

2023 NCEA Assessment Report

Subject:	Cook Islands Māori
Level:	Level 2
Achievement standard(s):	91113, 91116

General 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. Such candidates demonstrated understanding of the inferred meaning within the texts and provided responses using solid and relevant evidence from the text. Candidates are reminded that their responses should draw information on the text rather than on prior knowledge or personal judgement. 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.

Report on individual achievement standards

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

Assessment

The examination consisted of three listening texts with questions relating to each. Candidates were required to listen carefully, comprehend the requirements of the question, make sense of the material, and look for connections between points of information or opinion to meet this standard's requirements. It was necessary for candidates to respond critically to demonstrate clear and complete knowledge.

Commentary

Candidates are encouraged to make use of their listening notes, regarding the key evidence and the ideas connected to that evidence. In using these notes, candidates would be better equipped for discussing important detail that could allow them to expand their ideas. Many responses were tangential and created ideas rather than responding directly to questions. Candidates are advised to read through and unpack questions before planning their answers. This will allow them to choose relevant evidence from the text and provide detail in their responses and aid in unpacking the implied meaning of each text. Candidates should not directly quote from the text as this does not demonstrate their understanding.

Text two was very well managed and seemed to be the one candidates performed the strongest in.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- wrote full answers but retold parts of the story
- had familiarity with context but were able to unpack this
- provided generalised responses.

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

- expanded on text ideas, 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 and concepts
- 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:

- thoroughly engaged with both the questions and the texts
- supported their answers with detailed and relevant evidence to support answers and justify rationale
- delved into the greater implications of the ideas and situations presented in the texts
- demonstrated understanding of implied meaning.

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

- demonstrated minimal understanding of the text
- lacked detail in their response
- misinterpreted the text to the extent that the answer lacked relevance.

Achievement standard 91116: Demonstrate understanding of a variety of written and /or visual Cook Islands Māori text(s) on familiar matters

Assessment

The format of the assessment was similar to that of 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.

Commentary

Candidates seemed to manage their responses and utilise the written material more thoroughly compared to standard 91113.

Before attempting an answer, candidates should thoroughly read the questions. They must avoid purely quoting directly from the text as a stand-alone response; this, in itself does not demonstrate their understanding of the text, nor does giving a general opinion on the topic. Candidates should both address the question and use relevant evidence to support their response.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated a ground-level understanding of the text
- provided brief responses that generally answered the question
- used some evidence to support assertions, but often did not link information together.

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

- expanded upon ideas within the text
- had a clear direction in their response
- provided 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 by providing evidence from the text that was relevant to the question.
- provided complete, in-depth responses indicating a level 7 understanding of language and grammar
- showed evidence of the impact of the texts
- made good use of detailed, connected information from the text to support their argument.

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 with no accompanying discussion
 - provided partial and vague responses.
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