

Assessment Schedule – 2018

Cook Islands Māori: Demonstrate understanding of a variety of Cook Islands Māori texts on areas of most immediate relevance / *Akaari mai i ta ratou i marama no runga i tetai au tataanga tei nakiro'ia* (90876)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of Cook Islands Māori text on areas of most immediate relevance.	Demonstrate clear understanding of a variety of Cook Islands Māori texts on areas of most immediate relevance.	Demonstrate thorough understanding of a variety of Cook Islands Māori texts on areas of most immediate relevance.
<i>Akaari mai i ta ratou i marama no runga i tetai au tataanga tei nakiro'ia.</i>	<i>Akaari mai i ta ratou i marama ma te takataka tikai no runga i tetai au tataanga tei nakiro'ia.</i>	<i>Akaari mai i ta ratou i marama ma te takataka tikai no runga i tetai au tataanga tei nakiro'ia.</i>

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrates limited or no understanding of the texts.</p> <p>Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the texts. The response is logically inconsistent, indicating misunderstanding.</p>	<p>Demonstrates understanding by making meaning of the relevant information, ideas, and / or opinions from the texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is consistent.</p> <p>The candidate recognises/identifies/ describes one idea but may lack details, and not all parts may be answered.</p>	<p>Demonstrates clear understanding by selecting relevant information, ideas, and / or opinions from the texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the texts. The candidate communicates implied, and shows partial understanding of some, nuances.</p> <p>The answer conveys the general sense of the passage, and connects two or more ideas.</p>	<p>Demonstrates thorough understanding of the implied meanings or conclusions within the texts.</p> <p>Relevant information, ideas and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuance and meanings not obviously stated in the texts.</p> <p>The answer conveys a clear and full understanding of the passage and the meanings, connecting most relevant details.</p>

Evidence

Question ONE (a)	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of what the writer has seen the children doing.</i>	<ul style="list-style-type: none"> • Out at night. • Hanging around on school nights. • Being noisy. 	<ul style="list-style-type: none"> • Young and older children are out on school nights without their parents. • They are meeting in groups around the Wi-Fi spots and hotspots and creating a nuisance with their noise. 	<ul style="list-style-type: none"> • The school children, young and old are out on school nights in groups around the Wi-Fi spots and hotspots, creating problems with their noise. They are on their own without their parents.
<i>Tetai akapapuanga i te akaari mai i te marama no runga i ta te tata tua i kite i ta te tamariki i rave.</i>	<ul style="list-style-type: none"> • Tamariki apii e kitea nei ki vao i te po apii. • Aere po i te au po apii. • Akatupu turituri. 	<ul style="list-style-type: none"> • Te kitea nei te au tamariki meangiti e te mamaata ki vao i te au po apii kare e metua. • Te akapupu nei ratou ki ko i te ngai tei reira te kupe Aorangi (Wi-Fi) e te punanga uira (hotspot) e pera te akatupu turiuri i teia au ngai. 	<ul style="list-style-type: none"> • Te kitea nei te au tamariki apii ki vao i te au po apii ma te akapupu ia ratou ki ko i tei ngai tei reira te kupe Aorangi (Wi-Fi) e te punanga uira (hotspot) ko ratou anake ua kare te metua i reira.
Question ONE (b)	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of what issues were raised by the school.</i>	<ul style="list-style-type: none"> • Not going to school. • Being late. • Being sleepy in class. • Not getting school work done. • Not doing homework. • Being disrespectful of teachers. 	<ul style="list-style-type: none"> • Students are not attending days at school or turning up late. They are not finishing their work. • Students are being disrespectful and being late to school. They are sleepy and tired in school and not doing their homework. 	<ul style="list-style-type: none"> • Students are missing school, and when they are there, they are often late and too sleepy to do their school work or homework, and disrespectful to teachers as a result of being out late. <p>(Note the connection between being out late and the resulting behaviour.)</p>
<i>Tetai akapapuanga i te akaari mai i te marama no runga i te manamanata e tuatua ia nei e te Apii.</i>	<ul style="list-style-type: none"> • Kare e aere ki te apii. • Tae tureti ki te apii. • Moe i roto i te are apii. • Kare e rapu i te apii kia oti. • Kare e rave i te apii ngutuare. • Kare e kauraro i te Puapii. 	<ul style="list-style-type: none"> • Kare te tamariki e tae ana ki te apii i te au ra apii me kare te tae tureti. Kare e oti te apii. • Kare e tu kauraro i roto i te tamariki e te tae tureti ki te apii. Varea e te moe e pera roiroi i te tuatau apii, kare e oti te apii ngutuare. 	<ul style="list-style-type: none"> • Te putuputu nei te tamariki i te noonoo kainga, me ka tae ki te apii ka tureti e te varea moe i te rave i ta ratou apii i te apii e te apii ngutuare, e kare e kauraro ana i te au puapii.

Question ONE (c)	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of what the writer thinks the parents should be doing and why.</i></p>	<ul style="list-style-type: none"> • Controlling their children. • Stopping their children going out at night. • Getting children to bed earlier on school nights. • Teaching their children to respect them. • Spend time with their children. 	<ul style="list-style-type: none"> • Parents need to warn their children to stay at home on school nights and keep away from groups that hang about town and cause problems. • Parents need to do their work in teaching respect, good behaviour and hard work at school. 	<ul style="list-style-type: none"> • If parents spend time with their children, then children will enjoy being at home, and will learn from their parents to do the right things for their behaviour and learning at school. • It's the parents' responsibility to make sure children stay home on school nights and get enough sleep because that will help them learn at school. <p>(Note the need for 'why'.)</p>
<p><i>Tetai akapapuanga i te akaari mai i te marama no runga i ta te tata tua i manako kia rave te au metua, e, eaa te tumu.</i></p>	<ul style="list-style-type: none"> • Akatano i ta ratou tamariki. • Tapu i te tamariki auraka kia aere ki vao i te po. • Akamoe i te tamariki i te ora tau i te au po apii. • Apii i te tamariki kia kauraro i a ratou. • Akapou i tetai tuatau ki te tamariki. 	<ul style="list-style-type: none"> • Kia apii te metua i te tamariki kia noo ki te ngutuare i te po apii, auraka kia aru tamariki no te mea ka o ki roto i te manamanata. • Kia apii te metua i te tamariki kia kauraro, tu akonoanga meitaki e te tauta i te apii. 	<ul style="list-style-type: none"> • Me akapou te metua i tetai tuatau ki te tamariki i te ngutuare, ka mataora ratou i te ngutuare e ka mou mai tetai apiinga mei to ratou metua no runga i te rave anga i te angaanga tau e te tu meitaki e pera tamou anga i te apii. • E angaanga ia na te metua i i te Matakite i te tamariki e ti roto i te ngutuare i te au po apii e kia rava ta ratou moe no te mea ka riro ei tauturu i ta ratou apii.

Question TWO (a)	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of what will happen while Toma is in Australia.</i></p>	<ul style="list-style-type: none"> • Toma will be picked up in a truck. • They will be on holiday from school. • Christmas celebrations and food. • Church service at New Year. 	<p>Identifying two or more connected points:</p> <ul style="list-style-type: none"> • Campbell and his family will pick Toma up from the airport in a truck and he will stay with them for two weeks. • Toma will meet Campbell's family and join them for Christmas on 24 December and eat lots of nice food. • They will have Christmas and New Year together, go to church, and play sports. 	<p>No Excellence answer for this question.</p>
<p><i>Tetai akapapuanga i te akaari mai i te marama no runga i te ka tupu ki a Toma i a ia i Autireria.</i></p>	<ul style="list-style-type: none"> • Ka tiki ia a ia ki ko i te pairere. • Ka orote te apii. • Tamataora anga no te Kiritimiti e te kai. • Pure no te Mataiti Ou. 	<ul style="list-style-type: none"> • Ka tiki te ngutuare tangata o Campbell ia Toma i ko i te pairere e ka noo aia ki ko ia ratou e rua epetoma. • Ka aravei a Toma i te ngutuare tangata o Campbell e ka kapiti aia kia ratou no te Kiritimiti i t era 24 no Titema e ka kaimanga manea. • Ka kapiti ratou no te Mataiti Ou, ka kaimanga e ka kanga tipoti. 	<p>No Excellence answer for this question.</p>

Question TWO (b)	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Possible evidence showing understanding of what Toma is taking with him and why.</i></p>	<ul style="list-style-type: none"> • Warm clothes. • Presents. • Sports clothes. • Good clothes to wear to church. 	<ul style="list-style-type: none"> • Take warm clothes, including some that are suitable for wearing to church and some for playing sports in. • Taking clothes to wear and presents for Campbell's family. 	<ul style="list-style-type: none"> • Toma will need to take a range of clothes, both warm and cool since it is nearly summer in Melbourne, but it is still cold. • He also needs good clothes to wear to church at New Year, and some clothes for playing sports. • He has also promised to bring some presents for the family he is staying with which he might give at Christmas time. <p>(Note the need for 'why'.)</p>
<p><i>Tetai akapapuanga i te akaari mai i te marama no runga i ta Toma ka apai e, eaa te tumu.</i></p>	<ul style="list-style-type: none"> • Kakau maana. • Apinga aroa. • Kakau tipoti. • Kakau meitaki ei omo ki te pure. 	<ul style="list-style-type: none"> • Apai kakau maana e pera te kakau tau no tea no ki te pure e te tipoti. • Apai kakau ei omo e tetai apinga aroa n ate ngutuare tangata o Campbell. 	<ul style="list-style-type: none"> • Ka inangaroia e kia rava te au kakau tukeke ta Toma ka apai, te mea maana e te anuanu i te mea e te waitata nei ki te tuatau maana i Melbourne inara te anu nei rai. • Ka inangaro katoa aia i tetai kakau pure no te mataiti Ou e te tipoti. • Kua akapapu aia e ka apai apinga aroa n ate ngutuare tangata ka noo aia no te Kiritimiti.

Question TWO (c)	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of what Toma is feeling about the holiday.</i>	<ul style="list-style-type: none"> • He is looking forward to the visit. • Feeling like two weeks is short. • There will be lots to do. • A bit worried about the cold weather. • Excited to go there for the first time. 	<ul style="list-style-type: none"> • He is looking forward to being there and feeling like the time is too short for all he wants to see and do. 	<ul style="list-style-type: none"> • There is a lot to do in two weeks. The school finishes on the 20th December, and there will be entertainment for Christmas, church, meeting everyone, and sports activities.
<i>Tetai akapapuanga i te akaari mai i te marama no runga i to Toma manakonakoanga no te Orote.</i>	<ul style="list-style-type: none"> • Te karo mamao nei aia i teia araveianga. • Te manako, e poto roa te rua epetoma. • E maata te angaanga ka rave. • Manamanata i te reva anu. • Rekareka i te aere anga ki reira no te taime mua. 	<ul style="list-style-type: none"> • Te akara mamao nei aia i teia ngai ka aere aia e te manako e tupoto tona tere no tana e inangaro nei i te kite e te rave. 	<ul style="list-style-type: none"> • E maata te ka rave i roto i te rua epetoma, e i toku manako e poto roa teia. Ka akaoti te apii i t era 20 no Titema, te tamataora no te Kiritimiti, aere ki te pure e pera te aravei anga i te katoatoa e te tamataora tipoti.

Question THREE (a)	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of why they went to the market.</i>	Identify ONE point and may lack detail: <ul style="list-style-type: none"> • To buy food. • To show Tapu the market. • To look around at the goods for sale. • To eat dinner. 	Identify connected points: <ul style="list-style-type: none"> • Aunty wanted to show Tapu the night market, and to buy some fruit and vegetables. • They needed to buy some fruit and vegetables for the Sunday meal (pawpaw, taro and pumpkin), and they also bought cooked food to eat that night. 	No Excellence answer for this question.
<i>Tetai akapapuanga i te akaari mai i te marama no runga i te tumu i aere ei raua ki te Makete.</i>	<ul style="list-style-type: none"> • Oko kai. • Te akaari i te makete kia Tapu. • Akara i te au apinga okooko. • Kaikai. 	<ul style="list-style-type: none"> • Kua inangaro a aunty i te akaari i te makete ki a Tapu e pera i te oko ua rakau e te rau rakau. • Kua inangaro raua i te oko i tetai rau rakau (nita, taro e te motini), e kua oko katoa raua i tetai kai maoa ei kai te reira po. 	No Excellence answer for this question.

Question THREE (b)	Achievement	Achievement with Merit	Achievement with Excellence
<i>Possible evidence showing understanding of what made the market an unforgettable place for Tapu.</i>	<ul style="list-style-type: none"> • The interesting colourful fruit and vegetables. • The cooked food and goods for sale. • Beautiful pareu designs and other crafts for sale. 	<ul style="list-style-type: none"> • The smell of the cooked food, and eating puakatoro miti and cake with ice cream. • Lots of people and interesting things to see such as large, colourful fruit and vegetables e.g. pawpaw, oranges, and taro. 	<ul style="list-style-type: none"> • The experience of being in the busy, exciting night market, seeing lots of people having fun, dancing, listening to music. There were lots of beautiful things to see e.g. a variety of colourful fruit and vegetables, and different designs of pareu and crafts. Also, Tapu enjoyed eating a range of different foods. <p>(Need to describe the experience as a whole.)</p>
<i>Tetai akapapuanga i te akaari mai i te marama e, eaa te Makete i riro ei e ngai kare e rauka ia Tapu i te akangaropoina.</i>	<ul style="list-style-type: none"> • Te au tu ua rakau e te rau rakau karakara. • Te kai maoa e te vai atura. • Te pareu karakara manea e te au apinga rangaranga. 	<ul style="list-style-type: none"> • Te kakara i te puakatoro miti maoa e te keke, aiti kirimi. • Manganui o te tangata e te au apinga tukeke taau e inangaro i te kite, te rau e te ua rakau karakara mei te nita, anani e te taro. 	<ul style="list-style-type: none"> • Tana i kite i roto i te makete, te au mea mataora, te au tangata e tamataora ra, te ura e te akarongo ki te imene. E pera te au apinga manea mei te rau rakau, ua rakau karakara e te pareu tukeke pera te au apinga rangaranga. Kua mataora tikai a Tapu i te kai anga i te au manga tukeke.

Judgement Statement

Achievement	Achievement with Merit	Achievement with Excellence
Minimum of 2 A AAN, AAA, AAM, AAE, ANM, ANE	Minimum of 2 M MMN, MMA, MMM, MME, MEN, MEA	Minimum of 2 E EEN, EEA, EEM, EEE