

Subject: Te Reo Māori

Level: 2

Standards: 91286, 91287

Part A: Commentary

Candidates engaged well with the examination. However, it is evident that candidates must be explicitly prepared for examination techniques, which goes beyond giving ākonga mock examinations. For example: For the pānui paper ākonga should:

- be encouraged to answer all questions to give them a better chance of reaching the Achieved level
- have regular opportunities to practice paraphrasing texts both in te reo Māori and then paraphrasing in te reo Pākehā rather than providing a translation of the te reo Māori
- be familiar with synonyms, a range of kīwaha, and common whakataukī.

For the tuhituhi paper ākonga should:

- be given frequent opportunities to produce timed writing
- be encouraged to produce a plan for their writing before they begin writing (there is a template given for both online and paper responses)
- be taught how to plan their writing.

Schools should also target grammar at Level 7 of the curriculum and systematically work through how to use language accurately in a range of contexts. This practice will prepare ākonga for both pānui and tuhituhi papers.

Part B: Report on standards

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

Observations

This year there was good engagement with the pānui paper. However, some candidates are neglected to answer all three questions, which occasionally prevents them from reaching the Achieved standard.

In addition, candidates are reminded to read the questions carefully and answer all parts. Sometimes there is more than one question for each of the texts. Therefore, it is difficult for ākonga to reach the Excellence level if they have not answered all parts of the questions.

Ākonga should also be encouraged to work on paraphrasing skills and only giving information relevant to the question(s), as often answers given were verbatim.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- gave some correct responses he whakaputa noa i ōna whakaaro, ā, he tika tonu
- used wording verbatim from the examination paper
- produced some evidence from the text to support their answers.

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

- did not answer questions correctly
- opted not to respond to all three parts of the paper.

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

- produced responses that were relevant to the questions
- wrote to Level 7 of *Te Aho Arataki Marau Mō Te Ako I Te Reo Māori*
- provided a response with some depth
- showed some skill in paraphrasing their responses
- used evidence from the text to support their answers.

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

- produced an answer for all three parts of the examination paper
- answered all parts of the questions that related to each text
- produced thorough evidence from the text to support their answers
- produced responses that were highly relevant to the questions
- artfully paraphrased their responses
- demonstrated understanding of sophisticated language features such as kīwaha.

91287: Tuhi i te reo o te ao torotoro

Observations

Candidates engaged with each of the kaupapa in the tuhituhi paper this year. However, some candidates prepared texts that did not align to their chosen topic or wrote responses that were too short. By giving candidates plenty of opportunities to respond to unfamiliar questions, they will build up the skills to respond to a range of topics.

Candidates completing the Level 2 paper should be using grammar and sentence structures that align with Level 7 of *Te Aho Arataki Marau Mō Te Ako I Te Reo Māori*. This means systematically ensuring ākonga have been exposed to a range of grammar throughout the year.

To prepare ākonga to achieve to the highest standard, they should have a good knowledge of how to use some of the following tools accurately: kupu whakarite (metaphorical language), kīwaha (idiomatic expressions), and whakataukī/whakatauākī (proverbial sayings).

Grade awarding

Candidates who were awarded **Achievement** commonly:

- produced writing that was relevant to their chosen question
- occasionally listed their ideas
- produced responses that had surface level engagement.

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

- did not produce writing that was relevant to their chosen topic
- produced writing that was too short or contained significant grammatical errors
- produced writing that was difficult to understand.

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

- produced writing that was relevant to their chosen question
- expanded on their ideas
- produced responses that, despite errors, were comprehensible
- used some whakataukī / whakatauākī / kīwaha, kupu whakarite.

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

- produced writing that was highly relevant to their chosen question
- produced writing largely free of errors
- produced writing which contained sophisticated language and showed flair
- used whakataukī / whakatauākī / kīwaha, kupu whakarite accurately.