

2025 NCEA Assessment Report

Subject:	Gagana Tokelau
Level:	1
Achievement standard(s):	92349, 92350

General commentary

This marks the third year of external assessment Achievement Standards in Gagana Tokelau, with a small learner cohort drawn from two participating schools. The texts covered a range of contexts with a focus on material relevant to Tokelau, Aotearoa, and Tokelau communities. Candidates who were able to remain within the scope of the texts while developing and exploring the ideas within it, were most successful. The assessment criteria clearly describe that the ability to understand the meanings and purposes of the texts are priorities for achievement. Candidates who attempted all or most sections of the examination also had a better chance of performing well.

Report on individual achievement standard(s)

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

Assessment

The assessment consisted of three written texts, each accompanied by one question that candidates were required to answer. Each question was broken into smaller parts, so that candidates could be encouraged to explore the text fully.

Commentary

Overall, the assessment functioned well, with candidates receiving Achievement and Merit grades. The three texts covered a broad range of vocabulary by offering diverse topics. These included: a youth's diary entry discussing the Easter Tournament, an article comparing Tokelau and Māori history, and a student's assignment on the Coconut Tree. While the texts did present challenges to learners, candidates seemed to perform best in Question Three, with measured responses. Question Two was the question that candidates found the most difficult. In particular, candidates struggled with part (b) of Question Two, regarding the concept of shared skills and values and relating this back to their environment. Most candidate responses seemed to focus on the environment. 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 judgments about what they read.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified key elements of the text
- demonstrated understanding of some parts of the language

- provided straightforward answers
- demonstrated understanding of the general purpose of the text but did not provide details.

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

- selected relevant ideas and information from the text to support the explanation
- utilised parts of the texts to support their ideas
- elaborated on ideas with clarity
- did not provide sufficient detail and justification to meet the criteria for Excellence.

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

Assessment

The assessment consisted of three written texts, each accompanied by one question that candidates were required to answer. Each question was broken into smaller parts, so that candidates could be encouraged to use as much text evidence and interpretation as needed.

Commentary

Comparatively, this assessment seemed to be more accessible to candidates, producing a wider spread of results. The three passages covered a broad range of topics and vocabulary. These included: a phone conversation between a youth and her grandfather who was coming to visit New Zealand from Tokelau, a speech by a student showing appreciation for his grandfather, and a conversation between two friends regarding their upcoming White Sunday performances. Question Two, an appreciation speech by a student about his grandad, seemed to be the most challenging with candidates identifying inaccurate information. Questions One and Three, which were both spoken interactions, seemed to be better understood by candidates. 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:

- demonstrated some general understanding of the language and passage
- provided relevant but simple information
- presented relevant ideas in their answers, which sometimes were accompanied by irrelevant evidence.

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

- utilised evidence in the listening boxes to back up their understanding of the speakers and their messages
- selected parts of the texts to support their ideas
- connected ideas by reorganising the messages in the texts
- showed broad vocabulary knowledge and breadth of understanding.

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 strong and relevant evidence

- provided accurate detail from texts.

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

- provided incorrect or irrelevant detail from the text in response to the question
- offered very limited understanding of the passages
- offered limited evidence that they understood the passage as a whole
- struggled to show understanding of the intent or meaning
- presented ideas that were irrelevant to the text and question.