

Writing is an important means of communication. Through their writing, people communicate feelings, ideas and information to other people for a wide range of purposes. Expressive writing allows considerable scope for inventiveness, and requires skills such as writing coherently, communicating personal feeling, communicating stories or ideas vividly, and following the conventions associated with particular forms of writing. Functional writing involves presenting information clearly and accurately in written form to describe events, give instructions, promote events or products, fill in forms, and communicate information to other people through letters, postcards, email messages and text messages.

This chapter reports the results of sixteen writing tasks administered to individual Māori students in both general education settings and Māori immersion settings. All of these tasks were administered in a station or independent format.

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 2002 and 2006 assessments, however, seven of the sixteen 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 2006.

Māori students in general education and students in Māori immersion settings performed equally well on eleven of the tasks. Māori students in general education scored statistically significantly higher on two tasks, and students in Māori immersion settings scored statistically significantly higher on three tasks. These comparisons should be interpreted cautiously, for the reasons discussed in Chapter 2.

He Whakaaro mai Hinengaro — Imagination

Approach: Independent

Focus: Imaginative writing.

Resources: 7 pictures.

Questions/instructions:

In this activity I want you to choose one picture to write a short story about. It is to be a story where you use your imagination and your own interesting ideas. You will have 15 minutes to write. If there are words you can't spell, just write them as best you can. The main thing is your story and using your imagination.

You can choose a picture now. If necessary, more than one person can use the same picture.

Each student chooses one picture to write about.

Remember, you have 15 minutes. I'll let you know when you have 5 minutes left for writing. Write a short story using your imagination and your own interesting ideas.

Allow 15 minutes. Tell students when they have 5 minutes remaining.

I tēnei mahi, ka kōwhiri koe kia kotahi te pikitia hei tuhinga kōrero poto. I tēnei tuhinga, me kaha tō whakaoho i tō hinengaro me te whakaaro whakahirahira. Tekau mā rima meneti te wā hei tuhinga mā koutou. Mehemea ka raruraru ki ētahi tuhinga kupu, kei te pai, tuhia ki tāu e mōhio ana. Ko te mea nui, ko te whakaputa whakaaro me te whakaaro whakahirahira.

Nā, i nāianei, kōwhiria he pikitia. Mēnā tokorua kōrua e pirangi ana ki te pikitia kotahi, kei te pai.

Ka kōwhiri ia ākongā i tētahi pikitia.

Me maumahara, tekau mā rima meneti noa iho te wā mahi. Kia rima meneti noa iho e toe ai hei tuhinga, māku e whakaatu atu. Ko te kaupapa o te mahi nei: he tuhinga kōrero poto. Me kaha te whakaoho o te hinengaro me te whakaaro whakahirahira!

15 meneti te wā mahi. Kia rima meneti kei te toe, kōrero atu ki ngā ākongā.

Interest and originality:

(impact, humour, ability to capture and hold reader's attention)

	% responses	
	GEd	MI
very high level	15	22
good level	46	40
some attempt	37	29
little or none	2	9

Coherence of story/plot:

(introduction, characters, conflict, climax, resolution)

	GEd	MI
very well developed and sequenced	18	36
good development, missing some elements	50	31
limited development	29	22
not coherent/developed	4	11

Characterization:

(Is character believable? Is behaviour explained?)

	GEd	MI
excellent	9	29
good	43	27
moderate	32	31
poor	16	13

Following writing conventions:

(tense correct, person/verb agreement, etc.)

	GEd	MI
always or almost always	32	62
at least 50% of time	66	38
weak	2	0

Richness of vocabulary:

	GEd	MI
strong	27	22
moderate	56	54
weak	17	24

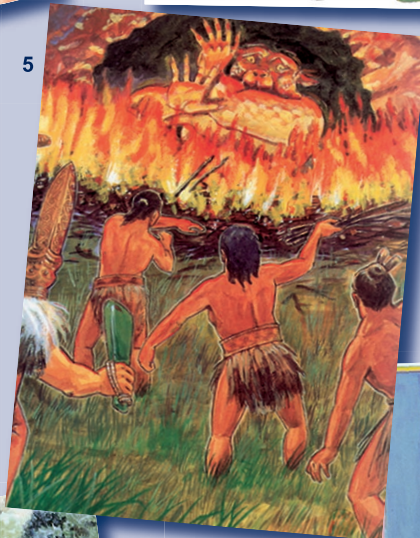
Spelling:

	GEd	MI
> 97% correct	37	82
90-97% correct	44	16
80-90% correct	18	2
< 80% correct	1	0

Total score:	11-13	15	24
	8-10	37	29
	6-7	19	25
	3-5	25	18
	0-2	4	4

Commentary:

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



Student examples on following page

He Whakaaro mai Hinengaro — Imagination: continued

MĀORI IMMERSION STUDENTS' EXAMPLES

I tetahi pō, pauri rawaatu I te Hakari nga tangata maori, Kei o ratau Kainga ara Ka timata nga tangata e whā a Hone, Kahurangi, taiaha, me Raukura itetahi Ahi tino nui rawaatu ara I te hakari haere nga tangata katoa kare enei Tokowha e mohio ana he mahi marena tenei ara ite marena a Raukura i tona hoa Wahine a Ruatoki he tino ataahua tenei wahine he roa taana makawe, he ataahua ona whatu, ara ite wa e marena haere raua ka putamai tenei wahine Kino a mahuika i pirangi aia i tetahi hoa tane ara ka whawhae a Ruatoki kia Mahuika Ka mate haere a mahuika, ka wini a Ruatoki, ka hoki a Mahuika ki Raro ote Ao. Engari Ka Kite aia i tetahi tane Ko tōna ingoa ko Haidies, a ka Marena raua!!!!

Kei runga i tenei tama i te kaitiaki ko te taniwha. He teitei ana Tinana. I kite te tama iaia. I haere ratau i roto i a rangi ki te haere mo te rere. Kua haere mai te marangae!! Aue kua pā te awa ki te taniwha. Ka heke ka heke mai i te rangi. Ka noho i roto tetahi ngahere. I korero te tama ka tiki ahau e-tahi rongoa hei Pai to ora. I haere te tama i roto i te ngahere e titiro mo te kawakawa. I rapu aia e ngari he kaiawhina kei kona. he manu tino nui. I patai ana te tama mehemea ka taia te tiki etahi kawakawa. Mo taku hoa. Kua pa te awa iaia. I korero te manu nei kao kao he aha tohoa. He taniwha, "HE TANIWHA" Aue hikama ko tena (moster) to hoa kao. Me haere atu e (tanga) tama. Hoki atu ki to hoa a te taniwha nei haere. Engari he aroha ana te tama i te taniwha ka (steal) aia i te rongoa i te wa i te moe. te manu nui rawa. atu. Engari i oho ana. I te manu-AAAH i oma oma teretere kei muri ana i te manu. I purua te Rongoa i runga i te taniwha me ka purua i te aroha i roto i ora mai i te taniwha. I whawhae ana ki te taniwha i te manu i te tama i kai aia i te tama. A notemea ka whakamate tena manu i te taniwha. Inaenei kua ora inaenei.

Ki ōku nei whakaaro i timata ki te ua tino kaha kātahi i waipuke i te taone katoa. Kei te whakarewa tēnei kōtiro ki runga i te wai e hora ana i te taone nei. E whakarewa ana ia ki runga i tētehi rākau. Kei te tino mātaku tona āhua. Kei te ua tonu i tēnei wā. Kei te tino mātaku tona āhua. Kei te karanga ia mō tētahi tangata kia awhina i a ia. Ēngari nō te kaha o te ua me te awa, kāore tētehi e taea te rongoi a ia. Ka whakaaro ia ki te whai i ngā manu nei ki te noho ki runga rākau. Ēngari nō te kaha o te awa kare tēnei kōtiro e taea ki te whai i ēnei manu. Ka kitea e ia i tētehi rama e puta mai ana ki runga i tōna kanohi ka mea atu ia, "awhina!! awhina!! awhina!!". Ka haere mai rātou ka tikina rātou i a ia. Ka whakahoki rātou i a ia ki uta, ki tētehi wāhi mahana.

Kia ora ko Hemi au.

Ko taku nei korero e pa ana ki te ra tuatahi e mihi au ki tāku hoa ko Dreak.

I te tahi ra e purei pōro au ite taha o tōku tungane, i te tino harekoa au I tera rā ara ka whiua aHinenga (tungane) o tōku poro I roto I te wai, a ka pouri au. I puta mai te po me ka haere au me te whanau ki te moenga, I tera po kare au te taia te moe na te ngongoro haere ote whanau me te paterotero.

Katahi ka haere au ki waho me ka titiro au ki tēnei poro e haere mai ana ki au "ko taku poro" ka haere au ki te wawa ara ka kite au ki enei whātu e titiro ana ki au i tēra wa i te mataku haere au. A ka utu mai i te awa tetahi taniwha i te hehea au i te hamama i tera wa a ka korero te taniwha ki au e kimai ia, "kaua e hamama e hoa te taniwha tino pai au, ko au te tiake o tenei awa ko Dreak au ko wai koe" e tera wa kāre au te korero no te mea I taku roro e kimai au he taniwha e korero ana aue he (Dream) tenei.

I tēra pō e mihi au ki tāku nei hoa tino pai rawa atu pēra ka tāku nei tuakana.

Kia ora.

Tērā tētahi tamaiti ko Nikora tōna ingoa. He tamaiti kōioio a Nikora kaore ia i te twhakarongo ki ngā korero o ētahi atu.

I roto i tētahi awa ko Waikato te ingoa o tuenei awa. Noho ai tētahi taniwha. He taniwha nui, he taniwha weriweri hoki tēnei taniwha. Kare i paku pai ki aia ngā tamariki.

I tētahi rangi i te hikoi a Nikora ki te kura i kitea ia i tētahi awa. I whakaaro ake ia kia kauhoe ki roto i tēnei awa ko Waikato. Engari i ki atu ia "me whanga kia oti te kura."

I mōhio a Nikora kāre pai ki te kauhoe ki roto i tēnei awa engari kaore i aro.

I te mutunga mai o te kura i kī atu te kaiako o nikora "me hoki wawe koutou ki te kainga kaua e hikoi ki te taha o te awa".

Engari kaore a Nikora mo te whakarongo. I haere tonu ia ki te awa kauhoe ai. Kaore ia i whakapono ki ngua korero mo te taniwha. I piki atu ia ki roto I te awa. Kātahi ka puta mai te taniwha. I toromi a nikora kātahi ka tikina te taniwha ia ia. Ka whakahoki ia ia ki te whenua. Me te kī atu. Kaua e kauhoe ki konei ano.

Mai i tēna rangi kāore ia mo te kauhoe ki roto i te awa o Waikato ano.

Aue Te Maroke Hoki! — A Better Story

Approach: Station

Focus: Making a story more vivid and exciting.

Resources: Picture.



Questions/instructions:

Here is the start of a story about a boat. It is not very exciting.

Ānei te tīmatanga o tētahi pakiwaitara mō tētahi waka. Aue te maroke hoki!

There was a storm. I saw a boat. It was on the sea.

Ka puta te āwhā. Ka kite waka ahau. Kei runga i te moana.

Write a more exciting start to the story about the boat in a storm.

Only write the first 2 or 3 sentences of the story.

Nā te maroke o tēnei tīmatanga pakiwaitara, māu anō e tuhi i tētahi kia tino pai ake.

Tuhia anō kia rua, toru rānei ngā renga kōrero mō tē tīmatanga.



	% responses	
	GE ^d	MI
start mentions a storm	73	37
start mentions a boat <i>(not ship, tugboat, fishing vessel)</i>	84	86
start mentions the sea <i>(not lake, ocean)</i>	41	63
start mentions the storm making the sea rough	42	57
start mentions the storm/rough sea putting boat at risk	48	50
Overall, how exciting is the start?		
very dramatic	0	2
quite dramatic	19	9
a little dramatic	48	34
dull	33	55
Total score:	7-8	7 5
	5-6	26 20
	3-4	41 50
	0-2	26 25

MĀORI IMMERSION STUDENTS' EXAMPLES

Ko te hau tawhiri i pukeria ngaru tuatea hautawhiri i puoro hu tai akina kominomino mai te moana ki te waka.

Ka tino pupuhi te hau ka tino kaha te ua a kua puta mai he āwhā. E kite ana au i tetēhi poti e rerere ana i runga i te moana. Aue te mataku hoki o tenei pikitia.

I tētahi rā i haere wenei tangata i runga i te moana me tā ratou waka tino pai, engari, I timata nga uira me te ua wera mea kino, ka tino mataku ratou ka hau mai wetahi ngaru nui ka ngaro te waka ka mate nga tangata.

I haere etahi tangāta ki te moana pea rua haora ai rātou e haerere ana, ā, ka haere ai rātou i te moana. I mate te nuinga o ngā tangāta.

Ko te tumanako he pai tēnei rā. (Kei runga te waka) He karere tēnei ka puta mai te āwhā. Aue ta taka porepore ta matou waka.

Aue te ngaru o tangaroa e pupuhi ana I runga to matau nei waka moana

Awaha karaurira, waka kitea e au i Runga ngā pari tae o Tangaroa.

Ka piki ngā ngaru, ka hinga te poti, aii!! te mataku hoki.

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.

He Whakaputa Whakaaro — Opinions

Approach: Station

Focus: Persuasive writing.

Resources: Pictures in answer booklet.



Questions/instructions:

Some children have written their opinions. But what do **you** think?

Kua tuhia e ētahi tamariki ō rātou whakaputanga whakaaro. Nā, he aha **ōu** whakaaro?

Write **Yes** or **No** in here.
Tuhia he **Āe**, he **Kāo** rānei ki kōnei.

Write **Yes** or **No** in here.
Tuhia he **Āe**, he **Kāo** rānei ki kōnei.

Why do you say that? He aha koe i kōrero pēnā ai?	% responses	
	GE _d	MI
Position:	yes	37 35
	no	62 65
Relevance of argument to position:	strong	15 30
	moderate	52 32
	weak or none	33 38
Clarity of expression:	very clear	28 76
	moderately clear	67 24
	unclear or none	5 0
Strength of justification:	very well justified	6 19
	quite well justified	30 32
	a little justified	59 30
	not justified	5 19

MĀORI IMMERSION STUDENTS' EXAMPLES

Kao

He pai ngā kuri na te mea ka oma ratou ki tou taha me te takaro ki tau taha hoki ka noho noa te ngeru. Ki oku whakaaro he pai ake te kuri.

Ae

Kare te ngeru i te uaua ki te tiaki. He mokai aroha. Te kuri he ahua uaua. He paru hoki i etahi wā.

Kao

He aha ai natemea e pai ake nga kuri ki te tiaki ia koe mehemea e kapo au whatu engari te ngeru ka noho a ia i mua i te rā anake.

Kao

no te mea kaore nga ngeru ka whakarongo

Why do you say that? He aha koe i kōrero pēnā ai?	% responses	
	GE _d	MI
Position:	yes	71 59
	no	27 38
Relevance of argument to position:	strong	20 24
	moderate	42 41
	weak or none	38 35
Clarity of expression:	very clear	28 62
	moderately clear	59 35
	unclear or none	13 3
Strength of justification:	very well justified	8 13
	quite well justified	28 38
	a little justified	48 41
	not justified	16 8

MĀORI IMMERSION STUDENTS' EXAMPLES

Ae

I te wa kei te whakaatu ratou i ngā mea pērā ki te waiutepe, kia tinihia te kari kia whakaaro ou matua koira te utu engari kore.

Kao

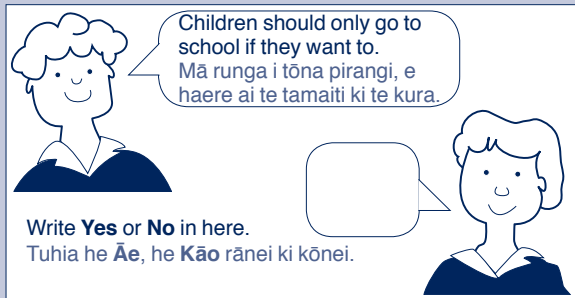
Ka pai ahau ki te pouaka whakaata. Ka ako koe mai I te pouaka whakaata. Ka korero mō ngā kararehe. He matauranga a te karere hoki.

Kao

Natemea mehemea ka matakitaki I tetahi tamaiti e (ma) kangakanga ana pea ka mahi ki tetahi matua.

Kao

no te mea mena ka matakī koe i te pouaka whakaata kino ka ahua kino to ngakau



Why do you say that? He aha koe i kōrero pēnā ai?	% responses	
	GEd	MI
Position:	yes	16 19
	no	84 81
Relevance of argument to position:	strong	20 22
	moderate	55 46
	weak or none	25 32
Clarity of expression:	very clear	25 43
	moderately clear	64 52
	unclear or none	11 5
Strength of justification:	very well justified	8 19
	quite well justified	32 32
	a little justified	55 41
	not justified	5 8

MĀORI IMMERSION STUDENTS' EXAMPLES

Ae Hei ako ia, i tōna matauranga.
Kao He pai noa ki te haere ki te kura. Ka haere tonu mai ahau ahakoa kare au hiahia. Ka whakaaro au mo te matauranga.
Ae Natemea kia akona i nga mahi kia whiwhi he Education ite wā ka pakeke koe.
Kao no te mea mea ka ahua poraruraru ia ka kore ia e mohio aha te mahi

Total score:	% responses	
	GEd	MI
22-27	12	16
19-21	9	27
16-18	33	27
13-15	31	19
10-12	10	8
0-9	5	3

Commentary:

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

Te Pōtiki - Te Pōtiki

Approach: Station

Focus: Telling a story to go with pictures.

Resources: 4 booklet pages, including pictures; stapler.

Questions/instructions:

Here are 4 pictures about a baby called Te Pōtiki.

Ānei ngā whakaahua e whā ō tētahi pēpi e kīia nei ko Te Pōtiki.



- Put the pictures into an **order** that tells a story.
- Put a **page number** on each picture to show the order.
- Write a **story** in the spaces beside the pictures.
- When you have finished, put the pages in order. **Staple** them together.

- Whakaraupapatia ngā whakaahua kia puta ai he pakiwaitara.
- Tuhia he **nama** ki ia whakaahua kia whakaaturia te raupapatanga.
- Tuhia he **pakiwaitara** ki te taha o ia whakaahua.
- Ka oti, whakatikatikangia hei hanga pukapuka. Whakamau ki te tēpara, ā, whakapiritia.

		% responses		
		GEd	MI	
Plot/logical flow:	all pictures logically linked in sequence by the text	83	87	
	one picture not logically linked	13	9	
	two pictures not logically linked	4	4	
	little or no linking	0	0	
Story detail:	rich in detail	30	57	
	moderate detail	52	30	
	minimal detail	18	13	
Overall effectiveness in telling a story: <i>(coherence, satisfactory completion, entertainment, not simply picture captioning.)</i>	high	20	20	
	quite high	26	45	
	moderate	43	28	
	weak	11	7	
	Total score:	8	15	20
		6-7	30	45
	4-5	43	28	
	2-3	11	7	
	0-1	1	0	

Commentary:

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

MĀORI IMMERSION STUDENTS' EXAMPLES



Kei te moana te pepi. Ko nga atua hei manaaki aia. Kei te nui ake to – na tinana. Kua ngaro ia Tangaroa. Kia kaua e mataku pepi.



Kua tae te pepi kia papatuanuku. Kua rapu te tangata o te whenua ia ia. I te one o tangaroa.



Kua patai te tangata o te whenua mo etahi awhi kia mauri tenei kotiro kia mahana tona kiri. kia whai aroha ki roto.



Ka tu toa te tangata – tane ka pupuhite hau ka maumahara aia mo tana aroha mo tenei tamaiti.



I tētahi rangi i haere te pepi ko Rameka ki tētahi mahi pai rawa atu, nei kore noa hei manaaki te moana i te pepi hei tiaki, ā, haere ki tetahi tangata aroha.



whai muri tērā ka kitea a Kingi i tērā pepi, ka ki “Ko wai tēnei pepi, ā, nāku inaianei” ka tahi ka whakaarō a Kingi me manaaki au i tēnei pepi mo ake tonu atu



I tona whakatupuranga ka whakaako a i a ki te mahi haka pērā ki nga tama toa, ā, tona matua tipuna, ā, tōna matua ko Kingi



I te wā ka tupu ia ki tētahi tane, he tane toa. “Tama tu, tama ora, tama cmoe, tama mate” koia he tama tu, he tama ora mo ake tonu atu.



I ngā rā o mua i whanau mai tetahi wahine , a Taranga. I whiua e taranga i tōna pepi ki a tangaroa. I mua o tera i pokaingia a Taranga i tona me ōna makawe i tapahia e ia. Ko te ingoa o te pepi ko Maui-tikitiki-a Taranga



Ko nga ngaru a Tangaroa i puhi te pepi, a maui ki te whenua. I reira i kite tetahi tane i a ia, a Tama-nui-ki-te-rangi.



I whangai a Tama-nui-ki-te-rangi i a maui, i ako e ia i ngā ture, o Papatunuku, pehea te Kapahaka me te hopu kai.



I te wā i tae a Maui ki te tane, ka tae te wā ki kimi i tona whaea, a Taranga



I tetahi ra ka whakarewa tetahi pepi ki roto i te moana



ka tau te pepi ki uta, me i kitea a maui i a ia.



Ara ka haere a ia ki tona wahi noho ka kimihia a maui mo ona matua ki runga i te maunga kore ia kitea tetahi tangata.



Me i tipu te pepi kia tamaaraka ako ia nga tikanga maori. me ka ako nga me kore e pa.



I te kaukau tetahi Pepi a ka ngaro Ki te moana ko Te ingoa o te pepi ka Maui



I ki tetahi Tangata i a Maui i whakaaro te tangata ko ia Tetahi ika engari ka herea tenei Tangata i a maui ki tona kainga



Ka whangai ia i aia kia matua a maui kia huri hei Tangata tino Toa.



I haka ia i mahi nga mahi o nga tipuna tera ko te mahi mā”rā me te manaki i tona kainga.



I nga rā o mua i puta mai he pē”pi, a, ko maui tona ingoa. I whakāro tona whaea a taranga kua hemo ia, ko maui te potiki o nga Tuakana katoa. I tino pouri a Taranga ka tangi ia. I hikoi ia ki te moana, ka Tapahi i ona makawe ka pokai ia i a maui i roto nā, ka tukua a maui ki te moana.



a, ka tukua nga ngaru i a maui i runga whenua, ka rongo te tangata nei i te tangi o te pepi. Ka koho ia, i a maui. Ka taria ki tona whare hei manaki i a ia. I whangai ia i te pepi nei.



ka ako ia i a maui, ki te haka, me te tiki kai me era atu mea. Ka whiwhi a maui he Taonga mai i nga atua hei huri tinana i te tino pakeke haere ia. He maha, ana mohiotanga, Engari ka whakaaro tonu ia he aha ai tona whaea I tukua ia kia Tangaroa.



Ka tae te wā i tino pakeke haere ia. Ka haere ia ki te kimi i tona hau kainga me tona whaea a Taranga. hoki.

He Mihi — Thank You Letter

Approach: Independent

Focus: Writing a formal 'thank you' letter.

Resources: Letter in envelope.



Questions/instructions:

Give one envelope and answer sheet per student.

This activity is called "Thank You Letter".

Read the letter in the envelope. Imagine that your class received this letter with the cheque. Write a letter to the Playground Trust, thanking them for the donation.

Hoatu tētahi kōpaki, tētahi whārangi whakautu hoki, ki ia ākongā, ia ākongā.

Ko te mahi nei, ko "He Mihi".

Pānuitia te reta kei roto i te kōpaki. Kua whiwhi tō akomanga i tēnei reta i te taha o tētahi koha.

Tuhia he reta ki te Poari Tiaki Papa Tākaro e mihi ana mō tā rātou koha.

Return address: at top of letter

Date: full, in correct place
partial or in incorrect place

Address of Trust: full, in correct place
partial or in incorrect place

Opening salutation: Dear Mr Fit/Dear Sir
Dear Secretary/Playground Trust

Form and language: highly appropriate
moderately appropriate

Final salutation

Name or signature of sender

On behalf of

Content of letter: clear 'thank you'
money will be spent on playground

children will be involved in
the planning

some ideas for playground

expressing excitement about
new playground

Total score: 10-17

7-9

4-6

0-3

% responses	
GEd	MI
11	7
19	20
3	0
1	3
1	0
37	17
41	60
30	37
58	43
70	80
63	33
28	40
97	97
72	93
9	0
30	50
56	53
22	23
36	37
33	23
9	17

Commentary:

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

MĀORI IMMERSION STUDENTS' EXAMPLES

G. Mohuru 2002.

Tena koe e te paari papa takaro.
 Kia ora moto patea nei ki to
 matou kura. E pai ana nga tamariki
 i tenei papa takaro. Engari kei a
 matou \$2,000 tara e toe ara.
 Kei te hootu e matou i te toenga
 moni ki a koe.
 Kia Ora!!!
 Nuku noa
 Na,
 [Signature]
 [First name - Surname]
 He Kevelari?

Te Paari Papa Takaro
 25 Kori matua, Panake

Tena koutou a Te Paari Papa Takaro,

Tena koutou mo te tuku moni mai he
 awhina i to matou kura he whai papa
 takaro. E tino harikoa ara matou nga
 tamariki ki te ranga he papa takaro
 hou kei te hangaia i te kura nei.
 Na tenei moni ka whai kaha i te
 ara Hauora

Naku noa,
 Ad.

10/10/02

[School Name, Street Address]
 [Town, District]

Tena koutou Te Paari Tiaki Papa Takaro

He tino mihi tenei kia koutou
 mo tenei koha tino pai.

Tena koutou katoa mo tenei
 koha nui, koha aroha kia matou,
 pea ka taia e koutou te
 haere mai ki te kite i to matou
 Papa Takaro a te wa ruga
 mutu!!!

Naku noa na [First name - Surname]
 [Signature]

26/10/02.

Tena koutou te Paari Papa Takaro

Kia Ora koutou ma to to
 koutou koha Inaiane! ka taia
 e matou ki te whiriwhiri, whaka-
 pai ranei i ta matou
 papa takaro kia whakahaaha
 ta matou tamariki ka taia
 hoki ratou ki te takaro i
 runga i tetahi papa takaro
 pai. A, kia ora ano mo
 to koutou koha kia matou
 me kia pai to koutou
 ra.

Naku noa na A1
 [A1 = NEMP student ref]

2 Heke-turi-koea, 2002

Tena koutou nga paari.

A, tetahi ano matou kia whiriwhiri
 i ta koutou hoki, na e hahia ana
 matou ki te mihi atu mo tenei.
 Tino harikoa nga tamariki, na to
 koutou tono mai i taua hoki,
 na me mihi atu.
 Ko te tumatika ka tara e matou
 te whakamahi i te hoki na
 kia whakaitatika i to matou
 papa takaro.

Na kua ko tenei te mihi atu, naku noa
 na.

[Signature] [On behalf of Teacher's Name]

He Rīpoata Aituā — Accident Report

Approach: Independent

Focus: Retelling an event.

Resources: Video recording on laptop computer.



[No intelligible soundtrack; general background sound of voices and traffic; series of shots from children to driver travelling in car - continues over page.]

Questions/instructions:

This activity uses the computer.

Click the Accident Report button.

You are going to see an accident on the video.

Imagine that you are a newspaper reporter, so you will need to look carefully to see what happens.

After you have seen the video, I will ask you to write a report for the newspaper about the accident. Your report should clearly tell what happened from the beginning to the end.

Click the Play button.

Now I want you to write a report which clearly explains what happens.

He mahi rorohiko tēnei.

Pāwhiria te pātene *He Rīpoata Aituā*.

E mātakitaki ana koutou i tētahi aituā i runga ataata.

He kairīpoata koutou mō tētahi nūpepa, nō reira me āta titiro koutou ki ngā whakaaturanga.

Ka mutu ō koutou titiro i te ataata ka tonoa koe ki te tuhi rīpoata ki te nūpepa mō te aituā. Kia mārāma tonu a koutou rīpoata, mō te aituā, mai i te tīmatatanga ki te mutunga.

Pāwhiria te pātene *Tīmataria*.

Tuhia he rīpoata e āta whakamārāma ana i ngā mea katoa. Ānei he pepa hei tuhi i a koutou rīpoata.

Key details mentioned:	% responses	
	GEd	MI
two children involved	80	78
riding bikes	93	82
wearing helmets	45	49
car indicates left	6	0
car pulls over/pulls left/stops	84	42
children start to ride past car	54	40
driver opens door	95	76
child crashes into car/car door	88	67
child falls off bike/onto road	60	51
child is injured	55	49
sequence correct	93	96
Amount of additional accurate information:		
substantial amount	6	2
moderate amount	9	18
one detail	31	16
none	54	64

Amount of incorrect information:	% responses	
	GEd	MI
none	7	0
very little	16	2
more	77	98
Following newspaper reporting style:		
excellent	7	18
good	33	40
moderate	48	29
poor	12	13
Total score:		
15-19	13	9
12-14	35	29
9-11	37	40
6-8	13	13
0-5	2	9

Commentary:

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



MĀORI IMMERSION STUDENTS' EXAMPLES

I tetahi ata I te here e rua nga tamariki ki te kura ma runga Pahikara, e mau ana ratau I nga potae maro a I wehea e raua I te kainga pai ai. I to ratau haerenga ki te kura I tū tetahi motoka a mua I nga tama rā a I te haere raua tu atu I te motoka engari I huakina ana te tangata taraewa motoka I te tatau o te motoka me I pangia I te tama, a kei raro I ho ana aia I te rori e mamae ana engari kore ana ai a I oho he warea ai a a me te wa roa ake I te kotahi miniti, he nui ana te toto e pa ana I tona kiri mai I nga grasses o nga Pono, Pakahiwi hoki.

I timata te kotiro a Sulutata ka mau hia i tona potae maro.

Ā ka haere ma runga paika ki te kura. Ka haere ia me tana hoa a makamolosa he tama ia. Ka hurihia to raua paka ki te rori matua ka tau tetahi waka Holden whero te kara. Ka huaki te kuaha pao. Ka patua te kanohi o makamolosa ki te kuaha a ka (unconscious) ia. A ka moe ia mote wa roa. A ko John Morris te taraiwa o te motoka ra.

E rua ngā tamariki kotiro, tama, i te haere ki te kura mua runga pahikara. I te wa I te kainga ngā tamariki i purua ngā potae maro ki runga ā haere ki runga rori ki te pahikara. I te wa i huri kakariki ngua raiti I haere te motoka a I pahi ia I ngā tamariki e rua, I pahi ter tama I huakina e te tangata a I whakatutukihia e te tama i te kuaha. I whara ia ki runga i ona turi me ona whatianga. I tau hoki ia ki runga I tōna mahunga, waimarie te tamaiti nei I mau Iā tetehi potae maro.

I te kainga enei tamariki ko te tama me te kotiro. E haere ana ratau ki te kura ma runga pahikara I purua i o ratau potae maro. I kihi ki to ratau Papa i haere ratau ki te kura I mua ko nga raiti ke I te kakariki. I haere tetahi motoka whero i te wahi o te pahikara a nga (tang) tamariki. I tu ana i te motoka whero. I haere pahi a tre kotiro he pai aia. Engari I te wa I haere I te tama, e pahi ana I te motoka whero. I huakina te wahine I te tatau o te motoka. Kore te tama I kite te tatau. Engari ka tutuki aia ki te tatau!!! MAMAE E TE TAMA!!!

I te Rāmere i whakareri tētahi tamai (ko Nikora "12" ona tau) ki te haere ki te kura. I tōna haerenga ki runga i te rori i haere ia ma runga i tana pahikara. I te tarawa tētahi wahine ki runga i te rori.

I te tautunga mai o tōna motoka I hipa atu tētahi kōtiro ia ia ki runga i tōna pahikara. Engari kaore he tino waimarie a Nikora, i tōna hipa atu i te motoka i huakina te wahine i te kuaha kātahi ka patua e te kuaha I a Nikora. I taka mai ia mai I tōna pahikara ki runga I te rori. I waea mai tē wahine ki te hohipera. Inaeanei kei te noho a Nikora I roto I te hohipera. Kua pakaru tōna waewae me tōna tuara.

He korero noa tēnei ki ngā tamariki me ngā pakeke. "KIA TUPATO"

I tētahi rangi ka haere a Hemi rāua ko tōna teina Mere ki te kura ma runga pahikara, mei kore noa me whakamau ruaua I tētahi potae mō te pahikara. I tō rāua haerengas ka haere raua ki te taha o te motoka whero ka huakina te kuaha kātahi takahuri pokinoa te pahikara o Hemi mamae tōna tinana katoa.

He Reta Poto — Postcard

Approach: Station

Focus: Writing an informative postcard.

Resources: Postcard.

Questions/instructions:

Imagine that you have had a really good holiday.

Write a postcard to someone you really like.

Tell them about your holiday.

Write on the postcard.

Kātahi tonu koe ka hoki mai i tētahi hararei tino pai.

Tuhia he reta poto ki tētahi tino hoa, whanaunga rānei. Whakamārama atu i ngā āhuatanga o tō hararei.

Tuhia ki runga i tēnei kāri.



Examples used in marking:

Example A

Dear Litiana,
 This week I've had a really cool holiday.
 I've been missing you a lot.
 Yesterday I went to the pools.
 I went on the Tarzan rope, hydroslide, and the high and low diving board. I had fun.
 Bye.
 Love, Bailee

Example B

Dear Phillippa,
 I just went to Cape Reinga. It was really cool.
 I want to go back there.
 Have you been on holiday lately? I had lots of fun.
 I have to go now.
 See you.
 Maddy

	% responses	
	GEd	MI
name in address area	39	54
city/town/centre in address area	55	59
other necessary address information (e.g. street address)	53	54
greeting, in any appropriate form	78	73
indicates who card is from	71	54

	% responses	
	GEd	MI
Amount of information:		
higher than Example A	11	11
same as Example A	13	11
between Example A & B	15	16
same as Example B	28	35
less than Example B	33	27
Focus on holiday activities:		
all/most	41	30
about half	19	35
some	31	30
none	9	5
Legibility:		
good	78	65
borderline	18	32
poor	4	3
Total score:	12-14	14 11
	9-11	27 30
	6-8	37 35
	3-5	20 24
	0-2	2 0

Commentary:

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

MĀORI IMMERSION STUDENTS' EXAMPLES

Kia Ora,
Kei te pehea koe?
I hoki mai au mai i tētahi
hararei i Tokomaru. I
kite au i te wharau
katao i kaukau matou
ki roto i te moara ā
i noho matou i roto
i te marae. He tino
hararei. Kā kite anō
Nā [First Name - Surname]

[First Name - Surname]
[Street Address]
[Suburb]
[City]
New Zealand
Pai tōku

Colourview Publications Limited
Email: colourview@es.co.nz
www.postcardnz.com

Ki tōku tino hōa a [First Name]
I nga hararei i haere māua ko tōku
tūngane ki Te Waipouramu mo nga
wiki e toru.
Tuatata i tae māua ki Queenstown
I hokohoko kākahu ahau māu,
Kātahi anau etahi moniti hoki,
wiki, te wā hoki o te ra ki
reira. I neke atu māua ki
Christchurch mo te tētahi
i tino rawe te kaukau ki
tōku tūngane ko tona tino
māhi ko nga Bomb's.
I haere māua ki Kaitiaki
ki te Pawa Factory. I hōngā e au
tētahi taonga kati māu,
me tiaki koe i 150 tāra.

[First Name - Surname]
[Street Address]
[Town]
Australia

Colourview Publications Limited
Email: colourview@es.co.nz
www.postcardnz.com

Tēnā koe [First Name]
Kātahi anō ahau kia hoki mai,
tōku hararei, he rawe rawa atu tōku
hararei, i haere ahau kauhē
te māna rukū haere.
I aha koe mā au hararei?
Ki ahau he poto ōku hararei
na te mea he tino pai, ka pai
ki a koe Mēnā i haere mai
ē koe. Aue ko te kai pō, me haere ahau, kei
kohete e tōku mānā.
Arohanui, tau hōa [First Name]

[First Name - Surname]
[Street Address]
[Town]
AOTEAROA (NZ)

Colourview Publications Limited
Email: colourview@es.co.nz
www.postcardnz.com

Kia [First Name], Tēnā koe e hōa!
Kei te pehea koe? Pai āna
ahau. Kātahi anō ahau kia
hoki mai i Ahitereiria.
He tino wera. I haere ahau
ki 'Sydney' he tino
ataahua. I ahau i te
tāone i kite ahau i
etahi tangata tino NZ.
hōngonui, ko J. Lo tētahi.
I hoko ahau kia rahi ngā
kākahu. Kia pai tou rā e hōa!
Arohanui. [First Name]

[First Name - Surname]
[Street Address]
[Town]
NZ

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www.postcardnz.com

Ki tōku tino hōa,
he rawe rawa atu ki kōnei, he maha
ngā hāere hei haere ki runga, pēra
ki tētahi rēti rēti wai nui rawa ngā puna
kākahu māua ā, he maha ngā tēra hei
"hoko kai Cave", ko te ingoa o te wahi ko
"WET IN WILD", he rawe rawa atu
I haere māua ki ngā wāhi
maha pēra ki te "MAYE WORLD"
I pai rawa atu ki reira i
matakātaki au i ngā whakātua-
nga maha rawa ā, i haere
hoki māua ki "DREAM WORLD"
ko tēra te wahi pai rawa
kei reira ngā mea pai ngā
mea kāua ngā rēti rēti wai,
maha rawa atu, me ngā rollercoasters
ngā mea katoa. "ME HAERE"
KA KITE, ki te ia koe AKUANEI
Nā [First Name]

[First Name]
[Street Address]
[Town]
New Zealand

Colourview Publications Limited
Email: colourview@es.co.nz
www.postcardnz.com

Kia ora Kia ora
Kei te pehea?
Kia Kei kauhē ahau ki te
whare o tōku Whānau e
Noho ana Akumei ka
hoki mai ahau, pēhea ana
te kua? tino pai te
noho ki kōnei whiti, whiti
nā ana te rā te wera nō
he maha ngā hipi, me ngā
Rararangi i hararei kei te
nōho ki roto i te rā. (Hurima) (Poto)

[First Name - Surname]
[Street Address]
[Town]
[District]
NZ
Aotearoa

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www.postcardnz.com

Aue! Ngā Taitamariki i ēnei Wā! — Kids These Days...

Approach: Independent

Focus: Persuasive writing.

Resources: Video recording on laptop computer.



Questions/instructions:

This activity uses the computer.

Click the **Kids These Days...** button.

In this activity you are going to listen to Ruby and Mr. Lee, who both give different viewpoints about teenagers.

Listen carefully to the two viewpoints about teenagers because you are going to be asked what you think.

Click the **Play** button.



He mahi rorohiko tēnei.

Pāwhiria te pātene **Aue! Ngā Taitamariki**.

Ka whakarongo koe ki a Ruby rāua ko Mr Lee. Kei a rāua ake ō rāua whakaaro rerekē mō ngā taitamariki.

Āta whakarongo ki ngā whakaaro e rua mō ngā taitamariki, nā te mea ka tonoa koe ki te whakamārama mai i ōu ake whakaaro.

Pāwhiria te pātene **Tīmataria**.



Video script:

Teenagers are bad news! In my day we had to behave or else! Their language is disgusting and they're always 'hanging out' causing trouble. It's not safe to go down the street on a Friday night any more with them doing their wheelies. Kids these days have no respect for older people. It's time for teens to take a good look at themselves and change their rude behaviour! Come on teens...learn some manners now!

He tino kino ngā taitamariki o ēnei rā. Kāore kē mātou i pērā i a mātou e taitamariki ana. He kino kē o rātou reo, ā, ka pōi haere, ka whakararururu i ētahi atu. Mataku ana te haere i ngā tiriti i nga pō o te Paraire i te wā e whakapohohitatia ana i o rātou waka. Kore rawa ngā taitamariki e whakaaro nui ki ngā pākeke i ēnei rā. Kua tae ki te wā, me whakatikatika ngā taitamariki nei i ā rātou tikanga. E oho taitamariki mā — kia hiwa rā! Whakatikatika i a koutou!

Video script:

I'm sick of people saying bad things about us teenagers. We're not all rude and cheeky! We don't all drink, smoke, and get into trouble. Don't judge us before you know us! Most of us have worries like school work, and getting along with our friends and parents. You know, adults have forgotten what it was like to be our age, and they don't want to listen to what we have to say! It's hard being a teen. Give us a break!

Kua hōhā katoa au ki ngā kōrero whakapae mō mātou, ngā taitamariki. Ehara katoa mātou i te kino, i te whakatoī. Kāore katoa mātou e inuina waipiro ana, e kaihikareti ana, e uru ana i te rarururu. Ahakoa, kāre i te mōhiotia ō mātou whakaaro wawata rānei, kua pēhi kētia mātou. He maha ō mātou rarururu, pēnei i ngā mahi o te kura, te whakaratarata ki ō mātou hoa, me ō mātou mātua. Kua wareware ngā pākeke o nāianei he taitamariki rātou i mua, ā, kāhore rātou e whakarongo mai ki a mātou. He uaua te noho a te taitamariki i ēnei rā. Nō reira, kia aroha mai!

	% responses	
	GE ^d	MI
Which viewpoint do you agree with?		
Ruby	48	39
Mr Lee	19	47
neither/both	33	14
Write down your reasons for saying that.		

	% responses	
	GE ^d	MI
Persuasiveness of reasons for chosen position:		
strongly persuasive	2	0
quite strongly persuasive	43	7
moderately persuasive	49	41
weakly or not persuasive	6	52

Commentary:

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

Waea Pūkoro Pānui — Text Message

Approach: Station

Focus: Using abbreviations effectively.

Resources: Picture.

Questions/instructions:

Pretend you got this text message on a cellphone:
Nā, kua puta mai tēnei kōrero i tō waea pūkoro:

GNG 2 MCD 4 T @ 6PM. WNT 2 GO 2?
MKT @ 6. ME KW?

The text message says:

Ko tēnei te tikanga o te kōrero huna:

We are going to McDonalds for tea at six o'clock. Do you want to go too?
Ka haere mātou ki Makitānara a te ono karaka. Kei te pīrangī haere koe?

Write this as a text message to send back:

Tuhia he whakautu (kia poto noa) me pēnei te tikanga:

Yes, but I will be late. I will see you at seven o'clock. Is that okay?
Ae, engari ka tūreiti kē au. Ka tae atu au a te whitu karaka. He pai tērā?

		% responses	
		GE _d	MI
Content retained:	I want to come	86	87
	I'll be late	83	48
	I plan to be there at 7	91	83
	Is that OK?	91	48
Degree of compression (only for parts that are included):			
	very compressed	20	52
	moderately compressed	51	26
	slightly compressed	19	9
	other response	10	13
Total score:		7	15
		15	11
		6	49
		32	29
		5	21
	<5	15	28

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.

MĀORI IMMERSION STUDENTS' EXAMPLES

AE TRT AU 7.
HE PAI

Ae, ENG KTRT AHU KT@7. H PT?

i @ 7 ke

Ae, @ 7 kē! Ka pai?

A. MKT@ 7. 2reiti

YS i @ 7 kē

Link tasks 1-4, 7, 8, 10

LINK TASK 1

	% responses	
	GEd	MI
<i>Approach:</i> Station		
<i>Focus:</i> Writing story to fit with pictures		
Total score:	8-9	29 38
	6-7	51 48
	4-5	14 9
	2-3	4 5
	0-1	2 0

Commentary:

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

LINK TASK 7

	% responses	
	GEd	MI
<i>Approach:</i> Station		
<i>Focus:</i> Writing instructions		
Total score:	6-8	15 38
	4-5	27 30
	2-3	29 21
	0-1	29 11

Commentary:

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

LINK TASK 2

	% responses	
	GEd	MI
<i>Approach:</i> Independent (multiple sessions)		
<i>Focus:</i> Planning, writing and editing text		
Total score:	10-12	25 18
	7-9	41 56
	4-6	28 18
	0-3	6 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.

LINK TASK 8

	% responses	
	GEd	MI
<i>Approach:</i> Station		
<i>Focus:</i> Writing an advertisement		
Total score:	8-11	3 7
	6-7	11 6
	4-5	31 20
	2-3	31 26
	0-1	24 41

Commentary:

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

LINK TASK 3

	% responses	
	GEd	MI
<i>Approach:</i> Station		
<i>Focus:</i> Persuasive writing		
Total score:	4-6	4 9
	3	17 0
	2	37 13
	1	30 30
	0	12 48

Commentary:

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

LINK TASK 10

	% responses	
	GEd	MI
<i>Approach:</i> Independent		
<i>Focus:</i> Writing instructions		
Total score:	16-24	14 39
	13-15	38 31
	10-12	25 27
	7-9	19 3
	0-6	4 0

Commentary:

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

LINK TASK 4

	% responses	
	GEd	MI
<i>Approach:</i> Station		
<i>Focus:</i> Writing the ending for a story		
Total score:	6-7	36 42
	4-5	27 32
	2-3	31 19
	0-1	6 7

Commentary:

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