



New Zealand Qualifications Authority  
Mana Tohu Matauranga O Aotearoa

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*Home > NCEA > Subjects > Assessment Reports > Te Reo Maori - L2*

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# Ngā Pūrongo Aromatawai

## Level 2 Te Reo Māori 2016

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

### Part A: Commentary

Candidates need to be aware that rewriting the text without altering it to answer the question will not allow them to achieve. This was noticeable for some candidates who responded in te reo Māori. Candidates are reminded that they need to write specifically on the topic they have chosen and to write in correct te reo Māori in order to achieve.

Candidates need to provide evidence from the text to support their responses to demonstrate their understanding of the text. For higher achievement levels, candidates need to go expand their answers, providing justification and explanations to support their answers.

### Part B: Report on Standards

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

Marking allowed for variations in candidates' understanding of some questions. For example, to account for students' understanding of question 3, P3 was given to candidates who identified either that Te Kariwai were lucky/fortunate or Te Haupo made a mistake/were unfortunate and P4 was given to students who identified that someone's mistake/misfortune was another's luck/fortune.

Candidates who were awarded **Achievement** commonly:

- described basic details from the text
- identified some key words (although not always very specifically)
- identified some basic themes
- showed a basic understanding of the question(s).

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

- did not understand the key words/phrases, especially in questions 2 and 3 where an understanding of key phrases was vital to achieving

- did not understand the question(s).

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

- described key details and themes of the text
- linked some of the key ideas to their wider world.

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

- explained key details and themes of the text
- linked key ideas clearly and consistently
- reflected on their own knowledge and included this in their response to justify their answers.

### Other comments

Question 1: Some candidates gave surface level descriptions (e.g. finding key descriptive terms, such as “the town is small”), which is appropriate for Achievement and low Merit.

Question 3: Some candidates struggled with the whakataukī given in the question. Many candidates gave fair answers and described in detail what happened in the game but were unable to correctly describe the whakataukī (some mistakenly thought it meant that success comes through team work).

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## 91287: Tuhi i te reo o te ao torotoro

Credit was given to candidates whose answers showed individual flair and ideas, giving them opportunity to gain higher grades.

Candidates who were awarded **Achievement** commonly:

- wrote on their selected topic
- wrote at sufficient length (i.e. over 200 words);
- described their ideas with a few details
- use a few structures, phrases and vocabulary, appropriate for Level 7 of the curriculum
- used generally correct grammar and spelling
- used some writing conventions (i.e. macrons, punctuation, paragraphing) some of the time
- developed some key ideas (e.g. stated 2–3 personal goals and gave some description of what they needed to do to achieve those goals).

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

- wrote at Level 6 of the curriculum or lower
- used repetitive phrases often

- used mainly incorrect grammar
- did not develop key ideas
- used few or no writing conventions (i.e. macrons, punctuation, paragraphing)
- listed statements, and did not develop or sustain their ideas.

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

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

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

- explained their ideas in detail and sustained the development of these ideas
- used a variety of structures, phrases, kīwaha, whakataukī, and vocabulary
- used language that was mostly correct
- used writing conventions consistently, with flair and thought.

[Te Reo Māori subject page](#)

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