

This assessment report is based on assessments for 2023. It may not reflect achievement standards that have been updated.

## 2023 NCEA Assessment Report

**Subject:** Gagana Tokelau (RAS)  
**Level:** Level 1  
**Achievement standard(s):** 92349, 92350

### General commentary

2023 was the first year candidates have had the chance to sit NCEA Gagana Tokelau assessments. The inclusion of Gagana Tokelau within the NCEA Learning Languages curriculum area is to be celebrated. Future teachers and students preparing for these Gagana Tokelau assessments are advised to use the new prescribed list of Gagana Tokelau vocabulary and structures in preparing for these assessments. Additionally, teachers can prepare students for the standards by providing plenty of opportunities to practise listening and reading comprehension. Teachers can also support students to focus on using evidence in the text to write their answers rather than basing answers on prior knowledge.

### Report on individual achievement standard(s)

#### **Achievement standard 92349: Demonstrate understanding of written Gagana Tokelau related to everyday contexts**

##### Assessment

The standard gave some good opportunities for achievement. It was evident that all learners had familiarity with the language at a community level, as there was inclusion of informal language in responses. There was a very small number of candidates from only one school, and the subject is new to languages in secondary school. The success of this pilot will be important to the ongoing recognition of Gagana Tokelau in the education community.

##### Commentary

The texts presented offered good challenges, not just of vocabulary and structure, but also in the engagement with concepts presented and in the knowledge about life and cultural practices in Tokelau; this assessment is critical in opening the pathway for developing further understandings about Tokelau communities. The range of texts and questions asked was broad and accessible to candidates, and most responses were sufficient across all question parts.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- reported some understanding of text elements, or the gist of the texts
- attempted to explain actions and situations found in the texts, but not always with evidence directly linked.

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

- recorded and backed up their understandings about the texts
- selected parts of the texts to support their ideas
- showed broad vocabulary knowledge.

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

- identified cultural contexts and showed awareness of the intended communication of passages
- discussed underlying meaning using well-chosen evidence.

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

- wrote responses that did not address the questions
- misunderstood elements.

---

## Achievement standard 92350: Demonstrate understanding of spoken Gagana Tokelau related to everyday context

### Assessment

The cohort was made up of candidates from one school only, and the subject is new to the languages suite. It is clear, even from the small number of completed assessments, that engagement with the language, culture and situations portrayed was high. The spoken passages were delivered at the appropriate speed and the vocabulary was accessible.

### Commentary

The assessment gave opportunities for achievement at different grades. The first text combined a lot of detailed information with the need to understand a relationship between a child and grandparent. The requirements for this was unclear to most candidates, because the focus of the texts was misread; the recipe process detail was prioritised.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed understanding of some elements, or the general purpose of the passages
- attempted to explain actions and situations found in the passages.

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

- found substantial meaning in passages
- selected information and ideas in passages to support their responses.

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

- identified cultural contexts and showed awareness of the intended communication of passages
- discussed underlying meaning using well-chosen evidence.

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

- wrote responses that did not address the questions
- misunderstood elements (words).