

Assessment Schedule – 2018

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>Demonstrate understanding of a variety of extended written and/or visual Cook Islands Māori texts.</p> <p>Kua rauka te marama i te akarongoanga i tetai au koreroanga reo Māori tei akaari katoa mai i tetai turanga reo tei kore i nakiro ia.</p>	<p>Demonstrate clear understanding of a variety of extended written and/or visual Cook Islands Māori texts.</p> <p>Kua marama tikai i tetai au koreroanga reo Māori tei akaari katoa mai i tetai turanga reo tei kore i nakiro ia.</p>	<p>Demonstrate thorough understanding of a variety of extended written and/or visual Cook Islands Māori texts.</p> <p>Kua rauka te turanga matutu e kua akaari mai i te reira i roto i tana tataanga no runga i tetai au koreroanga reo Māori tei akaari mai i tetai turanga reo tei kore i nakiro ia</p>

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>Demonstrating understanding involves making meaning of texts by responding to the information and varied perspectives.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the texts. The response is consistent.</p>	<p>Demonstrating clear understanding involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the texts. The candidate attempts to communicate implied meanings and shows partial understanding of some nuances.</p>	<p>Demonstrating thorough understanding involves expanding on relevant information and varied perspectives from the texts with supporting detail.</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 nuances and meanings not obviously stated in the texts.</p>

Evidence

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

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

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Possible evidence showing understanding of some of the activities that were part of Kia Orana week.</i></p>	<ul style="list-style-type: none"> • Making ei and weaving. • Coconut husking and grating demonstration. • A demonstration of how to make ika mata (raw fish dish). • Jewellery and craft making demonstrations. • Dancing. • Māori medicine demonstration. • Sports. 	<ul style="list-style-type: none"> • Try a range of different crafts such as making head ei, making jewellery. • People can try different events each day such as crafts, cooking, Māori medicine and dancing. • Activities include a coconut husking and grating demonstration, followed by a demonstration of how to make ika mata, the iconic local raw fish dish. • Demonstrations of cooking local dishes, e.g. ika mata, and Māori medicines using local herbs. 	<ul style="list-style-type: none"> • People can make things, e.g. jewellery and head ei; attend demonstrations, e.g. coconut husking and making ika mata. • The week ends with an active Friday, where visitors will be taught ura (dance) involving Cook Islands and Polynesian dancing.
<p>(a) <i>Tetai au manako akapapu no te aakari mai i ta ratou i marama no runga i te au angaanga tei raveraveia i te Epetoma o te Kia Orana.</i></p>	<ul style="list-style-type: none"> • Tui e te taviri ei. • Ko e te kana akari. • Akaariarianga ka akapeea me maani ika mata. • Maani poe, ei e te rangaranga. • Ura. • Akaariarianga i te maani vairakau maori. • Peu tarekareka tipoti. 	<ul style="list-style-type: none"> • I te rotaianga mai i tetai au tangata no te akaariari anga atu i ta tatou peu Kuki Airani ki te au turoto mei vao mai i to tatou basileia. • E maata te au manuiiri tei tae atu kia piri atu ratou ki roto i teia au angaanga raverave mei te rangaranga e te taviri pare ei tiare. E tamaine tetai mei te enua mai ko Tiamani ko Vanessa Goebel tona ingoa. Kua akakite aia, ko te taviri ei, kua riro teia i te apii mai i te peu Kuki Airani tikai kiaia. • Ko tetai au akaariarianga ka raveia koia oki ko te ko akari, te kana anga i te akari, aru atu ko te akaarianga ki te au turoto e ka akapeea me maani i te ika mata. • Ka rave katoa iatu te akaariarianga o te maani vairakau Maori na roto i te taangaanga atuanga i te au apinga natura i runga i to tatou enua. 	<ul style="list-style-type: none"> • Ko tetai au akaariarianga koia oki ko te maanianga i tetai au apinga, akaraanga; au apinga akamanea e te maani ei, ko te piri atu ki roto i tetai au akaariarianga, akaraanga: ko akari e te maani i te ika mata. • Ka akaoti atu te akakoroanga a te Varaire ki tetai au angaaanga mataora mei te akaariarianga ura te ka atui atu i ta tatou ura Kuki Airani e pera katoa te ura Porinetia.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(b) <i>Possible evidence showing understanding of what the German tourists said about the event.</i></p>	<ul style="list-style-type: none"> • The ei making activity taught her about Cook Islands culture. • They enjoyed the colour and fun. 	<ul style="list-style-type: none"> • Making head ei gave her ideas about the culture, which she will teach when she is back in Germany. 	<ul style="list-style-type: none"> • She enjoyed learning to make ei and found the experience fun, and the people were friendly. On her return to Germany, she will teach making ei to her students and share her learning about Cook Islands culture.
<p>(b) <i>Tetai au akapapuanga no te akaari mai i te tuatua a te turoto Tiamani no te akakoroanga o teia angaanga.</i></p>	<ul style="list-style-type: none"> • Kua riro te maani ei i te apii iaia i te peu Kuki Airani. • Kua mataora aia no te tu o te au kara e te mataora o te raveraveanga. 	<ul style="list-style-type: none"> • Taviri pare ei tiare no te mea e tamaine tetai mei te enua mai ko Tiamani. 	<ul style="list-style-type: none"> • Kua mataora aia i te apiianga i te taviri ei e kua mataora tikai aia no tana i tamou e te tu oaoa o te tangata. Me oki aia ki Tiamani i reira ka apii aia i te tamariki i te taviri ei e te oronga i tana i tamou no te au peu Kuki Airani.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(c) <i>Possible evidence showing understanding of why the Ministry of Tourism would consider the event was successful.</i></p>	<ul style="list-style-type: none"> • Tourists learned about Cook Islands culture. • People were keen to come back. • Plenty of people turned up. • The event involved mixing locals and tourists together. 	<ul style="list-style-type: none"> • Many people tried activities in the first two days and were looking forward to more. • There was a big range of activities throughout the week to interest tourists and residents, including a popular dance fitness activity. • There was a good turnout of people in the first two days and positive comments from tourists, such as Vanessa, who enjoyed making ei. 	<ul style="list-style-type: none"> • Over the week, many tourists as well as locals could try a wide range of cultural activities and learn about different aspects of Cook Islands culture and the people. It was all free, which showcased Cook Islands culture in a positive way.
<p>(c) <i>Tetai au akapapuanga no ta ratou i marama i te tumu ka karanga ei te Minitiri o te Pae Turoto e kua puapingaia teia akakoroanga.</i></p>	<ul style="list-style-type: none"> • Kua tamou te au turoto i te au peu Kuki Airani. • Maata te au turoto tei Inangaro i te oki mai. • Maata te au au tangata tei te mai ki te akakoroanga. • E maata te au angaanga raverave tei oronga i te tuatau no te au turoto kia angaanga kapiti ki te enua tangata. 	<ul style="list-style-type: none"> • E maata uatu rai te au tangata teia rave i te au tu raveraveanga tuketuke i nga ra mua e kare e rauka ia ratou i te tiaki i nga ra akaou. • E maata uatu te au angaanga raverave i roto i taua epetoma e kua mataora te au turoto e pera te enua tangata e pera no tetai mea ou katoa ta ratou i kite koia oki ko te ura. • E maata te au manuiiri tei tae atu, kua mataora tikai ratou i teia au raveraveanga e te inangaro kia piri akaou ratou ki teia akakoroanga mei a Vanessa e kua mataora tikai aia i te maani ei. 	<ul style="list-style-type: none"> • E akakoroanga puanga e te mataora tikai teia tei raveia i taua epetoma e, e maata te au turoto tei piri atu ki roto i te au angaanga raverave i te akaariarianga i te au peu Kuki Airani. E angaanga tutaki kore tei riro i te akaariari i te au peu e opera akonoanga Kuki Airani ma te tukatau tikai.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Possible evidence showing understanding of what is happening to the Cook Islands language today.</i></p>	<ul style="list-style-type: none"> • Not many people are speaking the language. • It is dying out. • Most people just use English. 	<ul style="list-style-type: none"> • Cook Islands Māori is dying out because young people are mostly speaking English. • Cook Islands Māori is mostly being used in churches, but outside most people speak English, so it is dying out. 	<ul style="list-style-type: none"> • Older people in the community speak and understand Cook Islands Māori, but younger people mostly use English, except in formal situations like in church, so it is dying out.
<p>(a) <i>Tetai au manako turu/akapapu i te au mea e tupu nei ki te reo Kuki Airani i teia ra.</i></p>	<ul style="list-style-type: none"> • Kare maata ana te au tangata tuatua i te reo. • Te ngaro atu nei to tatou reo. • Ko te maataanga e taangaanga nei i te reo Ingiriti. 	<ul style="list-style-type: none"> • Te ngaro atu nei to tatou reo Kuki Airani no te mea te maata nei te au mapu tamariki i te tuatua i te reo Ingiriti. • Ko te au ngai ua e taangaanga iana te reo Kuki Airani koia oki i te pure, kareka i te au ngai ke atu ko te reo Ingiriti te taangaanga iana e ko te tumu teia e ngaro nei. 	<ul style="list-style-type: none"> • Ko te au Metua pakari ua te tuatua e te taangaanga nei i to tatou reo Kuki Airani i roto i te au putuputuanga / rotaianga. Kareka ra ko te au mapu tamariki te taangaanga nei i te reo Ingiriti no reira teia e ngaro nei.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(b) Possible evidence showing understanding of strategies that could be used to strengthen the Cook Islands language.</p>	<ul style="list-style-type: none"> • People need to speak the language more in their homes. • The government needs to give more support to language. • Language nests can help. • People are using Cook Islands language more in local communities, church groups and schools. • They have an official Cook Islands Language week. 	<ul style="list-style-type: none"> • Elders and parents need to speak Cook Islands Māori more and teach the language to their children. • We need to work together to solve this problem – families teaching their children and the community in setting up language programmes. • Language nests in Porirua and Tokoroa are helping to keep the language going, and the government should support these programmes. 	<ul style="list-style-type: none"> • We need the support of our elders, grandparents, and parents to use the language and teach the children in their homes, and not just use Cook Islands Māori on formal occasions. • Support needs to come from different areas – from the home, where families need to speak the language, and from the community, who can support teaching young people with the language, and from the government, which can provide language resource and policies. • Having more programmes would help, such as having language nests for preschool children, bilingual units, and language programmes in schools, such as those in Porirua and Tokoroa.
<p>(b) Tetai au manako akapapu i te akaari mai i ta ratou i marama no tetai au ravenga kia taangaangaia no te akamatutu i te reo Kuki Airani.</p>	<ul style="list-style-type: none"> • Ka anoano ia te iti tangata kia tuatua i te reo Kuki Airani i roto i te au ngutuare e pera koku tangata. • Ka anoanoia te kavamani kia oronga i te tauturu no te akamatutu i te reo. • Te au koanga reo te ka riro i te tauturu. • Taangaanga anga i te reo Kuki Airani ki roto i te au rotaianga, apii e pera i roto i te au putuputuanga o te Evangeria. • Kia akamanaia tetai epetoma no te reo Kuki Airani. 	<ul style="list-style-type: none"> • Ka anoanoia te au Metua pakari e te au metua i te ngutuare kia tuatua Maori e kia apii i tl ratou au tamariki i te tauatua i te reo. • Kainangaro ia taou kia angaanga kapiti i te kimianga i tetai au ravenga no te rapakau i teia e pera te akatangoanga i te i tetai au porokaramu no te reo. • Te riro nei te koanga reo tei akatupuia i Tokoroa e Porirua i te akamatutu mai i tetai au tuanga inara ka inangaroia te tauturu a te kavamani no teiatauturu a te kavamani no teia. 	<ul style="list-style-type: none"> • Ka anoanoia tatou kia turuturu i to tatu au metua e pera au metua pakari i te taangaanga anga i te reo Kuki Airani i te apiianganga i te au tamariki i roto i te ngutuare e auraka e ko te apii ua ia ratou ia te au tuatua akaaraveianga i roto i te au akakoroanga a te Kuki Airani. • Ka inangaroia te au tauturu mei roto i te au ngutuare e pera putuputuanga tuketuke kia riro te au putuputuanga i te tauturu i ta tatou tamariki kia kite i te taangaanga i te reo. Ka anoano katoaia te tauturu a te Kavamani na roro i te orongaanga i te au tuanga tauturu i roto i te raveraveanga e per ate au ture no te akamatutu atu i teia. • Na roto i te anga anga i tetai au porokaramu e per ate akamatutuanga i te reira te ka riro i te tauturu i te tuanga o te Koanga Reo i Porirua e i Tokoroa no te au tamariki potiki ki roto i te taangaanga anga i nga reo e rua, te reo Kuki Airani e pera te reo Ingiriti pera te reo Ingiriti.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of some of the responsibilities of a mother.	<ul style="list-style-type: none"> Looking after her children. Aiming high for them. Be a role model. Teach her children. Prepare them for obstacles. Put trust in the Lord. 	<ul style="list-style-type: none"> To teach them skills that will help them overcome obstacles. To be a role model because children will follow a mother's example. 	
(a) Au akapapuanga no te akaari mai i tetai au angaanga a te metuavaine.	<ul style="list-style-type: none"> Akonoanga i tana au tamariki ma te iki i tetai kaveinga teitei no ratou. Akaraanga meitaki no tana anau. Apiianga I tana tamariki. Akateateamamao ia ratou no te au timataanga. Kia ariu ratou ma te irinaki ki roto i te Atua. 	<ul style="list-style-type: none"> Kia apii i te tamariki i te au karape no te tauturu ia ratou i te vavao i te au manamanata. Kia riro ei kaveinga meitaki i te mea ka au te tamariki i te metuavaine ei akaraanga. 	
(b) Possible evidence showing understanding of the famous example of a mother and why this example was used in the text.	<ul style="list-style-type: none"> Hannah, Samuel's mother, because she nurtured him. 	<ul style="list-style-type: none"> Samuel's mother, Hannah, because she raised him to be God's prophet. 	<ul style="list-style-type: none"> Hannah, because she did all she could to raise her son, Samuel, to become a worthy leader.
(b) Au akapapuanga no te akakitekite mai i tetai akaraanga puapinga no te metuavaine e te tumu i taangaanga iai teia akaraanga i roto i te tataanga.	<ul style="list-style-type: none"> Ko Hannah, te metuavaine o Samuel, no te mea nana i utuutu mai iaia. 	<ul style="list-style-type: none"> Ko te metuavaine o Samuel, koia ko Hannah, no te mea nana i utuutu mai iaia kia riro ei tavini no te Atua. 	<ul style="list-style-type: none"> Ko Hannah, no te mea kua Inangaro aia kia utuutu aia i tana tamaiti ia Samuel kia riro ei arataki meitaki e ei tavini meitaki.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(c) Possible evidence showing understanding of a key message in the article.</i>	<ul style="list-style-type: none"> Mothers have a big influence on their children. 	<ul style="list-style-type: none"> If a mother nurtures and encourages her children, they will be able to overcome hardships in life. 	<ul style="list-style-type: none"> A mother's responsibility is life-long to protect and look after her child, but also to encourage them to aim high.
<i>(c) Tetai au akapapuanga no te karere puapinga i roto i teia tataanga.</i>	<ul style="list-style-type: none"> Na te metuavaine tetai au akamaroiroiana puapinga i roto i te oraanga o ta ratou tamariki. 	<ul style="list-style-type: none"> Me riro na te metuavaine e utuutu ma te akamaroiroi meitaki i te tamariki. Ka rauka ia ratou i te akamatakite i to ratou au oraanga e te kopae i te au tukau te ka akavaitata mai kia ratou. 	<ul style="list-style-type: none"> E aka angaanga tikai ta te metuavaine i roto i te oraanga o te tamariki i te paruru ma te utuutuanga ia ratou kia tiratiratu i roto i to ratou oraanga e kia akateitei ua rai i to ratou au kaveinga no to ratou au oraanga.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Judgement Statement

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