

National Certificate of Educational Achievement

2012 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**

COMMENTARY

This was the final year for examinations to assess these achievement standards.

Candidates who responded successfully to the requirements of the three examinations were familiar with the contexts derived from the assessment specifications. This was demonstrated by their ability to employ appropriate vocabulary, language structures and features in relation to each given theme in the examination.

Candidates familiar with the process of brainstorming ideas on set aside planning page were on the whole more successful at teasing out their ideas than candidates that wrote free form.

Candidates who attained achievement with merit and excellence were grounded in the fundamental principles of te reo Māori vocabulary, grammar, in addition to advancing higher order thinking.

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
- attempted the majority of questions
- interpreted questions and identified some factual information in the text relating to those questions
- at times also included irrelevant information in their answer
- understood a variety of vocabulary and grammar structures.

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
- gave multiple answers or copied out a large number of sentences from the text
- demonstrated an inability to translate from te reo Māori to English accurately
- made no attempt to answer any 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
- 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
- demonstrated an ability to find some key phrases from the text of a similar meaning to phrases provided
- provided some accurate translations of te reo Māori sentences.

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 thorough 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
- demonstrated an ability to find key phrases from the text of a similar meaning to phrases provided.

OTHER COMMENTS

Successful candidates demonstrated extensive comprehension skills and extensive vocabulary knowledge. Some candidates struggled with reading comprehension skills, while others struggled to expand upon their response with finer details to attain achievement with merit or achievement with excellence.

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:

- outlined introduction or basic line of argument to introduce topic and structure
- listed and sequenced general ideas to define argument
- applied narrative kīwaha, or whakataukī to expand ideas or argument

- applied macrons or double vowels correctly throughout the body of the essay
- utilised te reo Māori effectively to discuss intent and purpose outlined in the introduction
- applied grammar and language features without hindering or limiting flow of ideas and writing.

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 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:

- established a clear theme with either an evident or narrative approach
- utilised macrons or double vowels correctly and consistently to ensure clarity of thematic intent and purposeful writing
- utilised conjunctions to link ideas and summarise main points
- utilised a range of language features such as, kīwaha, whakatauakī, kupu whakarite, or alternative language features to demonstrate expansion of ideas
- demonstrated relevant connections to the theme by referring to and linking personal rationale, personal experiences in addition to external evidence or references
- maintained introduction intent throughout writing and proved central argument by making clear links to key points or evidence including solid and appropriate conclusions
- utilised advanced te reo Māori in-depth with clarity of purpose and meaning
- applied grammar and language features that are precise and do not hinder clarity or conclusions given.

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:

- established a succinct and clear introduction that set the tone for the entire essay including the conclusion
- utilised macrons or double vowels fluently

- utilised a wide range of language features and sentence structures
- justified ideas with evidence, valid examples, experiences or supporting statements
- used original, creative, critical analysis to articulate ideas
- utilised a comprehensive vocabulary
- demonstrated comprehensive understanding and application of grammar, a/o categories, conjunctions, kīwaha, whakataukī
- demonstrated fluency, confidence and flair in personal writing style and voice
- synthesised theme, main ideas and evidence and produced a convincing conclusion that was related to the opening introduction.

OTHER COMMENTS

Candidates who were able to incorporate a coherent essay structure for example an introduction; body content and conclusion were able to articulate successfully the intent of their argument or discussion. Candidates who consistently summarised, linked, supported their ideas, opinions or conclusion with evidence attained achievement with excellence.

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:

- were able to correct some grammatical errors and provide some antonyms and synonyms
- showed a basic knowledge of grammatical structures
- were able to find simple errors in sentences drawn from the grammatical structures mentioned above
- could correctly indicate the negative of some sentence structures
- were able to attempt 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
- were not able to identify and correct simple errors in sentences drawn from the grammatical structures; many candidates re-copied the question or translated it into English
- could not give a simple synonym or antonym as required based on the candidates knowledge of vocabulary
- were not able to negate sentences.

ACHIEVEMENT WITH MERIT

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

- could accurately identify and correct errors
- could provide some antonyms and synonyms
- could correctly negate some of the sentence structures
- 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:

- were able to provide the correct answers consistently
- demonstrated familiarity with grammar structures and vocabulary
- could accurately identify the majority of errors and knew how to negate sentences accurately
- could provide the majority of the antonyms and synonyms.