

Ngā Pūrongo Aromatawai

On this page

[91087: Pānui kia mōhio ki te reo o tōna ao ngahau](#) ▼

[91088: Tuhi i te reo o tōna ao ngahau](#) ▼

Level 1 Te Reo Māori 2018

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

Part A: Commentary

Overall, many candidates showed competent work and provided answers that showed a solid grasp of level 5 and 6 of the curriculum. There was a good spread of candidate responses for each of the standards.

Candidates who prepared ready-made responses or directly copied from the text performed poorly.

Candidates are reminded to provide clear evidence of the use or comprehension of language from levels 5-6 of the curriculum. This should include candidates being able to show language or comprehension of language from the achievement objectives from *Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki*.

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 whose work was 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 Māori 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 all 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 or experiences
- provided detailed answers for at least two of the three questions.

Standard specific comments

Some candidates choose to answer this standard in Te Reo Māori despite their lack of ability to fully communicate their ideas. As this is a reading comprehension paper it is important that candidates choose to answer in the language which best enables them to communicate their ideas. Many candidates have disadvantaged themselves by writing in their second language.

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
- showed dramatic shifts in quality of language from extended, formal introductions and endings to content that actually related to the question, context and genre i.e. students writing rehearsed content well, but not unprepared content.

Candidates whose work was 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 techniques and vocabulary from level 6 of the curriculum although may still have made several mistakes with higher level language
- applied standard sentence structures when using statives and passives
- e.g. I mahue mātou i te pōwhiri / I whuia au i te pōro
- challenged themselves to use Level 5-6 structures but not always competently
- occasionally used Level 7-8 structures
- developed their ideas by providing opinions and reasons as to why something was fun or liked etc.
- employed largely correct spelling.

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

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

Standard specific comments

Some candidates showed an impressive understanding of grammar above the expected level.

Candidates are reminded to provide clear evidence of the use of language from levels 5-6 of the curriculum. This should include candidates being able to show language from the achievement objectives from *Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki*.

Teachers are reminded that the old “topics” were outdated with the uptake of *Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki*. Care needs to be taken not to encourage candidates to pre-write 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.

Repeating lots of the same structures will not see candidates gain top marks. This will only provide a quantitative shift. Candidates wishing to go up a grade level (e.g. from Achieved to Merit) must show a qualitative shift in their responses.

[Te Reo Māori subject page](#)

Previous years' reports

[2017 \(PDF, 43KB\)](#), [2016 \(PDF, 207KB\)](#)