

Ngā Pūrongo Aromatawai

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Level 1 Te Reo Māori 2019

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Part A: Commentary

Overall, many candidates showed competent work and provided answers that showed a solid grasp of Level 5 and Level 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*.

Candidates are also reminded to make themselves familiar with the *Clarifications Of Grammar Levels* to ensure that they are confident with the grammar that will be used in the reading and should be seen in the writing.

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 substance
- produced an answer unrelated to the question
- showed insufficient 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 comprehensive understanding of the text
 - provided a convincing answer
 - showed techniques of persuasion and justification
 - embellished their answer with well-linked examples or experiences
 - answered all parts of the questions
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- provided detailed answers for at least two of the three questions.

Standard-specific comments

Some candidates chose to answer this standard in te reo Māori, despite a lack of ability to fully communicate their ideas.

Candidates should note that the Assessment Specifications clearly state that candidates should answer in the language in which they are most proficient. This is a second language examination; it is not expected that students who are not yet fluent try to respond in te reo. Many candidates have disadvantaged themselves by writing in their second language.

It should also be noted that this examination is not asking for translation, but rather comprehension. To show thorough comprehension, candidates should be able to decode information and make connections within the text or with their own world (question dependent). Candidates should remember to provide evidence from the text and then explain the significance of that evidence in relation to the question.

91088: Tuhi i te reo o tōna ao ngahau

Candidates who were awarded **Achievement** commonly:

- wrote simple sentences using basic grammatical structures
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- 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
- provided 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
- used grammar that was more weighted towards Levels 3–4 of the curriculum, rather than Levels 5–6.

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 their ideas
- provided mihi/karakia/waiata with no or extremely limited response (1–2 sentences) and/or significantly poor evidence.

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 they 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
- developed their ideas by providing opinions and reasons as to why something was fun or liked, etc
- showed signs of more in-depth thinking or detail, expressing thoughts, feelings and opinions on their experiences/world, although briefly
- if kīwhaha and/or whakatauki used, chose ones relevant to candidate's ideas/story; might be a narrow understanding
- employed largely correct spelling.

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

- provided a response that answered the chosen question with detail, showing a wide range and sophisticated understanding of vocabulary and grammar from Levels 5–6 of the curriculum
 - expressed mature, creative or critical thinking and reflections on their experiences
 - used whakatauki skillfully to support their writing
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- gave well-crafted, detailed responses that were comprehensive and in-depth (not necessarily more words, but a range of ideas/thinking/opinions/feelings)
- brought eloquence to their writing
- if kīwaha and/or whakatauki used, used them skilfully to elaborate/enhance their ideas/story.

Standard-specific comments

Some candidates showed an impressive understanding of grammar above the expected level. However, many candidates relied heavily or completely on grammar that is at Levels 3–4 of the curriculum (such as ko, kei, te, and he). While these basic structures are important, they do not allow students to provide a detailed and embellished response, and they are not at the expected level.

Repeating many of the same structures will not see candidates gain top marks. This will only provide a quantitative shift – i.e. more of the same/candidate does not show anything new. Candidates wishing to go up a grade (e.g. from Achievement to Merit) must show a qualitative shift in their responses. Qualitative shifts can occur with both the expansion of ideas and opinions and the variety of grammar used. Candidates are encouraged to think of their writing as a three-part process: the topic/writing convention, the grammar, and the detail/expansion of ideas.

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*. Understanding and utilising these in conjunction with

the *Clarifications of Grammar Levels* would allow candidates to provide a much better response.

Teachers are further reminded that the old ‘topics’ were outdated with the uptake of *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki*. As stated in the Assessment Specifications, questions are now taken from the ideas centred around Levels 5–6 of the curriculum. Care needs to be taken not to encourage candidates to pre-write essays, as this is detrimental to their grades. Candidates must read the topic, the questions, and the expected format of answers/genre of writing carefully, and answer accordingly.

[Te Reo Māori subject page](#)

Previous years' reports

[2018 \(PDF, 112KB\)](#), [2017 \(PDF, 43KB\)](#), [2016 \(PDF, 207KB\)](#)