

## Assessment Schedule – 2019

### Cook Islands Māori: Demonstrate understanding of a variety of spoken Cook Islands Māori texts on areas of most immediate relevance (90873)

#### Assessment Criteria

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

#### Evidence

Not Achieved		Achievement		Achievement with Merit		Achievement with Excellence	
Low	High	Low	High	Low	High	Low	High
Shows <b>very little understanding</b> and does not communicate the general meaning of the text.	Shows <b>little understanding</b> and does not communicate the general meaning of the text.	Demonstrates <b>some understanding</b> and <b>communicates some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and <b>communicates the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and <b>communicates some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and <b>communicates most of the implied meanings</b> by providing supporting detail from the text to <b>fully justify</b> conclusions.

#### Judgement Statement

Achievement	Achievement with Merit	Achievement with Excellence
<p>Minimum 2 <b>A</b> (AAN / AAA / AAM / AAE / AMN / AEN)</p>	<p>Minimum 2 <b>M</b> (MMN / MMA / MMM / MME / MEN / MEA)</p>	<p>Minimum 2 <b>E</b> (EEN / EEA / EEM / EEE)</p>

## 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
<p>(a) (i) <i>Possible evidence showing understanding of why Emma is sad.</i></p> <p>(ii) <i>Possible evidence showing understanding of Merle’s surprise for Emma.</i></p>	<ul style="list-style-type: none"> <li>• School is starting today.</li> <li>• Emma spent all of the holidays with grandparents.</li> <li>• Emma was out on a farm.</li> <li>• Shane was with a girl called Kate.</li> <li>• Emma has broken up with Shane.</li> <li>• A new student has arrived from New Zealand (NZ).</li> </ul>	<ul style="list-style-type: none"> <li>• Emma spent holidays with grandparents on a farm.</li> <li>• Emma had no free time to see her boyfriend during the holidays.</li> <li>• Emma saw her boyfriend, Shane this morning with another girl, Kate.</li> <li>• A new student from the NZ will be studying at the school for a year.</li> </ul>	<ul style="list-style-type: none"> <li>• Emma spent all holidays with her grandparents on a farm and had to help out every day. She had no free time to see her boyfriend and thinks that their relationship is now over.</li> <li>• George, a new student from NZ, is here in Rarotonga studying at school for a year.</li> </ul>
<p>(b) (i) <i>Possible evidence showing understanding of what Merle says about George.</i></p> <p>(ii) <i>Possible evidence showing understanding of how Emma feels then (after Merle’s surprise).</i></p>	<p>George is:</p> <ul style="list-style-type: none"> <li>• handsome / beautiful</li> <li>• tall / big</li> <li>• (has) black hair</li> <li>• wearing a red shirt</li> <li>• nice / kind and funny</li> <li>• keen to play sevens rugby when he leaves school.</li> <li>• Emma feels better after Merle’s surprise.</li> <li>• Emma feels encouraged and will look for a book about NZ.</li> </ul>	<ul style="list-style-type: none"> <li>• George wishes to speak Cook Islands Māori better.</li> <li>• When he leaves school, George would like to play sevens rugby in Rarotonga.</li> <li>• After Merle’s surprise, Emma feels better and is encouraged to look for a book on NZ in the library. This will help her with her English.</li> <li>• Emma feels more confident and is going to speak with George.</li> </ul>	<ul style="list-style-type: none"> <li>• George is a tall, handsome boy from NZ who has come to Rarotonga to speak Cook Islands Māori better. He is kind and funny and wants to play sevens rugby when he leaves school.</li> <li>• Emma feels better and decides that she will try to forget Shane.</li> <li>• She is encouraged to learn more about George. To do this, she will find information from the library about NZ, which will help her with her English.</li> <li>• Emma is now looking forward to her year and feeling more positive about the future.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of how long George has been in Rarotonga.	George has been in Rarotonga for a month (four weeks).		
(b) (i) Possible evidence showing understanding of where the village is located.	The village is near to the sea in the west of Rarotonga.		
(ii) Possible evidence showing understanding of where George's favourite place is, and why he likes it.	<p>The beach because:</p> <ul style="list-style-type: none"> <li>• his friends are there</li> <li>• he plays volleyball there</li> <li>• it is hot in the summer.</li> </ul>	<ul style="list-style-type: none"> <li>• George meets friends at the beach after school. He often plays volleyball there and can swim when it is hot.</li> </ul>	<ul style="list-style-type: none"> <li>• The beach is George's favourite place because he meets his new friends there.</li> <li>• Since it is spring, the weather is nice and it doesn't rain a lot, so they play volleyball.</li> <li>• In summer it is very hot, so he will be able to spend more time at the beach and swim in the sea.</li> </ul>
(c) Possible evidence showing understanding of the advantages and disadvantages of the village.	<p>Advantages:</p> <ul style="list-style-type: none"> <li>• It is near the airport / parliament / hospital.</li> <li>• It has tennis courts.</li> <li>• It is by the sea.</li> <li>• There is a bakery.</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>• There are no good shops.</li> <li>• There is no cinema.</li> <li>• George has to travel to go to town.</li> </ul>	<p>Advantages:</p> <ul style="list-style-type: none"> <li>• The village has fun things to do like going to the tennis courts or to the beach for volleyball.</li> <li>• There is easy access to facilities like the airport, parliament and the hospital.</li> <li>• George enjoys the food at the bakery.</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>• There are no good shops for young people, so George has to go to town to buy things.</li> <li>• There is no cinema nearby, so George has to go to town to watch movies.</li> </ul>	<p>The village is close to a lot of things such as the sea, the airport, parliament and the hospital. It also has tennis courts and George enjoys the doughnuts and pineapple pie at the local bakery. However, there are only a few things to do, e.g. some cafes and small shops, but not many shops for younger people. The disadvantages are that George has to go to town to buy things like books or shoes, and to go to the cinema (like George did last Saturday).</p> <p>Fortunately, it is not too far to travel to town.</p>

<b>Question THREE</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<i>(a) Possible evidence showing understanding of what Tehani's problem is.</i>	Tehani doesn't get any pocket money like her friends.	Tehani's parents react badly when she asks for pocket money. They already pay for things she needs and don't want to pay anymore.	Tehani is frustrated that her parents say "no" when she asks for pocket money. They pay for things she needs, but she would like to have money to spend on things she wants, especially when she is out with her friends.
<i>(b) Possible evidence showing understanding of how the radio host responds.</i>	He asks Tehani to explain her situation more and suggests that she finds a job.	He agrees with Tehani that it's frustrating when parents react badly. When he finds out that she is 17, he suggests she could get a job to have some money of her own.	He sympathises with Tehani and remembers that his parents were just the same and said, "Do you think that money grows on trees!" He calms her down and gets her to see what her parents are really saying. The radio host then suggests a way she could do something about it herself such as get a part-time job.
<i>(c) Possible evidence showing understanding of whether Tehani will be pleased that she phoned in and why.</i>	Yes – Tehani will be pleased. She was listened to and got to say what she wanted on the radio.	Yes – she let out her frustrations. With the host's help, she came up with a plan to try for a couple of jobs to get some money.	Yes – she got to be on the radio and was able to talk to someone who could understand her point of view about why she was frustrated. The radio host also helped her to come up with the idea of applying for a part-time job that she would enjoy (such as at a music shop or bakery) so that she could earn her own money.