

Ngā Pūrongo Aromatawai

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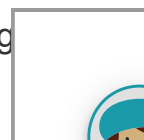
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Part A: Commentary

In 2021, candidates generally made a real effort, producing responses that required serious consideration during the marking process. Overall, candidates were successful in that there were fewer Not Achieved results than in recent years. Familiar contexts have been used this year and a list of useful words were included for each of the essay topics to support candidates.

At NCEA Level 1, candidates should be able to demonstrate their understanding and use of grammatical structures and vocabulary from up to and including level 6 of the Te Reo Māori curriculum. They should be familiar with the appropriate Achievement Objectives from the teaching and learning curriculum guidelines in *Te Aho Arataki Marau mō te Ako i Te Reo Māori-Kura Auraki*.

Candidates are advised to make as many connections as they can between all stimulus material and the question. Candidates are reminded that quality answers need to be based on evidence in the texts. Any conclusion or implied meaning



must be supported by evidence from the text to demonstrate understanding. Top candidates tend to make personal connections and go beyond the obvious.

Candidates would benefit from targeted practice of examination techniques to reinforce the level of detail expected in answering at Excellence, Merit, and Achievement levels. This may also help develop skills required to interpret texts for inferred or implied meanings and to allocate time evenly for proof-reading answers before completion.

The questions had multiple components, and candidates needed to respond to all elements of the question to achieve with Excellence. Therefore, giving candidates guidance on how to identify how many parts a question has is advisable. Leaving answers blank, or only answering one aspect of a question, or generally retelling the story means that candidates are less likely to succeed. Merit and Excellence candidates were able to expand on their answer sometimes by giving multiple reasons to justify their answers.

Part B: Report on standards

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

Examinations

Three sections were written specifically for this assessment, which included information required to answer the three given questions. It was helpful for candidates that each section had its own question as opposed to previous years where the three questions came after one big chunk of writing. The context was a kuia and her mokopuna going fishing and it included some common references which would have captured the attention of the candidate audience.

Using familiar contexts encourages candidates to be on task and engaged throughout. Most responses were sufficient to suggest candidates had put some effort into their mahi. Language used was up to and including Level 6 of the Kura Auraki, Te Reo Māori document. Uncommon kupu for this level were included in the supporting glossary at the start of each section of kōrero.

Candidates could answer in either English or te reo Māori, whichever they were most comfortable with. Candidates were also encouraged to write answers in their own words, and many did so in 2021. Each question allowed candidates to

expand on answers with the use of appropriate whakataukī, through making a range of other connections to the text, through inference, and through justifying their statements

Observations

Merit and Excellence candidates were able to expand on their answer by giving multiple reasons to justify their answers. It worked well having the story broken up into chunks that related to the question, rather than having one big body of text and then questions. The quality of the responses was much better than previous years, as a result.

It may help candidate outcomes if it is reinforced to the candidates that they may answer in either te reo Māori or English and should answer in the language they are most confident using. Some candidates seem to be under the impression that they will do better if they answer in te reo Māori, however their language skills must be good enough to fully communicate their ideas in Te Reo.

Grade awarding

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 much elaboration
- included major errors in detail / interpretation
- answered part of the question only
- provided simple answers with no supporting evidence
- showed some understanding of the texts and were able to extract keywords in their answers
- included some ideas that were loosely related to the topic.

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

- attempted only one of the questions
- produced an answer that lacked substance
- produced an answer unrelated to the question
- copied full phrases from the text

- retold aspects of the story without answering the question
- reiterated the question but didn't answer it
- responded in Te Reo Maori despite clear difficulties in language ability which greatly hindered communication
- picked out basic words from the text
- provided incorrect responses
- lacked comprehension
- strayed from the meaning within the text.

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

- expanded on ideas
- linked examples together
- included minor errors in detail / interpretation
- demonstrated comprehension of the key aspects of the text
- provided simple justification
- answered all questions
- provided facts with reasons / evidence from the text
- demonstrated sound understanding of the text
- structured their answers in a logical manner.

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

- demonstrated competent understanding of the text
- provided a convincing answer
- showed techniques of persuasion and justification
- embellished their answer with well linked examples and justification from the text
- provided full and detailed answers for at least two of the three questions
- answered all parts of the question, e.g. “why and how”, “what and why”

- provided facts with reasons and evidence from the text as well as bringing those answers to a conclusion or final answer
 - gave a thorough response to the questions, showing a nuanced understanding of the text
 - demonstrated comprehensive understanding of the text including clear inferences written in the texts and subtle details
 - used appropriate connected whakataukī to support their response
 - reflected on their own knowledge and experiences and incorporated this into their answers.
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91088: Tuhi i te reo o tōna ao ngahau

Examinations

There were five appropriate essay questions of which the candidates selected one to answer. The questions were varied and in keeping with the published 2021 assessment specifications. Questions were written in te reo Māori and English, so they were accessible to all candidates. Candidates were required to write in te reo Māori. There was a list of words for possible use after each question to support the candidate in getting started.

An even spread of topics chosen by the candidates this year was evidence of a fair and accessible assessment for most candidates.

Observations

Candidates often wrote on topic but not on question, which suggests they had not fully read the question. Candidates are therefore urged to read the whole question rather than predicting the requirements of the writing based on the question title.

Candidates need to use a wide variety of sentence structures – repeating lots of the same information and structures, even though the writing may be correct, will not enable them to attain excellence.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- used repetitive and / or similar grammar structures and kupu throughout their tuhituhi
- wrote a basic response using vocabulary and grammar from levels 3-5 of the curriculum
- often wrote on the general kaupapa of the question but did not necessarily answer the question properly
- demonstrated a basic understanding of the topic.

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

- wrote in English
- wrote on a topic not included in the examination
- had so many errors as to hinder communication
- wrote well under the word requirements.

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

- answered at least one part of the question in detail and showed a good understanding of grammar and vocabulary from levels 5–6 of the curriculum
- produced a response that was using a wider range of te reo Māori with great confidence
- structured their essay appropriately
- structured their answers in a logical manner.

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

- answered the whole question in detail
- wrote with a complex understanding of level 5–7 of the curriculum
- had minimal errors
- produced a response that was well crafted and showed depth of knowledge of the topic
- wrote with flair and creativity for the full word count
- structured their answers in a comprehensive and logical manner.

[Te Reo Māori subject page](#)

Previous years' reports

[2020 \(PDF, 156KB\)](#)

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

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

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

[2016 \(PDF, 207KB\)](#)

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