

# Ngā Pūrongo Aromatawai

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## Level 2 Te Reo Māori 2021

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### Part A: Commentary

There were fewer Not Achieved results in the Tuhituhi / writing and Pānui / Reading standards than in previous years. Candidates generally made a real effort, producing responses that required serious consideration during the marking process.

Candidates should be able to demonstrate their understanding and use of grammatical structures and vocabulary from up to and including level 7 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*.

There was a variety of contexts in the writing section that were engaging for rangatahi.

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.

## Part B: Report on standards

### 91286: Pānui kia mōhio ki te reo o te ao torotoro

#### **Examinations**

Three sections were written specifically for this assessment, which included information required to answer the three given questions. The context reflected how youth of today communicate through various online modes. The use of a familiar context allowed candidates to be on task and engaged throughout the assessment, resulting in responses that warranted strong consideration by the markers. Language used was up to and including Level 7 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 and use whichever they were most comfortable with. Candidates were also encouraged to write answers in their own words. 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**

Candidates who achieved Merit or Excellence often showed an ability to write correct responses to the questions showing their own thoughts. They were also able to restrict their responses to the kaupapa of the texts. Some candidates were penalised for straying from the meaning of the texts. The teaching and learning programme should allow time for candidates to develop their familiarity with similar reading tasks. This will ensure they are more prepared for what is involved in the 91286 external examination.

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 Māori.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed some understanding of the texts and were able to extract keywords in their answers
- presented a limited response
- located the correct answer from the text
- included some ideas that were loosely related to the topic.

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

- copied passages directly from the text
- did not answer in their own words
- provided incorrect responses
- lacked comprehension
- strayed from the meaning within the text.

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

- demonstrated sound understanding of the text
- located the correct information and answered every question
- gave detailed responses in their own words
- made connections linking their response to the passage
- structured their answers in a logical manner.

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

- demonstrated a comprehensive understanding of the text, including clear inferences written in the texts and subtle details
- used appropriate, connected whakataukī to support their response

- located the correct information and answered all the questions in their own words
  - incorporated evidence / information from the text into their answers
  - reflected on their own knowledge and experiences and incorporated this into their answers
  - structured their answers in a comprehensive and logical manner with all correct facts and support of with evidence using some inference.
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## 91287: Tuhi i te reo o te ao torotoro

### Examinations

There were six 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.

Space was provided for planning with some guidance as to the structure and kaupapa for candidate responses. An even spread of topics chosen by the candidates this year was evidence of a fair and accessible assessment for most candidates.

### Observations

In 2021, the performance of candidates was encouraging. A focus on good basic writing conventions is important. The teaching and learning programme should ensure that all candidates are in command of basic writing conventions – mastering the use of capital letters, full stops, and paragraphing is a very good way for candidates to improve their performance in this examination.

### Grade awarding

Candidates who were awarded **Achievement** commonly:

- wrote a basic response using a basic level of te reo Māori at level 6 of the curriculum
- used repetitive and / or similar grammar structures and kupu throughout their tuhituhi

- demonstrated a basic understanding of the topic
- wrote about information that was mostly relevant to the topic
- attempted to structure their essay and began to incorporate conventions of writing.

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

- wrote well beneath the word requirements
- wrote a response that was too off-topic
- made a minimal or no attempt to write on a topic
- made so many grammatical errors the writing was incomprehensible
- did not structure their essay or make use of any conventions of writing, grammar and punctuation.

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

- wrote a response that used a wider range of te reo Māori with great confidence
- showed depth of creativity and ability to use good writing conventions such as grammar, sentence structure, paragraphing and tohutō
- showed familiarity with the topic
- attempted to include examples to back up their opinion/s
- structured their essay appropriately
- structured their answers in a logical manner.

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

- wrote a response that was well crafted and showed depth of knowledge of the topic
- wrote with flair and creativity for the full word count
- incorporated appropriate kīwaha and whakataukī seamlessly into their response
- structured their answers in a comprehensive and logical manner.

# [Te Reo Māori subject page](#)

## Previous years' reports

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[2019 \(PDF, 251KB\)](#)

[2018 \(PDF, 126KB\)](#)

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

[2016 \(PDF, 212KB\)](#)

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