

# Ngā Pūrongo Aromatawai

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Standards [91087](#) [91088](#)

### Part A: Commentary

Some candidates attempted to answer in te reo, but their language skills did not enable them to fully communicate their ideas; they might have gained a higher score if they had answered in English.

A significant number of candidates did not write on their chosen topic. Candidates need to write “on topic” rather than produce an essay on something they have memorised.

### Part B: Report on standards

91087: Pānui kia mōhio ki te reo o tōna ao ngahau

Candidates who were awarded **Achievement** commonly:

- demonstrated a basic comprehension of the key points of the text
- identified relevant key ideas
- provided simple answers without elaboration
- included some major errors in detail/interpretation
- listed basic ideas rather than comparing and contrasting.

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

- attempted only one of the questions
- produced an answer which lacked in substance
- produced an answer unrelated to the question
- lacked sufficient understanding of the text
- copied full phrases from the text
- responded in te reo Māori, despite clear difficulties in language ability which greatly hindered communication.

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

- expanded on ideas
- linked examples together
- included only minor errors in detail/interpretation
- demonstrated comprehension of the key aspects of the text
- provided simple justification
- compared and/or contrasted where required
- answered all parts of the question, e.g. the 'why' and 'how', 'what' and 'why', etc.

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

- showed a competent understanding of the text
- provided a convincing answer
- showed techniques of persuasion and justification
- embellished their answer with well-linked examples and experiences

- provided detailed answers for at least two of the three questions
- answered all parts of the question, e.g. ‘why’ and ‘how’, ‘what’ and ‘why’, comparing and contrasting, and then selecting a successful applicant.

### Standard-specific comments

Some candidates chose to answer this standard in te reo Māori, despite their lack of ability to fully communicate their ideas. As this is a reading comprehension paper, it is important that they choose to answer in the language which best enables them to be able to communicate their ideas. Many candidates disadvantaged themselves by writing in their second language.

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## 91088: Tuhi i te reo o tōna ao ngahau

Candidates who were awarded **Achievement** commonly:

- wrote at least the minimum amount
- used simple grammar and phrases from level 3–4 of the curriculum (including affirmative verb phrases, naming, and sometimes a basic “na te mea”, etc; however, this was not embedded into their work with ease or clarity
- did not clearly link sentences, and wrote in what could be considered “bullet point” style
- may have written at a higher level, but did not write on the chosen topic/convention, e.g. a conversation
- may have struggled with grammar, but showed enough ability to portray the gist of what they wanted to communicate.

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

- did not write on topic
- did not write the minimum word count
- did not write an understandable response.

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

- answered at level 5–6 of the curriculum, though not always correct in all details
- gave responses that flowed and showed clear understanding of the genre and topic, although some mistakes were still evident
- frequently gave opinions or reasons that helped them create a basic argument or ‘feel’ to their response.

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

- used a wide range of vocabulary at level 5–6 of the curriculum
- explored the chosen topic in depth with few mistakes
- justified their opinions or reasons, e.g. for liking or disliking something.

### Standard-specific comments

Some candidates did not write on their chosen genre or conventions. It is essential that candidates read the instructions and follow them.

This examination is not recommended for students in Māori medium settings – Te Reo Māori is a subject intended for second language learners. There is also a cohort of younger students entering the examinations. This may not be appropriate, as younger students may not yet have a sufficient working knowledge of the curriculum, and so may be disadvantaged.

Pre-written, off-topic responses are not acceptable.

There are no longer set topics. “Tona ao” does not mean “home, hobbies, kura”, etc only; teachers are advised to put students at the centre of their planning and give them the skill set to write on multiple topics – e.g. what is their world to them? There were some impressive responses from candidates who could write on health, history, their dreams, etc, using the correct level of the curriculum.

## [Te Reo Māori subject page](#)

### Previous years' reports

[2019 \(PDF, 307KB\)](#),

[2018 \(PDF, 112KB\)](#),

[2017 \(PDF, 43KB\)](#),

[2016](#)

[\(PDF, 207KB\)](#)

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