

Assessment Schedule – 2020

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives in the texts.</p> <p>Responses as a whole show an understanding of the general meaning (gist) of the texts.</p>	<p><i>Demonstrating clear understanding</i> involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a clear understanding of the content of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating thorough understanding</i> involves expanding on relevant information and varied perspectives, and communicating meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a comprehensive understanding of the content and underlying meaning of the texts, including nuance and meanings not obviously stated in the texts.</p>

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not communicate the general meaning of the text.	Shows little understanding and does not communicate the general meaning of the text.	Demonstrates some understanding and communicates some of the general meaning of the text.	Demonstrates understanding and communicates the general meaning of the text.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting and using relevant supporting detail from the text.	Demonstrates thorough understanding and communicates some of the implied meanings by providing supporting detail from the text to justify conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the text to fully justify conclusions.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 19	20 – 24

Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Possible evidence showing understanding of what Ngamata believes about women as firefighters.</i>	<p><i>Responses at Achievement level may be separate facts.</i></p> <ul style="list-style-type: none"> • The number of female firefighters have increased. • There are many pathways available to women. • This job is not only for men. • She knows that it is a great career opportunity. • Colleagues treat all firefighters equally. 	<p><i>Responses at Merit level must connect relevant facts and provide examples or details.</i></p> <ul style="list-style-type: none"> • There are many pathways available to women; they just need to be prepared and ready to move quickly. • This job is not only for men; it is up to the woman to be prepared and not try to compare herself to a man. 	<p><i>Responses at Excellence level must be comprehensive and connect all important information together in a coherent way.</i></p> <p>Ngamata does not see that being a woman makes a difference in being a firefighter. In the end it is about having the knowledge, skills and strength to do the job, and being a good team member.</p>
(b) <i>Possible evidence showing understanding of what Ngamata wants for herself in the long term.</i>	<ul style="list-style-type: none"> • Ngamata wants to be confirmed as being a firefighter. • She wants to continue to pursue achievements in outrigger paddling. • She wants to help others through her work. 	<ul style="list-style-type: none"> • Ngamata wants to succeed in her studies and be confirmed as a firefighter, eventually taking on a leadership role. • She wants to continue to pursue achievements in outrigger paddling, because it will support her to maintain her strength as well as support her to continue interacting with the community. 	<p>Ngamata believes in herself to be accepted as a firefighter but this is only the first step in her goals. She wants to be successful in the required studies, and to progress into leadership roles, as well as competing at a high level in outrigger paddling. She is aiming high in her sports and her job.</p>
(c) <i>Possible evidence showing understanding of whether Ngamata should be accepted to train as a firefighter.</i>	<p>Yes, because she has lots of the strength and determination which is needed in a firefighting job.</p>	<ul style="list-style-type: none"> • Yes, because she is fit and strong through her paddling and has shown she can succeed and is keen and willing to learn what is necessary. 	<p>Yes, she has a good background for firefighting – she can work in a team, has physical fitness, and is clearly keen to succeed to the best of her ability. She is willing to undertake the studies and her motivation is to contribute to society. Her maturity and keenness to lead will be an asset as she grows into the job.</p>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Possible evidence showing understanding of why the workshop was held.</i></p>	<p><i>Responses at Achievement level may be separate facts.</i></p> <ul style="list-style-type: none"> • To plan for changes to protect the Cook Islands against global warming and climate change. • To apply for funding for actions in the Cook Islands. 	<p><i>Responses at Merit level must connect relevant facts and provide examples or details.</i></p> <ul style="list-style-type: none"> • To discuss the threats that climate change had in people’s lives; and make a plan to take action against rising sea-levels. • To talk about the effects of climate change on the Cook Islands and what can be done, and to apply for funding to make those changes. 	<p><i>Responses at Excellence level must be comprehensive and connect all important information together in a coherent way.</i></p> <p>To put together an action plan for the Cook Islands to protect themselves against the bad effects of climate change and global warming, such as rising sea-levels and warming temperatures, and to adapt to the threats of climate change. This plan would enable them to apply for funding to take action.</p>
<p>(b) <i>Possible evidence showing understanding of what problems were discussed and what caused them.</i></p>	<ul style="list-style-type: none"> • Pearls and tourism will be affected. • Cyclones are getting stronger and more often. • The average temperature is increasing. • Rising sea temperatures are badly affecting the coral. • Water will become increasingly scarce. 	<ul style="list-style-type: none"> • Rising sea temperatures are badly affecting the quality of pearls, and therefore the pearl industry and tourism, as well as killing coral life. • Cyclones are getting stronger and more frequent, which is causing a lot of damage to buildings, and to taro crops because of higher salt levels. • The average temperature is increasing, so seasons will be longer, hotter, and drier and having enough water for living and growing food will be difficult. 	<p>The pearl industry and coral and sea life are badly affected by rising sea temperatures, which will likely affect the tourism industry where tourists are attracted to the life within the beautiful seas. Cyclones are getting stronger and more frequent, causing damage to buildings and crops. With hotter seasons, less rain will make it harder for people to grow their food and survive in general.</p>
<p>(c) <i>Possible evidence showing understanding of how the solutions that were suggested could help.</i></p>	<ul style="list-style-type: none"> • Improve cyclone shelters. • Plant more trees. • Use different planting methods. • Have a good disaster management plan. 	<ul style="list-style-type: none"> • Planting more trees will prevent soil erosion. and different planting methods will require less water. • Improving cyclone shelters and tying houses down with better equipment and methods will help them to be more prepared for weather disasters. 	<p>The group suggests that alternative planting practices will require less water usage, and by planting more trees, their roots will prevent soil being lost from the island. The group also suggests supplying stronger equipment to tie buildings down and improve cyclone shelters, as well as finding out what communities need to be more prepared and organised for disaster relief. The group also wishes to better protect the reef.</p>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Possible evidence showing understanding of why Cook Islands people practise unveiling headstones.</i>	<p><i>Responses at Achievement level may be separate facts.</i></p> <ul style="list-style-type: none"> • To honour the person who has died. • To have a marker where they are buried. 	<p><i>Responses at Merit level must connect relevant facts and provide examples or details.</i></p> <p>Unveiling a headstone serves as a time to remember a family or loved one, and also marks the place where they are buried.</p>	<p><i>Responses at Excellence level must be comprehensive and connect all important information together in a coherent way.</i></p> <ul style="list-style-type: none"> • Unveiling a headstone is a big occasion that brings comfort to family and friends. It is a closure of the burial time and provides a place for people to come back to and remember their loved one. They are reminded to visit and clean up the headstones.
(b) <i>Possible evidence showing understanding of the role of the minister.</i>	<ul style="list-style-type: none"> • The minister conducts the service and blesses the headstone. • The minister chooses Bible verses that are meaningful to the person. 	<p>The minister runs the formal service part of the day, selecting Bible passages that make connections with the person who has passed in his message to the families.</p>	<ul style="list-style-type: none"> • The unveiling starts with a service conducted by the minister involving prayers, hymns and a sermon. Links to the Bible are carefully thought about, that will link to / reflect on the person's life, and also provide a message of comfort for the families. The minister blesses the headstone, and at the meal afterwards will sit at the front table.
(c) <i>Possible evidence showing understanding of what the text tells us about the practices of unveiling.</i>	<ul style="list-style-type: none"> • Family and friends are invited to come together. • Coverings are sewn for the headstone. • The event is run by an MC and a minister conducts a church service / blesses the headstone. • People share a meal and sing together. 	<ul style="list-style-type: none"> • The timing of the unveiling is usually one year after burial, when the headstone is ready, or whenever the best time is to have as many of the family as possible to attend the unveiling. It is a time of celebration and remembrance. • The day is well organised with invitations beforehand and managed by the MC and minister. People bring food to share together. 	<ul style="list-style-type: none"> • Families gather together, usually one year after the burial or when it works for the family. There is a big meal, singing and music, (sometimes especially written to honour the person who has died). It is a more colourful and joyful time than at the burial. The headstone is prepared and coverings for it like <i>Tivaivai</i> may need to be sewn. People who uncover headstone can keep their covering. There is an MC who ensures the programme proceeds well, and a minister who will deliver a sermon.