

National Certificate of Educational Achievement

2010 Assessment Report

Te Reo Māori Level 3

- 90781 Pānui kia whai māramatanga i te reo o te ao whānui**
- 90782 Whakaoti tuhinga ōkawa i te reo o te ao whānui**
- 90784 Pānui kia wetewete i te reo o te ao whānui**

STANDARD REPORTS

90781 Pānui kia whai māramatanga i te reo o te ao whānui

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- demonstrated that they understood the main details of the text
- followed specific instructions in terms of providing answers in te reo Māori or English as required
- attempted the majority of questions
- interpreted questions and identified some factual information in the text relating to those questions. At times, a lot of extra irrelevant information was included in the answer as well.
- understood a variety of vocabulary and grammar structures from levels 1 to 3 of the curriculum.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- demonstrated lacking comprehension of the text
- did not attempt the majority of questions
- misunderstood questions providing irrelevant chunks of the text
- did not select appropriate information from the text in which to form a suitable response
- demonstrated an inability to translate from te reo Māori to English accurately
- made no attempt to answer questions
- demonstrated a limited range of vocabulary and grammar structures
- did not correct careless or minor errors in responses provided.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- demonstrated comprehension of the text and showed understanding of some fine detail
- demonstrated an ability to provide some finer detail when responding to questions e.g. give examples or reasons
- provided answers in English or te reo Māori as required
- demonstrated an ability to respond to a question that required several pieces of information or evidence
- demonstrated an ability to find supporting evidence from the text to support an answer
- provided some accurate translations of te reo Māori sentences and accurately found the phrase in te reo Māori from the text for selected sentences
- ensured that simple errors were corrected

- demonstrated sufficient understanding of vocabulary and grammatical structures from Levels 1 to 3 of the curriculum.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- demonstrated comprehensive comprehension of the text, including fine detail
- paid close attention to the question and answered it fully, giving all the information required in a well considered manner
- sifted through the text to find the appropriate answers without adding extra irrelevant information
- provided accurate translations
- demonstrated a wide knowledge of vocabulary and comprehension of a range of question types
- paid attention to detail and proofread their answers to ensure that simple errors were corrected.

OTHER COMMENTS

Exposure to previous examination papers or questions should help candidates improve their understanding of assessment requirements. The ability to use full sentences whether in te Reo Māori or English highlighted a candidate's knowledge of vocabulary and grammar. In a similar vein, skills required in close reading improved a candidate's ability to sift through text so as to find the appropriate information and likewise formulate appropriate responses.

90782 Whakaoti tuhinga ōkawa i te reo o te ao whānui

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- completed the essay requirements for each writing task
- demonstrated a coherent structure that allowed simple factual or straightforward information relating to the topic to be conveyed
- produced a range of accurate and comprehensible text in te reo Māori
- demonstrated the gist of the text
- attempted some of the questions bullet-pointed for the topic
- identified some features of a formal essay.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not demonstrate an understanding of the essay requirements
- did not demonstrate a coherent structure in the writing produced.

- did not produce a range of accurate and comprehensive text in te reo Māori
- did not demonstrate an understanding of the gist of the topic set
- did not attempt a sufficient number of questions
- did not follow essay conventions
- produced work that contained a large number of grammatical errors.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- understood the question and wrote on the topic, usually expressing their ideas logically
- planned answers to ensure that writing was well structured and all aspects of the question were attempted
- used the sub-questions to help structure their response coherently
- demonstrated some development of ideas by giving examples, explaining an idea, or giving a reason for an opinion where appropriate
- wrote a considered essay showing research and depth of knowledge on the topic
- included some form of introduction and conclusion in their response
- used correct te reo Māori to demonstrate level 3 language features and vocabulary confidently.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- confidently wrote text in te reo Māori to complete two essays
- wrote responses that had a clear structure with a clear introduction and conclusion
- wrote in correct and varied sentences with flair, originality, humour, or inspiration in te reo Māori
- wrote responses that had a clear structure, usually evidenced by a well written introduction and conclusion
- developed ideas and arguments, giving examples or reasons and linking these back to the overall question they were answering
- wrote with originality and flair in the phrasing and/or argument
- fully understood the question and essays and showed evidence of clear planning to ensure all parts of the question were answered; some candidates had carefully highlighted the parts of the question, and on completion proofread the essays to correct simple errors
- demonstrated an in-depth knowledge of the subject on which they were writing
- used kīwaha and whakataukī where appropriate.

OTHER COMMENTS

Exposure to previous examination papers, questions and the requirements of the level 3 te reo Māori curriculum should help candidates improve their understanding of assessment requirements. Successful candidates produced in-depth and analytical writing following formal essay conventions, thus demonstrating a sound understanding of this standard.

90784 Pānui kia wetewete i te reo o te ao whānui

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically

- corrected some grammatical errors and provided some antonyms and synonyms
- correctly negated one or more sentences
- showed a basic knowledge of grammatical structures drawn from levels 1 to 3 of the curriculum
- corrected some grammatical errors and provided some antonyms and synonyms
- found simple errors in sentences drawn from the grammatical structures mentioned above
- correctly wrote the negative of some sentence structures
- attempted the majority of questions.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not attempt to answer the majority of the questions
- did not show a basic knowledge of grammatical structures drawn from levels 1 to 3 of the curriculum
- did not identify or correct simple errors in sentences drawn from the grammatical structures – many candidates re-copied out the question, or translated it into English
- did not give a simple synonym or antonym as required based on the candidates' knowledge of vocabulary drawn from levels 1 to 3 of the curriculum
- did not negate sentences – many candidates did not get a single sentence correct.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- accurately identified and corrected errors
- provided some antonyms and synonyms
- correctly negated some of the sentence structures in Section One
- attempted all questions although not always answering them correctly.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- completed answers for each question in the examination
- demonstrated familiarity with grammar structures and vocabulary from levels 1 to 3 of the curriculum
- completed answers for each question in the examination

- accurately identified most errors and showed knowledge of how to negate sentences accurately
- provided most of the antonyms and synonyms.