

2024 NCEA Assessment Report

Subject:	Cook Islands Māori
Level:	3
Achievement standard(s):	91538, 91541

General commentary

The topics and questions were accessible and seemed to engage candidates. The number of entries and responses for both standards were slightly lower compared to last year. Most responses were from candidates who reside in the Cook Islands. Candidates who demonstrated solid knowledge of Cook Islands Māori up to Level 8 of the New Zealand curriculum performed the best in this assessment.

Report on individual achievement standard(s)

Achievement standard 91538: Demonstrate understanding of a variety of extended spoken Cook Islands Māori texts

Assessment

The examination comprised of three questions, each with a listening passage. Each spoken passage was played once as a whole and then separately in sections. Each question required candidates to demonstrate their understanding of the passage and provide supporting evidence.

Commentary

Overall, the exam functioned well, and questions had a relatively even spread, resulting in candidate performance ranging from not achieved to high merit. Question Two saw the highest level of achievement and seemed to be the most accessible topic, while Question Three seemed to be the one that candidates found the most difficult.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated a general understanding of the language and the passage
- provided relevant ideas and responses, but sometimes accompanied them with limited or irrelevant information / evidence, so did not demonstrate clear understanding
- identified ideas from the passage, and transferred them directly over as a list without any connection or elaboration
- included some prior knowledge not relevant to the passage.

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

- Connected ideas from the passage together in their response
- created relevant meaning via their interpretation of both the passage and language
- elaborated on ideas with clarity
- clearly communicated their understanding
- selected relevant evidence from the passage to support explanations
- extended their responses, but often not consistently
- did not provide enough detailed evidence and lacked justification to warrant excellence grades.

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

- provided limited responses
- discussed irrelevant and off topic ideas
- did not respond to all parts of the questions.

Achievement standard 91541: Demonstrate understanding of a variety of extended written and / or visual Cook Islands Māori texts

Assessment

The assessment required candidates to answer questions based on three different written texts. Candidates were expected to select and connect information from the texts to answer the questions and justify conclusions.

Commentary

The assessment was well balanced with accessible topics and questions that enabled candidates to achieve at all levels, regardless of whether they reside in Aotearoa or the Cook Islands. Candidates who attempted all questions had a better chance at achieving.

Question One seemed to be where most students were able to achieve, compared to Questions Two and Three, which had slightly higher not achieved rates. The topic of Te Maeva Nui was versatile in that it is held in both Aotearoa and the Cook Islands. Question Two was about Jacqueline Evans and saw the most students providing excellence responses. Those students who synthesised her experiences and achievements and discussed why she is inspirational for young Cook Islanders generally demonstrated thorough understanding.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed a basic and general understanding of the language and the texts
- provided short and straightforward answers to the questions
- were able to choose some relevant information from the text to support their response
- often interpreted and made meaning by using their own words in their response
- listed ideas rather than connecting them together and elaborating upon them
- showed a general understanding of both language and texts
- Made word choices that did not always consolidate what they were attempting to convey.

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

- demonstrated a clear understanding of the text, language, and context
- chose relevant ideas and information from the text, connecting these together to provide a cohesive response
- often elaborated on their assertions
- used examples to support their ideas / points and clearly communicated why this was important
- used examples to support clearly communicated responses that elaborated upon ideas
- at times showed elements of thorough understanding, but were not consistent enough and were unable to justify their position.

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

- delved deeply into the text and demonstrated a thorough understanding of the language, text, and context
- used detailed and relevant evidence from the text to show balanced reasoning and justify responses
- utilised, explicated, and integrated detailed evidence to support discussion of implied meaning.

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

- provided answers that did not sufficiently engage with the text or the language
- provided limited responses to the questions
- did not provide enough evidence to show there was a basic understanding of the language and the text.
- left parts of assessment blank
- discussed irrelevant ideas.