

## Assessment Schedule – 2019

### Cook Islands Māori: Demonstrate understanding of a variety of spoken Cook Islands Māori texts on familiar matters (91113)

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

### 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) Possible evidence showing understanding of why the family might be concerned listening to the weather forecast.</p>	<ul style="list-style-type: none"> <li>• Heavy rainfall and high winds are coming.</li> </ul>	<ul style="list-style-type: none"> <li>• A big storm is coming that may cause damage, and they will need to be well prepared before the storm arrives.</li> <li>• Predicted heavy rainfall throughout the day and worsening in the afternoon with possible thunderstorms and winds up to 80km/h.</li> </ul>	
<p>(b) Possible evidence showing understanding of what the family is advised to do and why.</p>	<ul style="list-style-type: none"> <li>• Secure pets and any objects outside of the house.</li> <li>• Only travel if necessary, and only go in the morning.</li> </ul>	<ul style="list-style-type: none"> <li>• Secure any objects outside of the house, such as drums of rubbish, bikes, and the trampoline so that they don't cause damage.</li> <li>• Only travel if necessary, and only go in the morning due to poor visibility.</li> </ul>	<ul style="list-style-type: none"> <li>• The family must secure outdoor items because if they get blown away in strong winds, the items might damage the property or the neighbours. Keep pets inside because heavy wind and rain will put them in danger if they are outside.</li> <li>• Only travel if necessary, and only go in the morning. Drive to the conditions because heavy rainfall may cause poor visibility and make it hard to drive safely.</li> <li>• Families need to be prepared with water, food and emergency supplies in case of any water contamination or a power cut.</li> </ul> <p><i>Excellence level answers should explain why.</i></p>

Question ONE (Continued)	Achievement	Achievement with Merit	Achievement with Excellence
<p>(c) Possible evidence showing understanding of the information given about different responsibilities of the villages and the government and why are these important.</p>	<ul style="list-style-type: none"> <li>• The government alerts the island.</li> <li>• The village sets up evacuation centres.</li> </ul>	<ul style="list-style-type: none"> <li>• The government is responsible for alerting the island to ensure everyone's safety.</li> <li>• The government is responsible for alerting the island because families need supplies in their homes.</li> </ul>	<ul style="list-style-type: none"> <li>• The village is responsible for setting up evacuation centres on the island. This is very important because the extreme weather conditions, such as continuous heavy rainfall, may cause flooding and families will need to evacuate.</li> <li>• The government is responsible for alerting the island to ensure everyone's safety. The extreme weather conditions mean that sending alerts quickly to the island is very important, as people need to prepare their household for food, gas cookers, and emergency supplies in case of power cuts.</li> <li>• It is important that families know what they have to do, and what the village and government have to do in case the storm becomes a natural disaster. For instance, they need to have supplies in their own homes, and the village then needs to have somewhere for them to evacuate to. The government is only responsible for providing information, so it is important that families and villages do a lot of preparation themselves.</li> </ul> <p><i>Excellence level answers should explain why.</i></p>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of what a typical Pacific family looked like in the past.</p>	<ul style="list-style-type: none"> <li>Pacific families were typically made up of heaps of people.</li> </ul>	<ul style="list-style-type: none"> <li>Pacific families typically included the extended families and went beyond smaller families including the aunties, uncles, siblings, and their children.</li> </ul>	
<p>(b) Possible evidence showing understanding of the benefits of being part of a typical Pacific family.</p>	<p>Having a large family means:</p> <ul style="list-style-type: none"> <li>having more family to teach love, how to work and how to be friendly</li> <li>having more examples to help us know what is right and what is wrong</li> <li>having more adults around to provide water, food, and shelter.</li> </ul>	<p>Having a large family means:</p> <ul style="list-style-type: none"> <li>having more people around to love, and to teach us how to be respectful and friendly</li> <li>having more people around to teach us skills about work, planting, fishing, and how to look after the land and feed yourself and your family</li> <li>having more people around to show us what is right and what is wrong, and to help us realise our dreams</li> <li>Basic needs are more plentiful with more adults around, e.g. food, water, shelter, and warmth.</li> </ul>	<ul style="list-style-type: none"> <li>A large family doesn't only provide more of basic needs such as shelter, food and warmth, but also develops young people who have had a variety of good examples set for them, e.g. teaching them about rules, different ways of how to work and models of what they want for their children by living it themselves by example.</li> </ul>
<p>(c) Possible evidence showing understanding of the changes that have happened within Pacific families.</p>	<ul style="list-style-type: none"> <li>One parent.</li> <li>Families are more ethnically diverse.</li> <li>More children are of school age (a younger demographic now).</li> </ul>	<ul style="list-style-type: none"> <li>Although Pacific families live in one household with more than one generation, there are more one-parent families today.</li> </ul>	<ul style="list-style-type: none"> <li>The concept of 'Family' is changing. Today, we are seeing more one-parent families and families are becoming ethnically diverse. This contrasts to the past, when larger more traditional families lived together.</li> </ul>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of Rima's dream job and why he wants this career.</p>	<ul style="list-style-type: none"> <li>• Rima wants to have studied design and wants to work in marketing for big companies.</li> <li>• Rima wants to work for social organisations.</li> <li>• Rima wants to work from home.</li> </ul>	<ul style="list-style-type: none"> <li>• Rima wants to be working in a marketing career for big companies and with this type of career he hopes to be able to work from home during the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Rima wants to be working in marketing for big companies and, at the same time, work for social organisations.</li> <li>• This type of job would allow Rima to organise his work time around his family, so that during the day he can work from home while looking after his children.</li> </ul>
<p>(b) Possible evidence showing understanding of examples from the text that show that Rima and Ana both want to have children.</p>	<ul style="list-style-type: none"> <li>• Rima indicated that he will be living with a wife and children.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Ana is happy to stay single.</li> </ul>	<ul style="list-style-type: none"> <li>• Rima indicated that he will be living with his wife and two children in an apartment.</li> <li>• Ana said that she would love to have children but remain single.</li> </ul>	<ul style="list-style-type: none"> <li>• Rima said that he will be living with his two children and that he will be working from home during the day because of his children.</li> <li>• Ana would love to have children and is willing to be a single parent. She indicated in the text she can bring up her children on her own.</li> </ul>

Question THREE (Continued)	Achievement	Achievement with Merit	Achievement with Excellence
<p>(c) Possible evidence showing understanding of the student the candidate most identifies with, regarding work and future earnings, and why that student more than the other.</p>	<p>One of:</p> <p>Ana:</p> <ul style="list-style-type: none"> <li>• I like Ana’s view, as I’d also like to travel.</li> <li>• Rima just wants to settle down.</li> </ul> <p>OR Rima:</p> <ul style="list-style-type: none"> <li>• I like Rima’s dream future – I’d like enough money to live.</li> <li>• Ana will spend all her money.</li> </ul> <p><i>Achievement level answers should include simple ideas about identifying with one student over the other</i></p> <p>OR</p> <p><i>A couple of ideas about the student the candidate most identifies with.</i></p>	<ul style="list-style-type: none"> <li>• I identify with Ana because I think it’s cool to work in different jobs and places, and be a single parent. I don’t want to stay at home.</li> <li>• I identify with Rima because I want to be able to look after my children during the day while working. I would also love to live a simple life like Rima and not spend my money like Ana will.</li> </ul>	<ul style="list-style-type: none"> <li>• I identify with Ana because she wants to travel, whereas Rima just wants to stay home with his children. I would also feel more like Ana because I would rather be a single parent, than be like Rima, who sees himself as married and living with his family.</li> <li>• I identify more with Rima, because he is choosing to work from home during the day and look after his children, whereas Ana only wants to work or travel. I think that Rima is more realistic than Ana, because bringing up children on your own as Ana wants to, would be very difficult.</li> </ul> <p><i>Excellence level answers should include full comparisons about Rima and Ana.</i></p>