

2023 NCEA Assessment Report

Subject	Te Reo Māori
Submission Due Date	25 October, 2023
Mode of Assessment	Kete Manarua
Standards	Level 2 92390, 92393

92390: Te whakapuaki whakaaro i runga i te pakari haere o te tika o te reo

He Tirohanga Whānui | Commentary

Almost all of the kōrero were prepared speeches where most of the kōrero were a pepeha, karakia or waiata. These were not crafted by the Ākonga and did not show a wide range of vocabulary and grammar. It was a clear part of Ākonga being marked down from Kairangi (Excellence) to Kaiaka (Merit) because they did not speak for long enough on the actual topic of the speech.

It is suggested that only speech relating to the content and CRAFTED by the Ākonga (not reproduced from wrote learning or karakia etc that are not actually the work of the Ākonga) is handed in so that Ākonga can be appropriately marked on their ability. It is also clear there are some aspects of the mihi that are being taught to the whole class. This seems to be work from the Kaiako, not original crafted work of the Ākonga.

He kōrero mō te Paerewa | Report on the standard

Te Aromatawai | The Assessment

This assessment was created for Ākonga to communicate their understanding of language accuracy. The Ākonga presented all evidence for digital submission and the mode of assessment was a Kete Manarua (Assessment Portfolio).

Ngā Tirohanga | Observations

A lot of the kōrero were taken up with mihi, waiata or karakia. These are frequently written and therefore become learnt pieces of evidence that are not actually the work of the Ākonga. It needs to be clear that only information on the actual topic written by the Ākonga will be timed and marked.



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Pūrongo Paerewa Paetae | Report on Achievement Standards:

Ko ngā ākonga i eke ki te **Kairangi** i te paerewa paetae nei | Ākonga who were awarded Achievement with Excellence commonly:

- submitted responses that were mostly correct and minor errors did not hinder the quality of their work or the communication.
- used a wide variety of vocabulary and grammar at the appropriate level.
- were able to understand, at times, the way to use metaphorical language correctly.

Ko ngā ākonga i eke ki te **Kaiaka** i te paerewa paetae nei | Ākonga who were awarded Achievement with Merit commonly:

- expanded on a number of examples.
- created responses that were clear and structures were mostly correct.
- used grammar that created a flow in ideas via either conjunctions or consequential action.
- used a variety of words and structures.
- achieved communication that was not significantly hindered by minor errors.
- relied on cue cards, which at times this hindered communication slightly.
- created responses that were generally correct and communication wasn't hindered significantly by minor errors.
- used an English word occasionally.



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Ko ngā ākonga i eke ki te **Paetae** i te paerewa paetae nei | Ākonga who were awarded Achievement commonly:

- handed in one kōrero and one tuhinga which met the minimum required length.
- used simple language.
- had many errors in language from the level one grammar progression table.
- had mostly correct pronunciation.
- achieved the time and word limits.
- used English words.
- achieved overall communication despite minor errors. The essence of their response could be understood.
- handed their kōrero in as a narrated PowerPoint.

Ko ngā ākonga **Kāore i whiwhi** i te paerewa paetae nei | Ākonga who were awarded Not Achieved commonly:

- did not submit two pieces of evidence.
- did not meet the minimum word count.
- did not meet the minimum length of time for kōrero.
- submitted a tuhinga which was also used as their kōrero.
- had significant errors which really hindered communication.
- used too much English.



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Subject	Te Reo Māori
Assessment Date	21 June, 2023 9 August, 2023
Mode of Assessment	Tūmahi Aromatawai Pātahi (TAPA)
Standards	Level 2 92390, 92393

92393: Te kōrero mō te ora o te reo i muri i te tau 1970 | Communicate about the vitality of the language after 1970

He Tirohanga Whānui | Commentary

This assessment was created to test the knowledge of Ākonga on the historical factors and impacts on revitalisation of Te Reo Māori after 1970

He kōrero mō te Paerewa | Report on the standard

Te Aromatawai | The Assessment

This assessment was created to include two parts.

In PART ONE of the assessment, Ākonga watched a video clip in Te Reo Māori. Ākonga then answered questions discussing the events presented in the video and their impact on the vitality of Te Reo Māori after 1970. Responses for this section of the assessment could have been communicated in either English or Te Reo Māori.

In PART TWO of the assessment, Ākonga wrote an opinion piece evaluating the consequences of historical factors on the vitality of Te Reo Māori. Responses for this section of the assessment were to be in Te Reo Māori only.

Ngā Tirohanga | Observations

It may help student outcomes if it is clearly stated at the beginning of the open ended question that Ākonga should answer in the language they are most confident using. It is clear some Ākonga are under the impression that they will do better if they answer in Te Reo Māori, however their language skills are not good enough to fully communicate their ideas.



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Pūrongo Paerewa Paetae | Report on Achievement Standards:

Ko ngā ākonga i eke ki te **Kairangi** i te paerewa paetae nei | Ākonga who were awarded Achievement with Excellence commonly:

- provided a convincing answer.
- showed techniques of persuasion and justification.
- embellished their answer with well linked examples or justifications.
- provided accurate, detailed answers across all / most sections of the question.
- evaluated the facts and justified how that impacted society and the state of Te Reo Māori in part two. Ākonga were able to give multiple examples of information and back up their arguments with conviction. Ākonga also often compared and contrasted their event to other major events and evaluated the impact of this.

Ko ngā ākonga i eke ki te **Kaiaka** i te paerewa paetae nei | Ākonga who were awarded Achievement with Merit commonly:

- expanded on a number of examples.
- included minor errors in detail/interpretation.
- provided simple justification.
- answered most / all sections of the question.
- discussed the impacts of their chosen events in part two by providing some supporting information that was based in fact and research. Their answers may have lacked the ability to compare the impacts to other events.



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Ko ngā ākonga i eke ki te **Paetae** i te paerewa paetae nei | Ākonga who were awarded Achievement commonly:

- provided simple answers without elaboration.
- provided inconsistent answers.
- included major errors in detail/interpretation.
- gave simple explanations without examples from the text.
- described basic impacts in part two, but answers lacked any detail.
- provided answers that were more emotive and generalized rather than backed by accurate examples and data.

Ko ngā ākonga **Kāore i whiwhi** i te paerewa paetae nei | Ākonga who were awarded Not Achieved commonly:

- attempted only part of the question.
- produced an answer which lacked in substance.
- produced an answer unrelated to the question/not from the text.
- responded in Te Reo Māori despite clear difficulties in language ability which greatly hindered communication.
- did not provide enough evidence to show an understanding of the criteria being assessed.

