

2024 NCEA Assessment Report

Subject:	Cook Islands Maori
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 assessment.

Excellence was achieved by those who provided thoughtful and comprehensive answers to each question. These individuals demonstrated an understanding of the implied meanings within the passages and supported their responses with solid and relevant evidence from the passages.

Candidates are encouraged to carefully read each question before answering to fully understand the requirements of the question. Candidates should aim to address the question directly and support their responses with relevant evidence from the passage consistently.

Responses should be based on information from the passage, not on prior knowledge or personal opinions. It was essential for candidates to address all parts of each question to ensure they provided sufficient evidence of their knowledge.

Report on individual achievement standards

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

Assessment

The assessment included three listening passages, each accompanied by three questions. Candidates needed to listen attentively, understand the questions, interpret the material, and identify connections between points of information. To meet the standard, candidates were required to listen to the passage and respond critically, demonstrating clear and comprehensive knowledge.

Commentary

The listening passages covered a variety of situations: a discussion between friends for literacy week at school, a radio interview between a principal and a radio host talking about a school project, and conversation between two teachers checking in with each other about their teaching online. 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.

Candidates are encouraged to utilise their listening notes to identify key evidence and connect ideas to that evidence. By doing so, they will be better prepared to discuss important details and expand on their ideas. However, many responses tended to deviate from the questions, generating unrelated ideas rather than addressing them directly.

Candidates are advised to read through the questions before planning their answers. This will allow them to choose relevant evidence from the passage and provide detail in their responses, through unpacking the implied meanings within each passage. Some candidates generally quoted directly from the passage. This did not demonstrate their understanding, nor ability to interpret the passage.

The texts were well balanced and equally testing for candidates.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified relevant ideas within in the passage
- demonstrated a general understanding of the passage and language
- provided basic and straightforward responses
- transferred a lot of information from the passage without extending upon this
- did not connect ideas within the passage
- included prior knowledge not relevant to the passage.

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

- used relevant evidence from the passage to support assertions
- connected ideas within the passage
- unpacked selected evidence
- connected ideas from the passage together in their response
- created meaning from both the passage and language
- elaborated on ideas clearly
- clearly communicated their understanding
- extended their responses, but often not consistently
- did not provide enough detailed evidence or justification.

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

- delved deeply into the passage and demonstrated a thorough understanding of both language and passage
- successfully extended their ideas, exploring and discussing the implied meaning of passage and language
- used detailed and relevant evidence from the passage to show reasoning and justify responses.

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

- did not discuss relevant ideas
 - provided short and off topic responses
 - did not address the question
 - misinterpreted the passage 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 consistent with previous years, designed to encourage candidates to engage with Cook Islands Māori texts and provide thoughtful and open responses. The assessment required candidates to answer three questions, each based on a different text.

Before answering, candidates should carefully read and analyse each question to ensure they fully understand it. Directly quoting from the text should be avoided, as this alone does not demonstrate a candidate's understanding.

Commentary

Candidates were required to answer three questions, each based on a different text. The texts covered a variety of situations: a recommendation that you as a reader would give to a first-time traveller to the Northern Cook Islands about visiting Pukapuka or Manihiki, a conversation between a young person and a wise elder about a secret, and a blog about the mountain Ikurangi.

Overall, candidates appeared to manage their responses and utilise the written material effectively as they did with the listening standard 91113.

To improve their performance, candidates should carefully read the questions before attempting an answer. It is important to avoid simply quoting directly from the text without further explanation, as this does not fully demonstrate an understanding of the material. Similarly, offering a general opinion without addressing the specific question will not provide sufficient depth. Candidates should aim to address the question directly and support their responses with relevant evidence from the text consistently. It is essential for candidates to address all parts of each question to ensure they provide sufficient evidence of their knowledge.

The passages were well balanced and equally testing for candidates.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated a basic level understanding of the text
- provided some brief and straightforward responses
- used some evidence to support assertions, but often did not link information together.

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

- connected ideas from the text together in their response
- elaborated on ideas and understanding clearly
- showed a set direction in their response
- unpacked selected evidence with some good understanding of context, nuance, implied meanings from the text in response to the question
- created meaning from both the text and language
- used relevant evidence from the text to support assertions.

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

- delved deeply into the text and demonstrated a thorough understanding of both language and text
- showed clear awareness of the texts' impact
- successfully extended their ideas, exploring and discussing the implied meaning of text and language
- effectively used detailed and well-connected information from the text to support their argument.

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

- misinterpreted and or misunderstood the message in the text / question
- quoted directly from the text without providing any accompanying discussion or analysis
- used their own opinions and experiences that were not related to the text / question
- did not discuss relevant ideas
- provided short and off topic responses.