

Scholarship

2009 Assessment Report

Te Hiranga

Te Reo Rangatira

COMMENTARY

The overall quality of candidate responses was most encouraging. However there was a clear distinction between those who were adept in both the Māori and English language, and those who were not.

SCHOLARSHIP WITH OUTSTANDING PERFORMANCE

Candidates who were awarded Scholarship with Outstanding Performance typically:

- synthesised and integrated listening, writing, reading, and speaking skills with flair and originality
- used unique thinking as reflected in both written and spoken responses
- employed varied sentence structures and extended vocabulary
- justified ideas convincingly, with evidence or supporting statements such as whakataukī and other relevant kīwaha, kīanga
- utilised reference material and personal experiences to convincingly justify statements
- sequenced thought with depth so that there was a smooth transition from one idea to the next
- utilised devices and nuances such as repetition, rhetorical questions and tone to add effect to responses
- displayed a high level of comprehension in the written and spoken language exercises and were able to formulate a considered response with fluid and fluent language techniques
- completed all examination questions.

SCHOLARSHIP

Candidates who were awarded Scholarship but not Scholarship with Outstanding Performance commonly:

- sequenced thoughts and ideas in a logical manner
- understood written Māori and English contexts for translation
- answered all facets of the examination
- articulated ideas with confidence
- justified ideas with evidence or supporting statement such as whakataukī, kīwaha and kīanga
- used original and individual thinking as reflected in both written and spoken responses
- synthesised listening, writing, reading and speaking skills with ease.

OTHER CANDIDATES

Candidates who were not awarded Scholarship or Scholarship with Outstanding Performance commonly:

- produced minimum information to address the question
- did not complete the examination and in some cases did not attempt more than two or three questions
- did not justify ideas with evidence or supporting statements such as whakataukī, kīwaha, kīanga
- lacked original and individual thinking as reflected in both written and spoken responses
- wrote essays that, while being adequate, lacked the depth of debate required at this level
- did not sequence thoughts in a logical manner
- did not understand written Māori and English contexts for translation.