

Ngā Pūrongo Aromatawai

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

Part A: Commentary

Candidates were able to answer the questions in both standards, with a variety of skills being demonstrated at all levels. There was opportunity for candidates to reach all grades of the standards, as well as produce a variety of language at Level 7 of the curriculum.

Part B: Report on standards

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

Candidates who were awarded **Achievement** commonly:

- had a general understanding of the familiar and less familiar contexts
- showed understanding of the gist of the text
- provided a brief description of the benefits of these hui for rangatahi

- provided no or very limited links to the text.

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

- provided minimal or limited responses that did not answer the question.

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

- showed a clear understanding of the familiar and less familiar contexts
- demonstrated understanding of the meaning of the text
- provided a detailed description of these types of hui and their benefits
- gave a brief description of the potential benefits for the students
- offered limited ideas linking back to the text.

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

- showed a comprehensive understanding of the familiar and less familiar contexts
- understood all or nearly all of the finer points of the text
- understood the meaning, purpose and reason for the text
- provided a detailed description of these types of hui
- linked their ideas to the text, including any personal ideas
- showed understanding of the meaning, purpose of, and reason for, the text.

Standard-specific comments

Many candidates were well prepared for this assessment. They were able to look closely at the questions and fully understand what was being asked. Candidates who achieved Merit and Excellence were able to give their opinions through high-order thinking. Unfortunately, some candidates answered too briefly, with one-line responses.

91287: Tuhi i te reo o te ao torotoro

Candidates who were awarded **Achievement** commonly:

- were able to write at sufficient length (i.e. over 200 words) on their selected topic
- described their ideas with a few details
- used a few structures, phrases and vocabulary, appropriate for Level 7 of the curriculum
- used language that was generally correct (grammar, spelling)
- used writing conventions (macrons, punctuation, paragraphing) some of the time
- developed some key ideas (e.g. wrote about an event they attended and described its basic details).

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

- did not answer the question/did not write on their selected topic
- gave responses that were too brief (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 few or no writing conventions (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 their selected topic
- described their ideas in detail and developed some of these with clarity (e.g. wrote about an event with some detail and described why they liked attending that event)
- used varied structures, phrases and vocabulary, appropriate for Level 7 of the curriculum
- used language that was generally correct (grammar, spelling)
- used writing conventions well (e.g. macrons, punctuation).

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

- wrote at a sufficient length on their 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
- used language that was mostly correct
- used writing conventions consistently with thoughtfulness and flair.

[Te Reo Māori subject page](#)

Previous years' reports

[2019 \(PDF, 251KB\)](#), [2018 \(PDF, 126KB\)](#), [2017 \(PDF, 43KB\)](#), [2016 \(PDF, 212KB\)](#)