

# 2025 NCEA Assessment Report

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

## General commentary

The topics and questions for both standards were accessible and seemed to engage candidates. The number of entries and responses for both standards have decreased in the past two years. Most responses were from candidates who reside in the Cook Islands. Candidates who demonstrated strong proficiency in Cook Islands Māori at up to Level 8 of the New Zealand Curriculum consistently achieved the highest levels of performance 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 assessment 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 in a written response.

#### Commentary

Overall, the assessment functioned well, with a range of extended spoken text topics and contexts. These were a podcast for first time travellers, a conversation between two friends about the Cocabots' achievements, and a conversation between one young person in Rarotonga and another in New Zealand about the achievements at the Cook Islands games. All three questions had a relatively even spread, resulting in candidate performance ranging from not achieved to excellence. Question Three saw the highest level of achievement and seemed to be the most accessible topic, while Question One 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 text
- provided some relevant ideas, sometimes accompanied by irrelevant information that did not show clear understanding of the text
- listed ideas from the text
- included prior knowledge that was irrelevant to the text.

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

- selected relevant ideas and information from the text to support the explanation
- connected ideas from the text effectively
- demonstrated understanding by interpreting both the text and its language
- elaborated on ideas with clarity
- did not provide sufficient detail and justification to meet the criteria for excellence.

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

- demonstrated a detailed and thorough understanding of both the language and the text.
- used detailed and relevant evidence to support balanced reasoning and justification in the responses.
- used detailed evidence to support discussion of the implied meaning of the text.

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

- listed one idea from the text
- provided information irrelevant to the text or question
- used prior knowledge that did not connect to the text

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## **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. These topics were messages between two friends about their NCEA results, a school fundraiser flyer and follow-up messages between two friends, and an article capturing a discussion between two people about marine conservation. Candidates who attempted all questions had a better chance at achieving. Questions One and Three were where most candidates were able to achieve, compared to Question Two.

### Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated some general understanding of the language and text
- provided relevant but simple information
- provided relevant ideas that were sometimes accompanied by either limited or irrelevant evidence
- identified ideas from the text and listed them without a deeper explanation.

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

- demonstrated a clear understanding of the text, language, and context.
- selected relevant ideas and information from the text
- connected ideas effectively to produce a cohesive response
- communicated the importance of chosen examples
- showed evidence of thorough understanding at times, but lacked consistency

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
- provided accurate precise arguments
- integrated detailed evidence to support discussion of implied meaning.

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

- provided insufficient responses that did not relate to the text or its language
- gave limited answers to the questions
- provided brief off topic answers
- answered only some parts of the questions
- presented ideas that were irrelevant to the text and question.