

## Ngā Pūrongo Aromatawai

### Level 1 Te Reo Māori 2017

Standards [91087](#) [91088](#)

#### Part A: Commentary

There was a good spread of candidate responses for each of the standards.

Some candidates seem to be under the impression that they will do better if they answer in te reo Māori, however if their language skills are not good enough to fully communicate their ideas, they would be better advised to answer in English.

Candidates who gave rote-learned answers performed poorly.

#### Part B: Report on standards

#### 91087: Pānui kia mōhio ki te reo o tōna ao ngahau

Candidates who were awarded **Achievement** commonly:

- demonstrated a basic comprehension of the key points of the text
- identified relevant key ideas
- provided simple answers without elaboration
- included major errors in detail/interpretation.

Candidates who were assessed as **Not Achieved** commonly:

- attempted only one of the questions
- produced an answer which lacked in substance
- produced an answer unrelated to the question
- lacked sufficient understanding of the text
- copied full phrases from the text
- responded in Te Reo Maori despite clear difficulties in language ability which greatly hindered communication.

Candidates who were awarded **Achievement with Merit** commonly:

- expanded on ideas
- linked examples together

- included minor errors in detail/interpretation
- demonstrated comprehension of the key aspects of the text
- provided simple justification
- answered both questions.

Candidates who were awarded **Achievement with Excellence** commonly:

- showed a competent understanding of the text
- provided a convincing answer
- showed techniques of persuasion and justification
- embellished their answer with well linked examples and experiences
- provided detailed answers for both questions.

### **Standard specific comments**

For this reading comprehension standard, it is important that students choose to answer in the language which best enables them to be able to communicate their ideas.

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## **91088: Tuhi i te reo o tōna ao ngahau**

Candidates who were awarded **Achievement** commonly:

- wrote simple sentences using basic grammatical structures
- wrote on topic but did not follow the specified style of writing for example they wrote a conversation instead of a report as was asked for
- presented their ideas in a list-like format showing a series of events with little other detail
- showed little description or opinions of the events written about
- showed frequent repetition of the same structure rather than using a variation
- used a whakatauki with little relevance to their story.

Candidates who were assessed as **Not Achieved** commonly:

- did not answer the chosen essay question or topic
- did not write enough to reach the minimum word count
- presented work that had too many errors to communicate the ideas.

Candidates who were awarded **Achievement with Merit** commonly:

- presented a confident response to the chosen question and used a variety of grammar and vocabulary from level 6 of the curriculum although may still have made several mistakes with higher level language
- developed their ideas by providing opinions and reasons as to why something was fun or liked etc.
- used largely correct spelling.

Candidates who were awarded **Achievement with Excellence** commonly:

- provided a response that answered the chosen question with detail, showing a comprehensive understanding of vocabulary and grammar from level 6 of the curriculum
- expressed mature creative or critical thinking and reflections on their experiences
- were able to use whakatauki skilfully to support their writing.

### **Standard specific comments**

Holistically, many candidates showed some competent work and provided answers that showed a solid grasp of level 6 of the curriculum. At times, candidates showed an impressive understanding of grammar above the expected level.

Candidates are strongly advised against pre-preparing essays as it is detrimental to their grades. Candidates must read the topic, questions and the expected format of answers/genre of writing carefully and answer accordingly.

Candidates are reminded to provide clear evidence of the use of language from levels 5-6 of the curriculum. Repetition of the same structures will not see students gain top marks.

## **[Te Reo Māori subject page](#)**

### **Previous years' reports**

[2016 \(PDF, 0KB\)](#)

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