

2025 NCEA Assessment Report

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

General commentary

It is pleasing to see an increase in entries and responses this year. 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 consistently provided thoughtful and comprehensive responses. These individuals demonstrated an understanding of the implied meanings within the passages / texts and supported their responses with detailed and accurate 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 all parts of the question directly and support their responses with relevant evidence from the passage and not on prior knowledge or personal opinions.

Report on individual achievement standard(s)

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.

Commentary

There were three different passage topics: a conversation between mother and her son who fell asleep at the beach, a conversation between a young athlete and his coach, and a story from a youth explaining her relationship with her aunty and their shared love of music. Candidates performed most strongly in Question Three, which focused on Tohoa explaining her relationship with her aunty and how she surprised her by taking her to a concert. Questions One and Two followed closely behind.

Candidates were required to understand the requirements of each question, identify key evidence, and make connections between pieces of information to meet this standard. Candidates are encouraged to listen carefully and use their listening notes to identify key evidence and connect ideas. This supports more developed responses and allows candidates to discuss important details and expand on their ideas. By doing so, they are better prepared to discuss important details and expand on their ideas. Some candidates transferred their listening notes directly into their responses to the questions without integrating them into a synthesised discussion. As a result, ideas were not

always clearly connected. Candidates should be reminded that information written in the listening notes space is not graded.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified key ideas within in the passage
- demonstrated some or a general understanding of the passage and language
- provided basic and straightforward responses, but did often not elaborate upon ideas
- transferred a lot of information from the passage / their listening notes without extending on it
- did not connect ideas within the passage.

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

- connected ideas within the passage in their response
- unpacked selected evidence to support assertions
- created meaning from both the passage and language
- elaborated on ideas in a straightforward but clear way
- clearly communicated their understanding
- did not provide enough detailed evidence to justify assertions.

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

- explicated both the passage and language
- discussed the implied meanings within the passages
- showed an extensive understanding of the language and passages, extending discussions
- were thorough in their use of relevant evidence
- justified their responses by incorporating detailed and accurate evidence.

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

- provided irrelevant answers
- did not attempt all parts of the question
- showed little understanding of both passages and language
- did not understand ideas within the passage.

Achievement standard 91116: Demonstrate understanding of a variety of extended written and / or visual Cook Islands Māori texts

Assessment

The assessment was designed for candidates to engage with the Cook Islands Māori texts and provide thoughtful and open responses directly related to the material. The assessment required candidates to answer three questions, each based on a different text.

Commentary

The passages presented a range of scenarios: a young person's journey and passion for fishing, a conversation between sisters and a friend about playing marbles, and a blog reflecting on how a family photoshoot and the weather connects to one's life.

Candidates utilised the written material effectively for their responses to the questions. Candidates performed strongly in Question Two, followed by Question One, and Question Three was difficult.

For candidates to do well in this assessment, careful attention and consideration must be given to the questions, understanding them before attempting an answer. Candidates are also encouraged to move beyond simply quoting from the text by explaining how the evidence supports their ideas, as this helps demonstrate deeper understanding. Providing opinions that are clearly linked to the specific question will also strengthen responses. To achieve this, candidates should aim to address the question directly and support their ideas with relevant evidence from the text. Ensuring that all parts of each question are addressed will help candidates fully demonstrate their knowledge and understanding.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated a basic level of understanding of the passage
- listed briefly or provided some evidence to support their answer, however this evidence did not link or integrate information together
- demonstrated some familiarity with the context of the passage
- provided brief and simple responses to answer the question.

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

- elaborated and expanded on text ideas in their responses
- presented clear direction in their response
- were able to unpack selected evidence with some good understanding of the passage's context and implied meanings from the text
- used relevant evidence from the text to support assertions
- did not provide enough detailed evidence consistently and lacked justification.

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

- extended ideas by exploring and discussing implied meanings within the text and language
- used correct, detailed, and well-connected evidence from the text to support their argument in an effective manner
- delved deeply into the text and demonstrated a thorough understanding of both language and text
- showed clear awareness of the texts' impact and relevance to the questions.

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

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