

National Certificate of Educational Achievement

2014 Assessment Report

Te Reo Māori Level 2

91286 Pānui kia mōhio i te reo o te ao torotoro

91287 Tuhi i te reo o te ao torotoro

COMMENTARY

Candidates are encouraged to attempt all parts of the exam, providing as much detail as possible to help answer the question in full. It is advisable for candidates to go beyond what is presented in the text by expanding on their answers, providing justifications and explanatory information that will enhance the response. Candidates need to provide evidence from the text to support their responses demonstrating they have an understanding of the text.

Candidates should be made aware that copying answers verbatim from the text without altering it to suitably answer the question is not going to allow them to achieve. This is particularly noticeable when candidates responded in te reo Māori. Candidates are reminded to read instructions carefully and take full advantage of the time allocated to this exam especially as all questions asked the candidates to write the answers in their 'own words'.

STANDARD REPORTS

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COMMENTARY

Successful candidates provided concise, focused answers rather than lengthy responses that demonstrated limited relevance to the question.

Candidates are encouraged to read the question carefully and only provide relevant material in their response.

ACHIEVEMENT (3 OR 4)

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

- attempted to answer the answer
- demonstrated a basic comprehension of the text
- gave a brief answer with evidence and without elaboration
- identified basic information from the text to answer the question
- copied the answer from the text with minimal alterations to reflect understanding.

NOT ACHIEVED (0, 1 OR 2)

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

- did not attempt most of the questions
- did not understand the text
- copied answers from the text verbatim
- provided partial responses that were incorrect or irrelevant.
- made basic comments about the text rather than specifically answering the question
- used the glossary to construct an answer but were incorrect
- translated the text but did not answer the question.

ACHIEVEMENT WITH MERIT (5 OR 6)

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

- located the correct information
- attempted to give detailed responses in their own words to answer the question
- demonstrated comprehension of the text and understanding of the questions by providing specific details in their answers from the text as required
- linked answers and descriptions
- began to provide justifications for their answers
- expressed ideas that tended to be correct but generalised and often deficient in clarity and /or depth.

ACHIEVEMENT WITH EXCELLENCE (7 OR 8)

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

- answered all the questions
- demonstrated a comprehensive understanding of the text
- located the correct information from the text and included this evidence in their answers
- reflected on their own knowledge and included this in their responses
- provided extensive detail and justifications for their answers
- gave responses that were relevant, clear and concise demonstrating high level thinking skills.

OTHER COMMENTS

Candidates who achieved used both English and Māori to answer the questions using appropriate grammatical sentence structures and vocabulary in both languages. Where answers were given in Māori the standard of language used with accuracy was very high which was pleasing to see.

Candidates who achieved at a Merit or Excellence level demonstrated the ability to understand, interpret and explain the passage in order to answer the questions and to extend beyond what was presented in the text.

91287 Tuhi i te reo o te ao torotoro

COMMENTARY

Most candidates' can be proud of what they have achieved in this year's examination. Overall, the 2014 cohort acquitted themselves well.

Candidates whose results were at the top end of the spectrum were exceptional. Teachers, kaumatua, kuia and local communities can be proud of what these young people have achieved. Very few candidates were poorly equipped to sit this year's examination

ACHIEVEMENT (3 OR 4)

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

- demonstrated a reasonable ability to write and collate thoughts
- used correct vocabulary and grammar in their sentence structures to a good standard
- met the basic requirements of the instructions
- used most vocabulary and language structures correctly
- wrote material that was generally relevant to the topic.

NOT ACHIEVED (0,1 OR 2)

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

- used English words in their responses
- used Māori words but in an illogical sequence
- wrote counter to what the instructions asked
- wrote sentences irrelevant to the essay topics
- used incorrect vocabulary and language structures
- wrote illogically ordered sentences that hindered communication.

ACHIEVEMENT WITH MERIT (5 OR 6)

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

- met the requirements of the instructions with creativity
- used correctly a broad range of vocabulary and language structures
- wrote material that was very relevant to the topic
- demonstrated a breadth and depth of ideas that incorporated advanced language features.

ACHIEVEMENT WITH EXCELLENCE (7 OR 8)

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

- met the requirements of the instructions with flair and creativity
- used correctly a very broad range of vocabulary and language structures
- wrote material that was highly relevant to the topic
- demonstrated a breadth and depth of ideas that incorporated advanced language features with flair, creativity, and originality.