

## Ngā Pūrongo Aromatawai

### Level 2 Te Reo Māori 2017

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

#### Part A: Commentary

The questions for the Panui standard 91286 were appropriate for Level 2 and candidates who answered each question accordingly had a significant chance of achieving the standard. The story about Rona, was appropriate as it is a commonly known story. Although the whakatauki at the top of each section were appropriate to the story line, many candidates used them as the theme, but the whakatauki were not.

The tuhituhi standard 91287 was quite challenging for candidates.

#### Part B: Report on standards

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

Candidates who were awarded **Achievement** commonly:

- understood the gist of the story
- answered some questions appropriately but not fully
- were able to give a basic response to the theme in each passage
- provided opinions but limited examples of why/why not and did not fully refer to the text to support their ideas.

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

- did not understand the story and were not able to answer the questions appropriately
- provided no themes
- provided sparse information, or did not complete the examination paper
- wrote about their opinions on arranged marriages, being angry, and Rona's husbands misunderstanding, but did not refer back to the text at all.

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

- understood the story
- provided good layout of answers
- answered most questions appropriately
- provided a good example of themes per passage
- provided good examples of why/why not and did refer their ideas back to the text.

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

- showed an in-depth understanding of the story and gave full comprehensive answers
- gave a layout for each answer that was superb
- fully covered all themes for each passage
- gave opinions that were well explained, and gave great examples of both why and why not and always referred to the text.

### **Standard specific comments**

Candidates who achieved well took time to analyse the text, to read the questions carefully and could provide detailed answers across the whole paper. They also showed critical thinking by providing answers beyond what was required. Some candidates who answered totally in Te Reo Maori did not achieve well in this paper because they did not analyse the questions properly.

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## **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, and use a few structures, phrases and vocabulary, appropriate for Level 7 of the curriculum;
- used language that was generally correct (grammar, spelling), used some writing conventions (i.e. macrons, punctuation, paragraphing) some of the time
- developed some key ideas (e.g. state 1-2 reasons why learning a language or Te Reo was good.)

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

- did not answer the question, or did not write enough words (i.e. less than 150 words), or 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
- used language that was usually correct (grammar, spelling) and generally used writing conventions well (i.e. macrons, punctuation).

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

- wrote at a sufficient length on the selected topic and 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
- used language that was mostly correct, and used writing conventions consistently with flair and thought.

### **Standard specific comments**

Candidates found this standard 91287 Tuhituhi challenging as represented in their responses. Some candidates showed confusion in their responses, indicating they did not understand the question.

### **Te Reo Māori subject page**

#### **Previous years' reports**

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

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