2024 NCEA Assessment Report

Subject: Gagana Tokelau

Level: 1

Achievement standard(s):   92349, 92350

General commentary

This is the second year of external assessment Achievement Standards in Gagana Tokelau. The learner cohort is still very small, but this year candidates from three schools participated. Clear and efficient reporting of content, meaning, and intent was evident as candidates demonstrated their ability to make sense of texts and passages and apply their broader understandings, using the texts as foundations for discussion.

Those candidates who were able to remain close to the content of the texts, while developing and exploring the ideas within it, were most successful.

Candidate responses were offered in English or in Gagana Tokelau and the level of achievement was consistent across the two languages' responses. The assessment criteria clearly describe that the ability to understand the meanings and purposes of the texts are priorities for achievement. The texts presented covered a range of contexts with a focus on material relevant to Tokelau and Tokelau communities.

Report on individual achievement standard(s)

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

Assessment

The assessment was an examination in which candidates were required to respond to three written texts. There was one question for each text that was broken into smaller parts, so that candidates could be encouraged to explore the text fully.

Commentary

The three texts covered a broad range of vocabulary by offering diverse topics. While the texts did present challenges to learners, these seemed to be more in the interpretation of contexts and ideas rather than in the difficulty of the language. Candidates are encouraged to explore the text language, context, meaning, and purpose of texts as fully as they can, making use of their ability to look at ideas in the texts and make judgements about what they read.

Grade awarding

Candidates who were awarded **Achievement** commonly:

* reported some understanding of text elements
* could draw an understanding of the bigger picture or purpose of the texts

- attempted to explain actions and situations found in the texts, but not always with accurate evidence.

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

- recorded and backed up their understanding of the texts with evidence
- selected parts of the texts to support their ideas, and reorganised the ideas in the texts to make connections
- showed broad vocabulary knowledge.

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

- wrote contextualised responses
- expanded ideas from the texts to show full understanding
- could analyse the language choices of writers for purpose
- provided accurate detail from texts.

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

- provided incorrect interpretations of vocabulary or structures
- offered very limited understanding of the texts
- struggled to show understanding of the intent or meaning of the text as a whole.

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

Assessment

The assessment was an examination in which candidates were required to respond to three spoken texts. There was one question for each text that was broken into smaller parts, so that candidates could be encouraged to use as much text evidence and interpretation as needed.

Commentary

The three passages covered a broad range of topics and vocabulary. The final passage, a formal speech by a student welcoming new learners to a language class, presented candidates with real challenges; it seemed that they were less familiar with the formal vocabulary and modes of address in it. It is valid and important for candidates to be exposed to a range of language forms within language classes.

Two passages were monologues and the other was presented as two speakers interacting. Candidates had four opportunities to listen to each passage, as a whole once and three times in sections. Candidates are encouraged to make use of most or all of section plays and record notes of what they hear before attempting to answer the questions. In this way, they will be best prepared to offer relevant evidence in support of their ideas and conclusions about the passages.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- reported some understanding of context or purpose of the texts
- could identify that messages from an individual character were specific to that person
- attempted to explain the opinions and advice found in the passages, but not always with evidence directly linked.

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

- recorded evidence in the listening boxes, which they then used to back up their understanding of the speakers and their messages
- selected parts of the texts to support their ideas
- could connect ideas by reorganising the messages in the texts
- showed broad vocabulary knowledge.

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

- wrote responses that signalled a strong awareness of the contexts presented
- expanded ideas from the texts to show full understanding, using clear evidence
- tended to align with or empathise with the important messages being delivered by characters
- provided accurate detail from texts.

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

- provided incorrect detail
- offered very limited understanding of the texts
- offered limited evidence that they understood the positioning of individual characters
- struggled to show understanding of the intent or meaning of the text as a whole.