

2022 NCEA Assessment Report



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Subject: Cook Islands Māori

Level: 2

Standards: 91113, 91116

Part A: Commentary

Candidates who demonstrated solid knowledge of Cook Islands Māori up to Level 7 of the New Zealand Curriculum performed best in this examination.

Excellence was within reach for those who gave thoughtful and complete answers to each question. They were able to understand the inferred meaning within the texts and provided thoughtful responses using solid and relevant evidence from the text.

Candidates are reminded that their responses should draw information from the text rather than on prior knowledge or personal judgement.

Candidates should read the questions carefully before they begin answering so that they understand the requirements fully. Often questions have two or three parts that need to be answered. Quoting or direct translation alone are not sufficient evidence of thorough and clear understanding of the text.

Part B: Report on standards

91113: Demonstrate understanding of a variety of spoken Cook Islands Māori texts on familiar matters

Examination

The examination consisted of three listening texts with questions relating to each. Candidates had to listen to the texts to answer the questions. It was necessary for candidates to respond critically to demonstrate clear and complete knowledge.

The texts covered a variety of situations: a conversation between a grandparent and their grandchild, a conversation between siblings about a storm, and the cultural practice of trading pigs. Candidates were required to listen carefully, comprehend the requirements of the question, make sense of the material, and look for connections between the information to meet this standard's requirements.

Observations

Candidates who took listening notes generally had an advantage in this assessment, as they were able to refer to their notes in their answers.

Candidates are advised to read through the questions before planning their answers. This will allow them to choose relevant evidence from the text and provide detail in their responses.

Some candidates generally quoted directly from the text. This in itself did not demonstrate their understanding, nor ability to interpret the text.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided some useful and accurate, but simple, information from the text
- made some reference to the texts when giving opinions
- showed good basic understanding of Level 7 vocabulary and structures.
- demonstrated understanding of the gist of the passages/texts.

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

- presented answers that were not relevant to the questions or did not answer all the questions
- used their own opinions and experiences that were not related to the text, nor relevant to the question
- used incomplete phrases or single word answers instead of full sentences or left areas blank.

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

- selected relevant, detailed information and ideas from the texts, and connected them to support their answers
- demonstrated a good understanding of the language in the texts, including some of the more complex structures
- provided opinions using some information from the text, but often did not show understanding of the implied meanings.

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

- took thorough listening notes, and expanded on the information from the notes and the text to justify their answers
 - showed understanding of nuances and implied meanings.
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91116: Demonstrate understanding of a variety of written and / or visual Cook Islands Māori text(s) on familiar matters

Examination

The format of the assessment was similar to previous years. The assessment was designed to encourage candidates to engage with the Cook Islands Māori texts, and to produce open responses relating to the text. Candidates had to answer three questions, each based on a different text.

Prior to attempting an answer, candidates should thoroughly read the questions. They must avoid directly quoting from the text, as this, in itself does not demonstrate their understanding.

Observations

Candidates had to use information from the written texts to demonstrate understanding in their written responses. For Excellence, they were expected to provide a critical response, which involves developing concepts and drawing on passages from the text to support their answers.

It is important that candidates provide answers that address the questions using details from the text as evidence. They should not simply write their own opinion or use general knowledge.

Candidates who did well gave well-structured responses that connected relevant information from the text. It is important that candidates attempt all parts of all questions, so they provide sufficient evidence of their knowledge.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided brief responses that generally answered the question
- selected textual evidence but did not link the information.

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

- showed misunderstanding of the message in the texts and/or the questions
- used their own opinions and experiences that were not related to the text, nor relevant to the question
- quoted directly from the text.

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

- provided detailed and connected evidence to support their responses from within the story passages
- provide some implied meanings, but these were often based on their opinion or general knowledge rather than from the texts.

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

- demonstrated understanding of context, nuance, and implied meanings
 - provided complete, in-depth responses indicating a level 7 understanding of language and grammar
 - made good use of detailed, connected information from the text to support their argument.
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