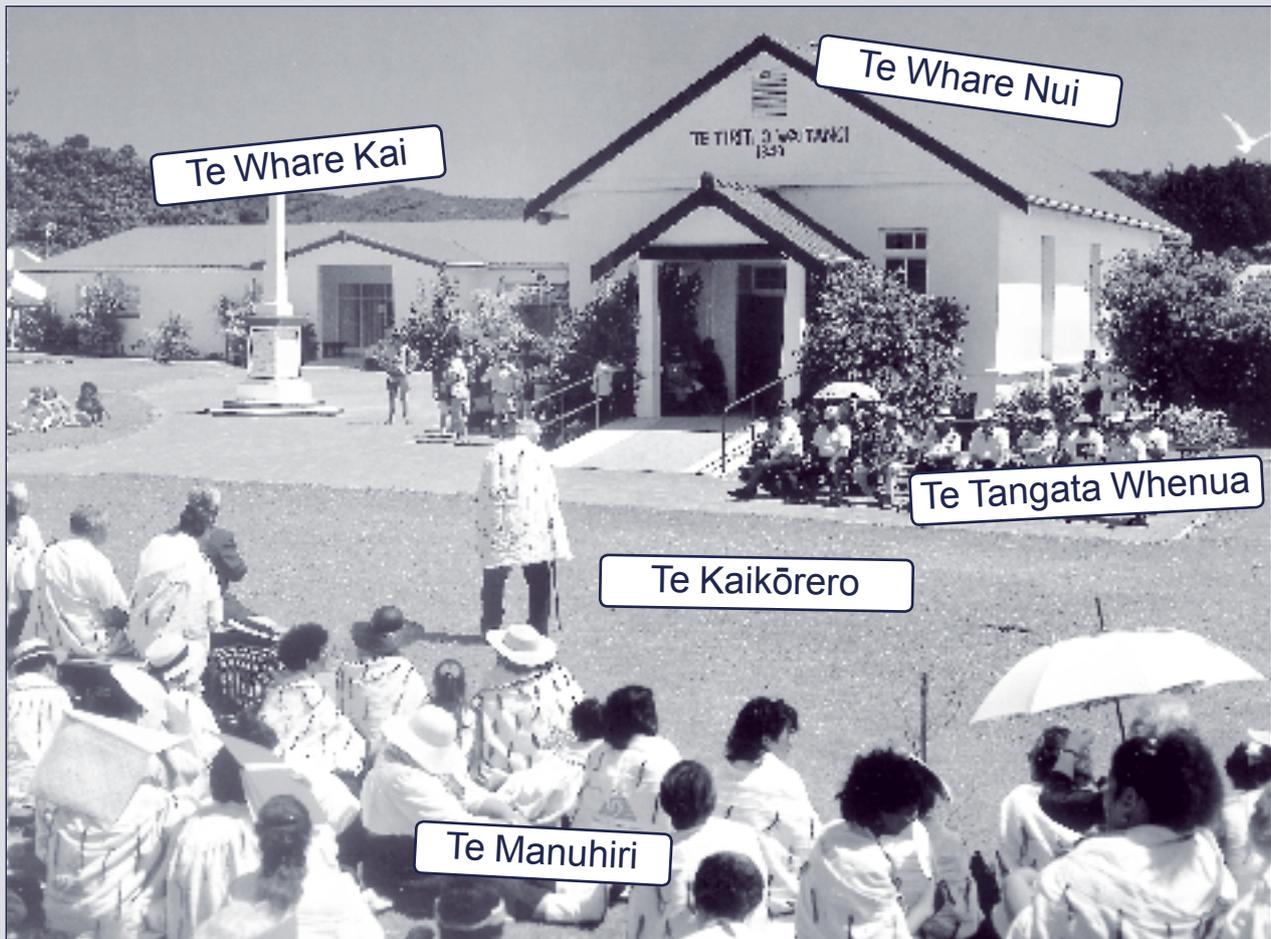
Resources: 5 stickers (Te Whare Kai, Te Whare Nui, Te Tangata Whenua, Te Kaikōrero, Te Manuhiri).



Questions/instructions:

The picture shows a meeting on a marae.

E whakaatu ana tēnei whakaahua i tētahi hui i tētahi marae.



Choose the best word for each box, then stick the word on the box.

Kōwhiria te kupu e tika ana mō ia pouaka, kātahi ka whakapiri atu.

		% responses			% responses	
		GE	MI		GE	MI
top left space:	Te Whare Kai	72	100	Total score:	5	29
top right space:	Te Whare Nui	57	98		4	0
middle right space:	Te Tangata Whenua	36	96		3	31
middle space:	Te Kaikōrero	63	98		2	11
bottom space:	Te Manuhiri	47	98		1	17
				0	12	0

Commentary

Students in Māori immersion (MI) settings scored statistically significantly higher than Māori students in general education (GE) settings.

He Tino Rā Maumahara — Special Days

Approach: One to one

Focus: Special holidays and their significance.

Resources: Picture of Anzac Day parade, picture of Waitangi Day gathering.



Questions/instructions:

In this activity we will be thinking about two special holidays that we have in New Zealand each year: Anzac Day and Waitangi Day.

I tēnei mahi ka whakaaro tātou ki ngā tino rā e rua e maumahara ana tātou, ia tau i Aotearoa nei: ko te rā o ANZAC me te Rā o Waitangi.

Show picture 1: Anzac Day.

Whakaaturia te whakaahua 1: Te Rā o ANZAC.



This picture shows a special ceremony being held on Anzac Day.

% responses
GEd MI

E whakaatu ana tēnei whakaahua i tētahi tino whakahaerenga [ceremony] mō ANZAC.

1. Try to explain to me why we have Anzac Day.

Whakamāramatia mai he aha i tū ai te Rā o ANZAC.

both "a" and "b" below 0 0

a. to remember people who died in wars 76 87

b. to commemorate people who died in landing at **Gallipoli** (25 April 1915) 4 0

(required elements in **bold**)

2. Do you know of any other country that would commemorate Anzac Day?

Kei te mōhio anō koe ki ētahi atu whenua e whakanui ana i tēnei rā whakamaumahara?

Australia 76 55

Show picture 2: Treaty of Waitangi.

Whakaaturia te whakaahua 2: Te Tiriti o Waitangi.



This picture shows a special ceremony being held on Waitangi Day.

% responses
GEd MI

E whakaatu ana tēnei whakaahua i tētahi tino whakahaerenga i te rā o Waitangi.

3. Try to explain to me why we have Waitangi Day.

Whakamāramatia mai he aha i tū ai te Rā o Waitangi.

both "a" and "b" below 27 21

a. to remember signing of Treaty 24 47

b. treaty between Māori and pakeha (*Queen*) 7 6

Total score: 4 21 13

3 32 37

2 22 32

1 18 10

0 7 8

Commentary

The results achieved by Māori students in general education (GEd) settings and students in Māori immersion (MI) settings were not statistically significantly different.

Te Whakapapa o Mere — Mere’s Whakapapa

Approach: Station

Focus: Understanding whakapapa (family tree).

Resources: 7 stickers (Mere, Ana, Pita, Jim, Hone, Koro Tio, Kuia Ruhi).

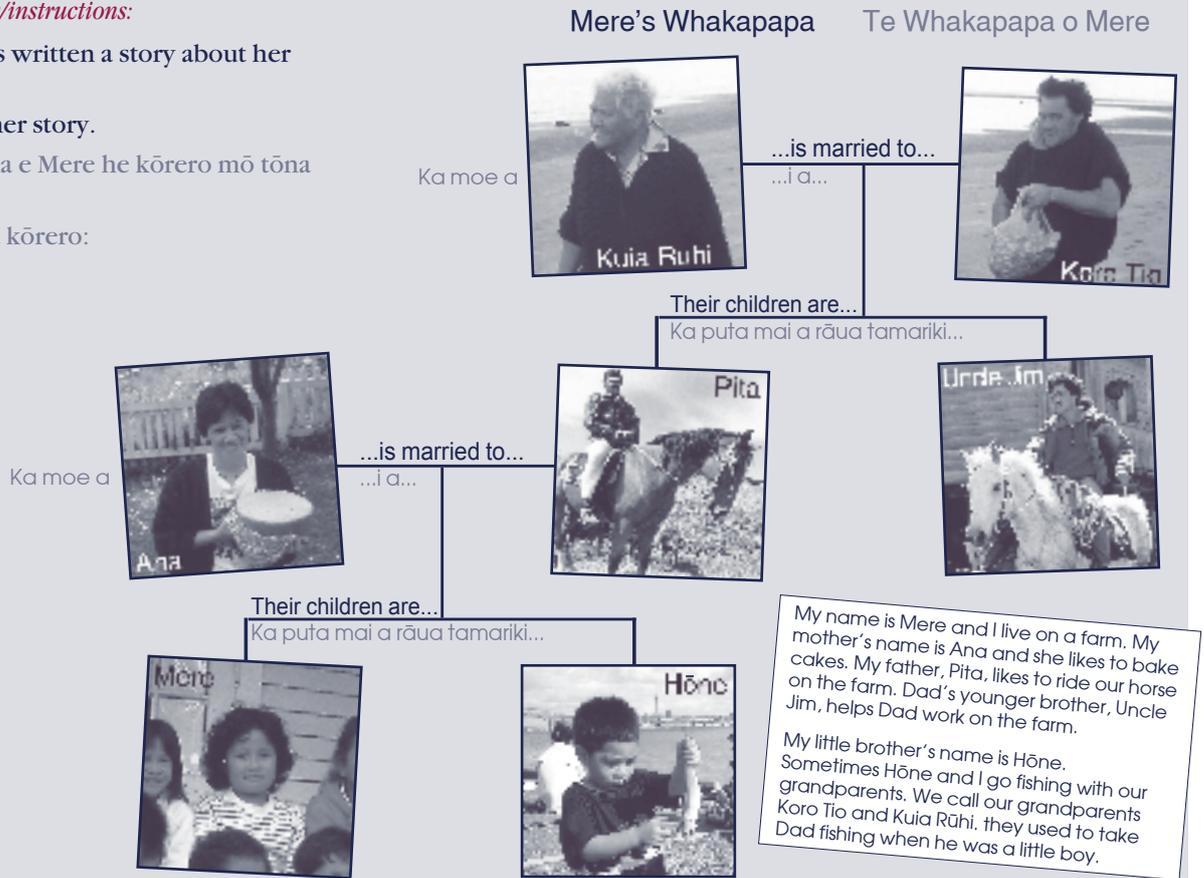
Questions/instructions:

Mere has written a story about her family.

Here is her story.

Kua tuhia e Mere he kōrero mō tōna whānau.

Anei āna kōrero:



Ko Mere tōku ingoa. Noho ai au i runga pāmu. Ko Ana tōku māmā. He pai ki a ia te tunu keke. Ko Pita tōku Pāpā. He pai ki a ia te eke i tō mātou hoiho i te pāmu. Ko te teina o ō Pāpā, a matua kēkē Hemi, tana kaiāwhina i ngā mahi o te pāmu.

Ko Hōne tōku tungāne. Haere ai māua ko Hōne ki te hī ika i te taha o māua tipuna a Koro Tio rāua ko Kuia Rūhi. Nā rāua a Pāpā i hari ki te hī ika i a ia e tamariki ana.

Mere’s story tells some of her whakapapa (family tree).

Use the stickers to show Mere’s family tree.

Kei te whakaatu a Mere i tētahi wāhanga o tana whakapapa.

Whakamahia ngā pepa whakapiri hei whakaatu i te whakapapa o Mere.

Stickers placed to show:	% responses	
	GE ^d	MI
Koro Tio is married to Kuia Ruhi:		
yes, top right	90	89
[yes, middle left]	3	4
Ana is married to Pita:		
yes, middle left	90	89
[yes, top right]	5	4
Hone and Mere are siblings:		
yes, children of Ana and Pita	93	93
yes, not children of Ana and Pita	3	2
Pita and Jim are siblings:		
yes, children of Koro Tio and Kuia Ruhi	81	70
yes, not children of Koro Tio and Kuia Ruhi	1	5

Commentary

The results achieved by Māori students in general education (GE^d) settings and students in Māori immersion (MI) settings were not statistically significantly different.

A Mrs Chia me Eileen — Mrs Chia and Eileen

Approach: One to one

Focus: Why and how culture and heritage are sustained.

Resources: Photo of Chinese mother and daughter, photo of other New Zealand family.

Questions/instructions:

In this activity we are going to talk about people's different cultures.

Culture is the special way that people do things, and the special things they believe are important.

I tēnei mahi ka kōrero tāua mō ngā ahurea rerekē a tēnā iwi me tēnā iwi.

Ko te ahurea, ko ngā tino āhuatanga mahi o tēnā iwi me tēnā iwi, me ngā mea e whakaponono ana rātou he tino whakahirahira.

Show photo 1.

This photograph shows Mrs Chia and her daughter Eileen. Mrs Chia came from China to live in New Zealand. Eileen was born in New Zealand. She is a Chinese New Zealander.

Mrs Chia thinks it's important that Eileen learns about Chinese culture.

Whakaaturia te whakaahua 1.

Ko te whakaahua tēnei o Mrs Chia me tana tamāhine a Eileen. I neke mai a Mrs Chia mai Haina ki Aotearoa noho ai. I whānau a Eileen i Aotearoa.

He Hainamana nō Aotearoa a ia.

Ko te whakaaro o Mrs Chia e tika ana me ako a Eileen i tōna ahurea Hainamana.



1. Why does Mrs Chia think it is important that Eileen learns about Chinese culture?

% responses
GEd MI

He aha te take i whakaaro ai a Mrs Chia, e tika ana me ako a Eileen i tōna ahurea Hainamana?

understand own/family background/heritage	73	71
adequate command of language – for communication with relatives, etc	15	21
maintain traditions/culture/language in family (<i>Eileen and then her children</i>)	27	43
Overall understanding:		
strong	1	11
moderate	37	35
weak	62	54

2. What are some of the important things about Chinese culture that Mrs Chia might want Eileen to learn?

% responses
GEd MI

He aha ētahi mea pai o te ahurea Hainamana, ka hiahia a Mrs Chia, hei ākongā mā Eileen?

knowledge about place (<i>geography</i>), flora, fauna	11	0
knowledge of history	15	0
knowledge of language	55	63
knowledge of living skills (<i>food, dress, behaviour, values</i>)	31	44
knowledge of cultural activities (<i>dance, song, art, sport, celebrations, etc.</i>)	36	63
Overall understanding:		
strong	5	7
moderate	42	67
weak	53	26

	% responses	
	GEd	MI
3. How could Eileen learn about Chinese culture?		
Me aha a Eileen, kia mōhio ai ia ki te ahurea Hainamana?		
from immediate family and local or visiting relatives	72	59
from travel to China	43	41
from media reading, listening, viewing (books, Internet, film, video, radio, etc.)	26	11
from cultural groups/programmes in NZ	33	19
Overall understanding:		
strong	9	11
moderate	47	37
weak	44	52

Show photo 2.



Here is a New Zealand family. Think about New Zealand culture.

Whakaaturia te whakaahua 2.

Anei te whakaahua o tētahi whānau o Aotearoa.

Whakaarotia te ahurea o Aotearoa.

	% responses	
	GEd	MI
4. What do you think are the important features of New Zealand culture that these parents will want to pass on to their children?		
Ki ōu whakaaro, ko ēhea ngā tikanga pai o te ahurea o Aotearoa hei tuku iho mā ngā matua ki a rātou tamariki?		
knowledge about place (geography), flora, fauna	20	18
knowledge of history	22	29
knowledge of living skills/patterns (food, dress, behaviour, values)	29	29
knowledge of cultural activities (arts, sports, celebrations, etc.)	24	36
knowledge of Māori language/culture and/or Treaty	23	57
knowledge of English language	7	21
Overall understanding:		
strong	3	14
moderate	21	50
weak	76	36

Commentary

Students in Māori immersion (MI) settings scored statistically significantly higher than Māori students in general education (GEd) settings.

Te Whānau Hāmoa — Samoan Family

Approach: Station

Focus: Characteristics of New Zealand.

Resources: Samoa card.

Questions/instructions:

Imagine that the two children shown in the photograph are coming to live in New Zealand. They have lived all of their lives in Samoa, so New Zealand will seem a very different place for them.

The map shows Samoa and New Zealand.

Imagine that you are going to write a letter to the two children to give them important information about New Zealand — information that will help them to understand what New Zealand is like as a place to live, and what is special about New Zealand.

Instead of writing a full letter, think of all of the things you would put in the letter, then write them down as a list.

Don't worry about spelling. If you need help with a word ask the teacher.

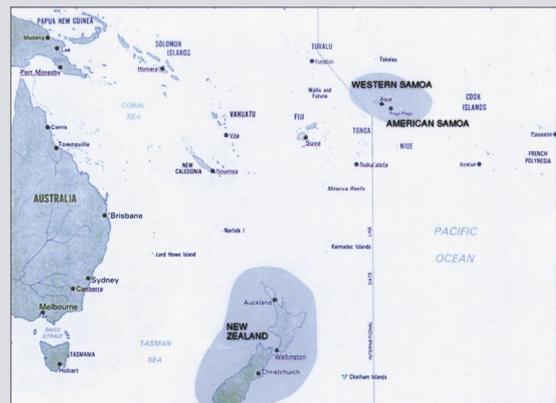
Pohewatia [imagine] kei te haere mai ngā tamariki tokorua nei i roto i te whakaahua, ki te noho i Aotearoa. I noho rāua i Hāmoa mai rāno nō reira he wāhi tino tauhou a Aotearoa, ki a rāua.

Kei te whakaatu te mahere i a Hāmoa me Aotearoa.

Pohewatia kei te tuhi reta koe ki ngā tamariki tokorua nei ki te whakamōhio atu i ngā tino mōhiohio o Aotearoa - he mōhiohio whakamārama i te noho i Aotearoa, ā, he aha ngā painga motuhake o Aotearoa.

Kaua e tuhi reta, engari whakaarohia ētahi mea, ā, kātahi ka whakarārangi.

Kaua e āwangawanga mō te tuhinga tika o ngā kupu [spelling]. Mehemea ka pīrangī āwhina koe mō tētahi kupu pātai ki te kaiako.



Included ideas related to:	% responses	
	GE _d	MI
climate	24	11
population/people	47	27
geography/landscape, scenery/cities/ environment/flora/fauna	68	75
Māori	10	34
Samoaans in New Zealand	4	5
food	30	30
housing	21	16
transport	11	7
sports/recreation/leisure	56	59
schooling/education	31	25
clothing	10	7

	% responses	
	GE _d	MI
language	14	14
religion	4	5
health	2	0
economy/jobs/commerce	12	14
other cultural features	25	27
explicit comparisons of Samoa and New Zealand	15	9
Total number of appropriate ideas:		
8 or more	4	20
6-7	10	14
4-5	29	39
2-3	40	18
0-1	17	9
Overall rating :		
(what to expect in NZ)		
excellent/very good	8	18
good	32	21
moderate	39	31
poor	21	30

Commentary

The results achieved by Māori students in general education (GE_d) settings and students in Māori immersion (MI) settings were not statistically significantly different.

Te Hanga o Niu Tīreni — New Zealand’s Shape

Approach: One to one

Focus: How places are described.

Resources: Two pictures.



Questions/instructions:

Put picture 1 in front of student.

Here is a map of Aotearoa/New Zealand.

Whakatakotonga te pikitia tuatahi ki mua i te ākongā.

Anei te mahere o Aotearoa/Niu Tīreni.

Picture 1



Put picture 2 in front of student.

Here is a map of Aotearoa/New Zealand shown as a fish and a canoe.

Whakatakotonga te pikitia tuarua ki mua i te ākongā.

Anei te mahere o Aotearoa/Niu Tīreni e whakaatu ana i te ika me te waka.

Picture 2



Try to explain to me why Aotearoa/New Zealand has been shown as a fish and a canoe.

Whakamārama mai he aha i whakaritea ai a Aotearoa-Niu Tīreni ki te ika, me te waka.

	% responses	
	GE _d	MI
student mentioned Maui	56	79
student mentioned story of fishing up island or New Zealand	47	68
student commented on North Island as fish	27	54
student commented on canoe as South Island	29	46

	% responses	
	GE _d	MI
Elaboration of story:		
very detailed	3	7
quite detailed	19	25
limited	35	47
no knowledge of story	43	21

Commentary

Students in Māori immersion (MI) settings scored statistically significantly higher than Māori students in general education (GE_d) settings.

Te Wāhi Noho — A Place to Live

Approach: Station

Focus: Natural features of a place that makes it suitable for a purpose.

Resources: Video of promontory (no sound) on laptop computer, postcard of same area.



Questions/instructions:

This activity uses the computer.

When Māori lived in New Zealand a very long time ago, they looked for good places to build their homes. The video shows one of the places where early Māori people decided to live.

Click the **Play** button and watch the video that plays then look at the postcard.

Why was this chosen as a good place to live?

Try to write 5 different reasons.

Kei runga tēnei mahi i te rorohiko.

I Aotearoa i ngā wā o mua i kimi haere ngā Māori i ētahi wāhi pai hei hanga i ō rātou nei whare. Mā te rorohiko e whakaatu i tētahi wāhi nohonga i whakaarotia e te Māori o mua.

Pāwhiria te pātene, **Tīmata**, ka mātaki i te rīpene ataata, kātahi ka titiro atu ki te pikitia.

He aha te take i kōwhiria tēnei wāhi hei nohonga pai?

Tuhia kia rima ngā take rerekē.

Postcard



Video Still



Reasons mentioned:	% responses	
	GE _d	MI
easy to defend <i>(isolated, cliff, one main access route, high up)</i>	19	34
beautiful/scenic/peaceful/other aesthetic considerations	60	55
good for food <i>(farming, horticulture, seafood, hunting)</i>	44	55
good for building and living <i>(cleared of bush, flat, sunny)</i>	26	7
good for recreation <i>(swimming, tramping, hunting)</i>	34	43
plenty of space	51	59

Overall strength of list of reasons <i>(appropriateness & range):</i>	% responses	
	GE _d	MI
very strong	0	2
strong	9	18
moderate	40	37
weak	51	43

Commentary

The results achieved by Māori students in general education (GE_d) settings and students in Māori immersion (MI) settings were not statistically significantly different. However, it was evident that the lack of trees and bush on the pictured site was viewed differently by the two groups and probably should not have been regarded as an appropriate reason for choosing this site.

Kei Hea Tātou i te Ao Nei? — Where in the World Are We?

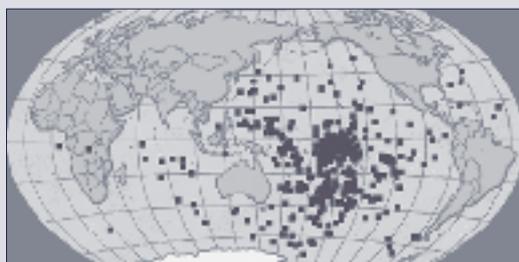
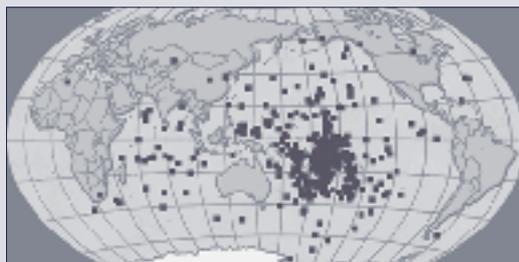
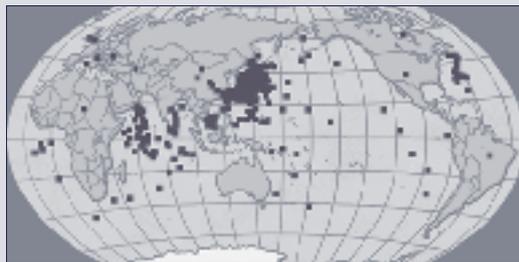
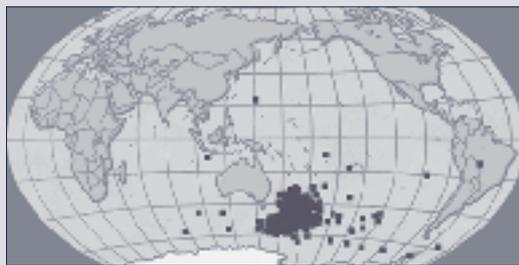
Approach: Station

Focus: Knowledge of locations on a world map.

Resources: Laptop computer with a special programme.

Questions/instructions:

Students were presented with a map of the world, with four countries deleted (New Zealand, Japan, Samoa, and the Cook Islands). These countries were available at the bottom of the map. Students were asked to drag these countries to what they believed were the correct locations. The computer recorded where the students left each country, on an East-West scale from 0 to 800 and a North-South scale from 0 to 600 (effectively actually 70 to 470). The index point for each country was the centre of the rectangle in which it was displayed.



		% responses	
		GEd	MI
New Zealand	within 500km E-W and N-S	11	7
	within 500km in one direction and 500-1000 km out in the other	24	11
	500-1000 km out in both directions	12	7
	Total score:	8-12	4 0
Japan	within 500km E-W and N-S	18	14
	within 500km in one direction and 500-1000 km out in the other	11	4
	500-1000 km out in both directions	4	11
	Total score:	5-7	15 14
Samoa	within 500km E-W and N-S	9	0
	within 500km in one direction and 500-1000 km out in the other	10	0
	500-1000 km out in both directions	4	4
	Total score:	3-4	23 7
Cook Islands	within 500km E-W and N-S	3	4
	within 500km in one direction and 500-1000 km out in the other	5	3
	500-1000 km out in both directions	3	4
	Total score:	1-2	28 22
		0	30 57

Commentary

The results achieved by Māori students in general education (GEd) settings and students in Māori immersion (MI) settings were not statistically significantly different.

Ngā Mōhiotanga e Pā ana ki Aotearoa — Knowing New Zealand

Approach: Independent

Focus: Factual knowledge about New Zealand.

Resources: None.

Questions/instructions	% responses																						
	GE _d	MI																					
<p>Tick beside the best answer.</p> <p>Tuhia he tohu ki te taha o te whakautu pai.</p> <p>1. What is New Zealand's largest lake? He aha te roto tino rahi rawa atu o Aotearoa?</p> <p><input type="checkbox"/> Rotorua Rotorua</p> <p><input type="checkbox"/> Wanaka Wanaka</p> <p><input checked="" type="checkbox"/> Taupo Taupō</p> <p><input type="checkbox"/> Waiholā Waiholā</p>	85	69																					
<p>2. What is New Zealand's longest river? He aha te awa tino roa rawa atu o Aotearoa?</p> <p><input type="checkbox"/> Clutha Kāhuika</p> <p><input checked="" type="checkbox"/> Waikato Waikato</p> <p><input type="checkbox"/> Whanganui Whanganui</p>	82	85																					
<p>3. Which city has the most people? Kei tēhea tāone nunui te nuinga o ngā tāngata?</p> <p><input type="checkbox"/> Wellington Whanganui ā Tara</p> <p><input type="checkbox"/> Christchurch Ōtautahi</p> <p><input type="checkbox"/> Dunedin Otepoti</p> <p><input checked="" type="checkbox"/> Auckland Tāmaki Makaurau</p>	66	71																					
<p>4. What is New Zealand's highest mountain? Ko tēhea maunga tino teitei rawa atu o Aotearoa?</p> <p><input type="checkbox"/> Mount Taranaki (Egmont) Te Maunga o Taranaki</p> <p><input checked="" type="checkbox"/> Mount Cook Te Maunga o Aoraki</p> <p><input type="checkbox"/> Mount Ruapehu Te Maunga o Ruapehu</p>	50	48																					
<p>5. Draw a line to match the statements with the places. Tāngia he rārangi hei whakarite i ngā kōrero ki ngā wāhi noho.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Highest average temperature Te tau ine waenga tino mahana rawa atu</p> <p>Lowest average temperatures Te tau ine waenga tino makariri rawa atu</p> <p>Highest average sunshine hours Te tau ine waenga tino roa rawa atu mō ngā hāora whiti ai te rā</p> <p>Auckland Tāmaki Makaurau</p> <p>Wellington Whanganui ā Tara</p> <p>Nelson Whakatū</p> <p>Christchurch Ōtautahi</p> <p>Invercargill Murihiku</p> </div>																							
			<table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">% responses</th> </tr> <tr> <th colspan="2"></th> <th>GE_d</th> <th>MI</th> </tr> </thead> <tbody> <tr> <td>highest average temperature:</td> <td>Auckland</td> <td>40</td> <td>27</td> </tr> <tr> <td>lowest average temperature:</td> <td>Invercargill</td> <td>32</td> <td>19</td> </tr> <tr> <td>highest average sunshine:</td> <td>Nelson</td> <td>15</td> <td>10</td> </tr> </tbody> </table>			% responses				GE _d	MI	highest average temperature:	Auckland	40	27	lowest average temperature:	Invercargill	32	19	highest average sunshine:	Nelson	15	10
		% responses																					
		GE _d	MI																				
highest average temperature:	Auckland	40	27																				
lowest average temperature:	Invercargill	32	19																				
highest average sunshine:	Nelson	15	10																				
<p>6. About how far is Australia from New Zealand? E hia te tawhiti ki Ahitereiria mai i Aotearoa?</p> <p><u>2-2.500</u> kilometres kiromita</p> <p style="text-align: right;">1000 - 3000km</p>	22	29																					
<p>7. What is the name of New Zealand's capital city? He aha te ingoa o te tāone matua o Aotearoa?</p> <p style="text-align: right;">Wellington</p>	80	56																					
<p>8. What is the name of the ocean along the east coast of New Zealand? He aha te ingoa o te moana i te taha rāwhiti o Aotearoa?</p> <p style="text-align: right;">Pacific</p>	37	27																					
<p>9. What is the name of the sea between New Zealand and Australia? He aha te ingoa o te moana kei waenganui i a Aotearoa me Ahitereiria?</p> <p style="text-align: right;">Tasman</p>	43	27																					

In the boxes, write what the person on the note is famous for.



Tuhia ki roto i ngā pouaka he aha te take i rongonui ai te tangata i runga i te moni pepa.

10. Sir Edmund Hillary is famous for:
He tangata rongonui a Sir Edmund Hillary
mō te: _____

		% responses	
		GEd	MI
good answer	55	21	
on right track	20	54	

11. Kate Sheppard is famous for:
He wahine rongonui a Kate Sheppard
mō te: _____

good answer	8	2
on right track	7	0

12. Elizabeth II is famous for:
He wahine rongonui a Elizabeth II
mō te: _____

good answer	71	25
on right track	5	52

13. Sir Apirana Ngata is famous for:
He tangata rongonui a Sir Apirana Ngata
mō te: _____

good answer	1	13
on right track	7	17

14. Lord Rutherford is famous for:
He tangata rongonui a Lord Rutherford
(nō Nelson) mō te: _____

good answer	0	2
on right track	0	0

Commentary

Māori students in general education (GEd) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

Ngā Tāngata Rongonui o Aotearoa — Famous New Zealanders

Approach: One to one

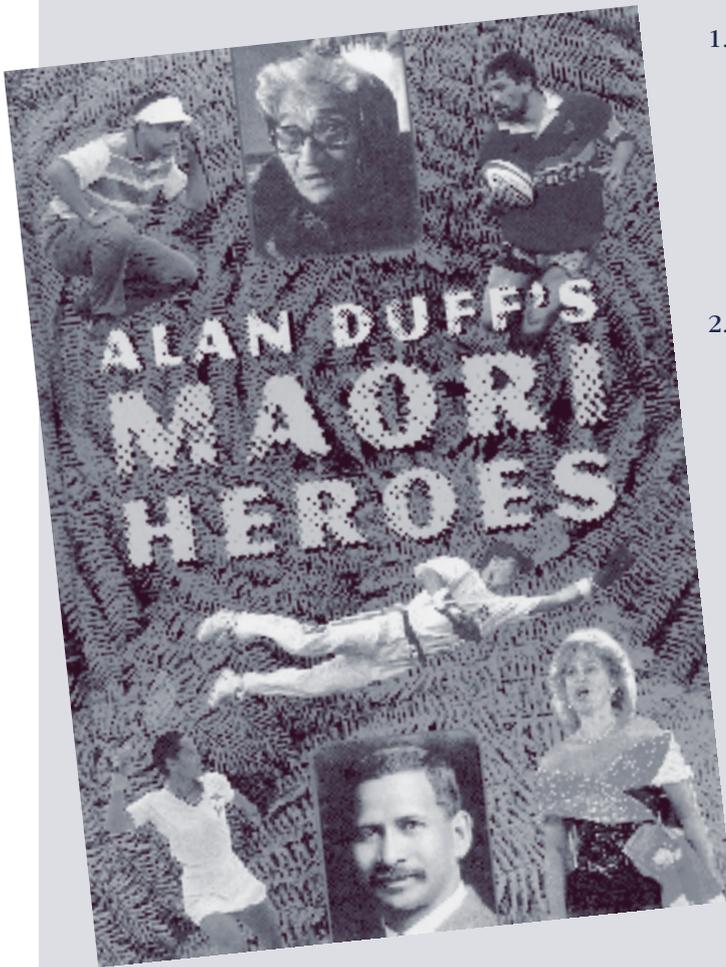
Focus: Qualities of famous people.

Resources: Book cover: “Alan Duff’s Māori Heroes.”

Questions/instructions:

Show Book Cover

This is the cover from a book called “Alan Duff’s Māori Heroes”. It is a book about famous Māori New Zealanders. Alan Duff had his own reasons for choosing the people he has written about in his book.



Whakaaturia te uhi pukapuka.

He uhi tēnei nō te pukapuka Māori Heroes, nā Alan Duff. E pā ana tēnei pukapuka ki ētahi Māori rongonui o Aotearoa. I a Alan Duff tonu ōna whakaaro mō te kōwhiritanga i aua tāngata mō tāna pukapuka.

1. If you were going to write a book about famous people, how would you choose the people to go into **your** book?

What sort of people would they need to be?

Mēnā ka tuhi pukapuka koe mō ētahi tāngata rongonui ka pēwhea tōu kōwhiri tāngata mō tōu pukapuka?

He aha ngā āhua mō aua tūmomo tāngata?

2. How does a person get to be famous?

Me aha te tangata kia rongonuitia?

	% responses	
	GEd	MI
very well known (usually highly admired)	63	77
done something unique or for the first time	10	13
done something extremely well	49	52
shown exceptional courage/bravery	2	0
shown exceptional persistence/perserverence	30	13
made exceptional contribution to people/community	4	19
made exceptional contribution to particular cause/business/activity	4	6
shown exceptional ability to promote self, attract attention, become well known	12	10

Commentary

The results achieved by Māori students in general education (GEd) settings and students in Māori immersion (MI) settings were not statistically significantly different.

Ngā Awa — Rivers

Approach: Station

Focus: Uses of natural resource.

Resources: None.

Questions/instructions

Different groups of people use New Zealand’s rivers for different purposes.

These five people each use the river for a different purpose.

Try to write a different use each person would have for the river, and why they might say the river is important for them.

He rerekē te whakamahi a ētahi tāngata i ngā awa o Niu Tīreni.

He take rerekē tā ēnei tokorima mō te whakamahinga awa.

Tuhia ngā whakamahinga rerekē o tēnā me tēnā, me te tino uara [value/importance] o te awa ki a rātou.

I use the river for... _____ The river is important to me because...		Whakamahia ai e au te awa hei... _____ He tino uara tō te awa ki ahau nā te mea...
I use the river for... _____ The river is important to me because...		Whakamahia ai e au te awa hei... _____ He tino uara tō te awa ki ahau nā te mea...
I use the river for... _____ The river is important to me because...		Whakamahia ai e au te awa hei... _____ He tino uara tō te awa ki ahau nā te mea...
I use the river for... _____ The river is important to me because...		Whakamahia ai e au te awa hei... _____ He tino uara tō te awa ki ahau nā te mea...
I use the river for... _____ The river is important to me because...		Whakamahia ai e au te awa hei... _____ He tino uara tō te awa ki ahau nā te mea...

Reasons:	% responses	
	GE _d	MI
recreation in and around the water <i>(swimming, playing in the water, exploring, looking for creatures, fishing for pleasure)</i>	97	95
recreation on the water <i>(boating, rafting, etc)</i>	53	64
view, atmosphere, “good of soul” <i>(includes photographs, picnics, etc)</i>	29	43
nutrition for people and animals <i>(water, fish)</i>	64	55
water for washing anything	41	43
water for economic purposes <i>(irrigation, electricity, transport)</i>	12	14

Number of valid responses:	% responses		
	GE _d	MI	
	5	58	39
	4	23	38
	3	10	16
	2	5	5
	1	3	0
	0	1	2

Commentary

The results achieved by Māori students in general education (GE_d) settings and students in Māori immersion (MI) settings were not statistically significantly different.

Social Studies Link tasks 1, 2, 4, 6, 7, 12, 13, 18

LINK TASK 1

		% responses	
		GE ^d	MI
<i>Approach:</i> One to one			
<i>Focus:</i> Leadership.			
Total score:	18-19	7	7
	6-7	26	23
	4-5	38	11
	2-3	29	52
	0-1	11	7

Commentary

The results achieved by Māori students in general education (GE^d) settings and students in Māori immersion (MI) settings were not statistically significantly different.

LINK TASK 2

		% responses	
		GE ^d	MI
<i>Approach:</i> One to one			
<i>Focus:</i> Classroom relationships.			
Total score:	8-16	14	0
	6-7	35	3
	4-5	41	32
	2-3	8	41
	0-1	2	24

Commentary

Māori students in general education (GE^d) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

LINK TASK 4

		% responses	
		GE ^d	MI
<i>Approach:</i> Station			
<i>Focus:</i> Response to disaster.			
Total score:	12-21	19	18
	9-11	18	23
	6-8	25	20
	3-5	28	23
	0-2	10	16

Commentary

The results achieved by Māori students in general education (GE^d) settings and students in Māori immersion (MI) settings were not statistically significantly different.

LINK TASK 6

		% responses	
		GE ^d	MI
<i>Approach:</i> Independent			
<i>Focus:</i> Symbols.			
Item:	1	100	85
	2	72	63
	3	99	80
	4	94	58
	5	88	75
	6	94	73

Commentary

Māori students in general education (GE^d) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

LINK TASK 7

		% responses	
		GE ^d	MI
<i>Approach:</i> One to one			
<i>Focus:</i> Cultural ceremony.			
Total score:	16-19	21	47
	12-15	38	49
	8-11	38	4
	4-7	3	0
	0-3	0	0

Commentary

Students in Māori immersion (MI) settings scored statistically significantly higher than Māori students in general education (GE^d) settings.

LINK TASK 12

		% responses	
		GE ^d	MI
<i>Approach:</i> Station			
<i>Focus:</i> New Zealand geography.			
Total score:	10-12	15	34
	8-9	25	21
	6-7	23	20
	4-5	14	5
	0-3	23	20

Commentary

Students in Māori immersion (MI) settings scored statistically significantly higher than Māori students in general education (GE^d) settings.

LINK TASK 13

		% responses	
		GE ^d	MI
<i>Approach:</i> Independent			
<i>Focus:</i> Sources of place names.			
Item:	1	80	81
	2	39	40
	3	52	65

Commentary

The results achieved by Māori students in general education (GE^d) settings and students in Māori immersion (MI) settings were not statistically significantly different.

LINK TASK 18

		% responses	
		GE ^d	MI
<i>Approach:</i> Station			
<i>Focus:</i> Different lifestyles.			
Total score:	5-6	23	9
	4	21	4
	3	7	22
	2	27	26
	0-1	22	39

Commentary

Māori students in general education (GE^d) settings scored statistically significantly higher than students in Māori immersion (MI) settings.