

Ngā Pūrongo Aromatawai

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Level 2 Te Reo Māori 2018

Standards [91286](#) [91287](#)

Part A: Commentary

Candidates were able to respond to the questions in both standards well with a variety of skills being demonstrated at all levels. Questions allowed for candidates to reach all grades and gave a variety of opportunities to produce language at Level 7 of the curriculum. Overall these were well written and received assessment standards.

Part B: Report on standards

91286: Pānui kia mōhio ki te reo o te ao torotoro

Candidates who were awarded **Achievement** commonly:

- Many candidates either answered one question really well but did not answer the rest of the questions at all or whose answers had very little evidence and

or did not link back to the text

- The majority were able to provide a brief description and had enough links and evidence in their answers to attain an achieved.

Candidates whose work was assessed as **Not Achieved** commonly:

- These candidates either had minimal or very limited responses, did not answer the questions properly, did not understand the story, did not read the questions properly or who did not answer anything but marked their answer booklets.

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

- The candidates provided a detailed description of the issues of the friendship group
- They gave a brief description of the potential consequences of Hone's actions
- They had limited ideas linking back to the text.

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

- The candidates provided a well-detailed description of the issues of the friendship group
- They gave a detailed and thoughtful description of the potential consequences of Hone's actions
- They linked their ideas to the text, including any personal ideas
- They showed an understanding of the meaning and purpose of the text.

91287: Tuhi i te reo o te ao torotoro

Candidates who were awarded **Achievement** commonly:

- were able to write on their selected topic; were able to write at a sufficient length (i.e. over 200 words); describe their ideas with a few details; use a few structure, phrases and vocabulary, appropriate for Level 7 of the curriculum; language used was generally correct (grammar, spelling); use some writing conventions (i.e. macrons, punctuation, paragraphing) some of the time; develop some key ideas (e.g. gave a friend 1 or 2 pieces of basic advice). Students who achieved High Achieved grades showed more consistency over these of these points; students who achieved Low Achieved grades were somewhat consistent across most of these points.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not answer the question
- did not write enough words (i.e. less than 150 words)
- wrote at Level 6 of the curriculum or lower
- used repetitive phrases often
- used mainly incorrect grammar
- did not develop key ideas
- used little or no writing conventions (i.e. macrons, punctuation, paragraphing)
- listed statements and did not develop or sustain their ideas.

Candidates who achieved High Not Achieved grades were somewhat consistent over most these points
students who achieved Low NA grades were consistent over most of these points.

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

- wrote a sufficient length of text on the selected topic
- described their ideas in detail and developed some of these with clarity (e.g. gave a friend 2-3 pieces of detailed advice)
- used varied structures, phrases and vocabulary, appropriate for Level 7 of the curriculum
- used language that was usually correct (grammar, spelling)
- generally used writing conventions well (i.e. macrons, punctuation).

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

- wrote a sufficient length of text on the selected topic
- explained their ideas in detail and sustained the development of these ideas

- used a variety of structures, phrases, kīwaha, whakataukī and vocabulary, appropriate at Level 7/8 of the curriculum
- language used was mostly correct
- used writing conventions consistently with flair and thought.

[Te Reo Māori subject page](#)

Previous years' reports

[2017 \(PDF, 43KB\)](#), [2016 \(PDF, 212KB\)](#)