

Subject: Te Reo Māori

Level: 1

Standards: 91087, 91088

Part A: Commentary

In 2022, most candidates made an honest effort to produce responses that required serious consideration during the marking process. Familiar contexts have been used this year and a list of useful words were included for each of the essay topics to support candidates.

However, candidates tend to show a better understanding of vocabulary rather than grammar. Candidates need more support with grammar, particularly with sentence starters and the differences between sentences that do or do not contain verbs and understanding tenses.

Grammar is of significant concern and candidates' abilities to remember and craft grammar needs to be developed. While students are confident applying their basic skills, the proactive development of language is more challenging so many students are not meeting the grade or choosing not to attempt the assessment.

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 often make personal connections and go beyond the obvious.

Candidates will 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 all parts of a question is advisable. Leaving answers blank, or only answering one aspect of a question, or simply retelling the story will result in candidates being less likely to achieve their potential. 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

Examination

Three separate 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 was separate to the first – allowing students opportunities to succeed in one part if they struggled with another. The overall kaupapa was about a trip to the marae and the problems and solutions that occurred along the way. Candidates this year were also asked to apply a whakataukī to their understanding of the text.

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.

Observations

It was pleasing to see that most candidates who attended the examination attempted this paper, and many demonstrated a solid understanding of the vocabulary and grammar used in the text.

It is important to note that this is a comprehension, not a translation examination. Candidates are asked to apply their knowledge of the text to the question and answer that with a full explanation.

There are still a significant number of candidates who are not using the language in which they are most proficient to respond to these questions. It is essential that candidates only answer in the language in which they have enough grammar and vocabulary to show a comprehensive understanding of the text. Often students who wrote in te reo Māori were not yet at that level and as a result were not able to explain themselves to their full potential.

It is important for schools to understand that while a younger candidate may have reasonable te reo Māori language skills, the curriculum level of the texts is designed for candidates in year 11, so the comprehension and interpretation aspects of the texts used may be beyond younger candidates and can result in these candidates not achieving their full potential in the examination.

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 elaboration
- included major errors in detail / interpretation
- understood the basic requirements of the questions
- only answered part of the question
- gave simple answers with no supporting evidence
- often wrote short sentences
- responded with lists of basic ideas.

Candidates who were awarded **Not Achieved** commonly:

- picked out basic words from the text
- translated parts of the text
- did not answer the questions provided
- wrote irrelevant / incorrect answers
- provided information relevant to the text but not relevant to the question
- seemed to make a genuine attempt but did not provide enough detail to achieve
- attempted only one of the questions
- produced an answer which lacked in substance
- demonstrated insufficient understanding of the text
- copied full phrases from the text or retold aspects of the story without answering the question
- reiterated the question but didn't answer it
- responded in te reo Māori despite clear difficulties in language ability that greatly hindered communication.

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

- used justification from the text
- 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
- answered at least two aspects of the question
- provided facts with reasons/evidence from the text.

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

- answered the question in comprehensive detail allowing for all parts of the question to be answered
- 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 justification from the text
- provided full and detailed answers for at least two of the three questions
- answered all parts of the question
- 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 and the implications.

91088: Tuhi i te reo o tōna ao ngahau

Examination

The 2022 examination featured 5 different questions all linked to a kaupapa and achievement objectives from levels 5–6 of the curriculum. All questions included a list of words to encourage and help students to complete the assessment. The questions were varied and in keeping with the published 2022 assessment specifications. Questions were written in te reo Māori and English, so they were accessible to all candidates.

Observations

The removal of a heading this year meant that significantly more responses were directly related to the question rather than the overall topic, and it was pleasing to see that many candidates made use of the words provided to help them with their writing.

While questions are directly related to the curriculum and have additional help provided with suggested words, there are still a significant number of students not attempting the examination or producing work that is well below the standard.

In addition to the above, frequent significant errors in simple grammar are also concerning nation-wide and the responses generally show that many students have not yet had enough time in the classroom to build their language skills up to level 5–6 level without resources to assist them.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- wrote using simple sentences (often with mistakes) such as
 - he
 - basic active verb sentences
 - ko
 - nā te mea
- answered part of a question
- attempted complicated grammar but communication was hindered to an extent that the higher-level grammar was not understandable.
- showed many simple mistakes in grammar and vocabulary but not enough to significantly hinder communication.

Candidates who were awarded **Not Achieved** commonly:

- did not show enough evidence to meet the standard
- did not write a response that could be understood
- wrote on a topic that was not an option
- wrote in English.

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

- used a small range of grammar from level 5-6 of the curriculum including grammar such as passive voice, kia ... ai, ki te / ki te kore, ahakoa, relative clauses, agent emphatic, ehara, he rite tonu, and he rerekē
- used higher-level grammar with mistakes that did not hinder communication in a significant way
- answered most or all the question in detail
- did not link paragraphs and thoughts, with responses feeling like “bullet point” sentences
- used random whakatauki that may have related to the text but did not effectively enhance their argument.

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

- answered all parts of the question in comprehensive detail
 - provided convincing answers, using a wide range of complex language from level 5–6 and above of the curriculum
 - used text that may have contained errors but not to the extent that the quality of the response and clear understanding of language was hindered
 - used the planning page to formulate and think through a well-structured response
 - wrote a response that linked ideas and flowed from one sentence to another to create a cohesive paragraph
 - Used whakatauki appropriately to enhance their answer, i.e. did not just stick it on the end of the essay but instead referred to it throughout the response.
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