

Assessment Schedule – 2019

Cook Islands Māori: Demonstrate understanding of a variety of written and / or visual Cook Islands Māori text(s) on familiar matters (91116)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and / or opinions 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, ideas, and / or opinions 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, 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 comprehensive understanding of the content and underlying meaning 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 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.

Judgement Statement

Achievement	Achievement with Merit	Achievement with Excellence
<p>Minimum 2 A (AAN / AAA / AAM / AAE / AMN / AEN)</p>	<p>Minimum 2 M (MMN / MMA / MMM / MME / MEN / MEA)</p>	<p>Minimum 2 E (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) Possible evidence showing understanding of each student's opinion of how they like their work to be marked</p>	<p><i>Pikirangi</i></p> <ul style="list-style-type: none"> • Pikirangi likes getting marks. • He thinks that numbers don't say as much as words. • He thinks that words are better to help you learn. • He doesn't think that a teacher has ever once been unfair. <p><i>Naomi</i></p> <ul style="list-style-type: none"> • Naomi has always done well at school. • She thinks that some students have trouble learning for tests. • She thinks that the judgements were suddenly different. • She thinks that marks don't always show what you are really like. • She thinks that marks are dependent on the teacher. <p><i>Tuaine</i></p> <ul style="list-style-type: none"> • Tuaine thinks that the marks are mostly unfair. • He thinks that some teachers give unfair marks. 	<p><i>Pikirangi</i></p> <ul style="list-style-type: none"> • Pikirangi thinks that if you have studied a lot, your marks will be good, too. • He thinks that words can help you to learn what you can do better in the future. • He thinks that having a few words is better, because numbers don't say as much as words. <p><i>Naomi</i></p> <ul style="list-style-type: none"> • Naomi has always done well at school. Despite this, she thinks marks can be unfair. • She thinks that some students have trouble learning for test but are good at other things that aren't shown by a school report / grades. • She says that her class once got a new teacher who was stricter than the previous one, and that even though the subject was the same, the judgements were suddenly different. <p><i>Tuaine</i></p> <ul style="list-style-type: none"> • Tuaine thinks that If he got a bad mark, it was because he didn't study enough. • He thinks that the marks aren't good in art because it is subjective (whether a picture is pretty depends on the person). • He thinks that in art, the teacher alone decides on their own which marks they'll give. • He thinks that it would be better if more than one teacher gave marks in art, or if there were no marks at all. 	

Question ONE (continued)	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(b) Possible evidence showing understanding of the two students' opinions, and which opinion the candidate agrees with the most and why.</i></p>	<p>Pikirangi thinks grades are good but would like some comments too. Naomi thinks that grades are often, unfairly given by teachers.</p>	<p>Pikirangi and Tuaine both think that teachers should give grades. They mostly show how good your studying has been. On the whole, teachers are fair when giving out grades.</p>	<ul style="list-style-type: none"> • Naomi and Tuaine disagree about grades. Naomi thinks that teachers are often unfair when they give them, and that they don't always reflect a student's level of knowledge. Tuaine says grades are good to get and are helpful, except he does say that art can be a problem when only one teacher's idea determines the grade.
	<p><i>Achievement Level answers for (a) and (b) show understanding of the general meaning of what each student thinks of the marks they receive at school.</i></p> <p><i>(Answers may agree and disagree with any of the students with a reason provided.)</i></p>	<p><i>Merit Level answers for (a) and (b) include relevant details of each student's opinion</i> AND <i>compare candidate's opinion with at least one other student.</i></p>	<p><i>Excellence Level answers for (a) and (b) compare and contrast two students' opinions</i> AND <i>provide a fully justified explanation of which student's opinion they agree with the most, based on information in the text.</i></p>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of how Aidan came to qualify for the Cook Islands team.</i>	<ul style="list-style-type: none"> • He qualifies through his maternal grandfather. 	<ul style="list-style-type: none"> • His family members are also bowlers, and he qualifies for the Cook Islands team through his maternal grandfather. 	
<i>(b) Possible evidence showing understanding of his expectations before and after the match.</i>	<ul style="list-style-type: none"> • He was excited. • He did not expect to get into the finals. • He was thankful for the support from the team. • He gave it a go and will carry on with outdoor bowls. 	<ul style="list-style-type: none"> • Before the game, he was excited that he qualified for the Cook Islands team. Afterwards, he could not believe that he had won a medal, as he had not expected it at all, let alone being the first ever to win a medal for the Cook Islands. He also found the experience amazing. • He hoped to qualify, and now that he has won a medal, he will work towards being in the next Games. 	<ul style="list-style-type: none"> • Before the Games, Aidan wanted to qualify for the Cook Islands bowling team, and for the Commonwealth Games. He knew that he would be successful, so he went to the Games and just did his best. • After the Games, Aidan was very excited to win a medal. He loved being among other young players at the Games, and his plan for the future is that he wants to be part of the Cook Islands Bowling Team for the Commonwealth Games, which will be held in Birmingham in 2022.
<i>(c) Possible evidence showing understanding of why Aidan's family would be very proud of his achievements.</i>	<ul style="list-style-type: none"> • He won a bronze medal. • He won the first medal in bowls for the Cook Islands. • He has done well at bowls, like his father. 	<ul style="list-style-type: none"> • His doubles team won the first bowling medal for Cook Islands at the Commonwealth Games. • He has been playing outdoor bowls for only five years and has now won a medal (a high achievement) as a result of his hard work. 	<ul style="list-style-type: none"> • Aidan's family was very proud of his achievement because he played well, and he and his partner won the first ever Cook Islands bowling medal at the Commonwealth Games. His family would also be proud of him because he has carried on the family tradition of his father, who won a gold medal for indoor bowls.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Possible evidence showing understanding of the challenges faced by parents when they want to support their children's education.</i></p>	<ul style="list-style-type: none"> • What is learned at school now is different from when parents were at school. • 20 hours of free Early Childhood Education (ECE) services isn't enough. • Parents don't know how to help with school work. • Some parents don't understand the work. • Some children get told they're not good enough. • Some parents want children to stay at home and work on the land, rather than go away for study. • The cost of education is high. 	<ul style="list-style-type: none"> • Sending a child to ECE is hard when parents do shift work or work overtime, as there are only 20 free hours per week. • Some parents need their children at home to help on the land and are worried about the big expense of education after school. 	<ul style="list-style-type: none"> • Parents face challenges such as not being able to afford to pay for the education their children need, and not understanding the work they are doing now, which is different to when they were at school. They also have high hopes for their children, but often they find that the children are discouraged from aiming high.
<p>(b) <i>Possible evidence showing understanding of the suggestions made by the parents to help themselves and their children's learning.</i></p>	<ul style="list-style-type: none"> • There needs to be more incentives and scholarships for study. • There should be an increased number of free hours for early childhood centres. • Parents want more encouragement for their children in their school work. • Parents don't want their children to stop or be stopped from studying. 	<ul style="list-style-type: none"> • The parents want the school to find ways that they can help and encourage the children with their schoolwork, even if that involves going to parent classes. • Parents want their children to be brave and supported to continue with university study if that's what they want to do, even if the parents would like them to stay at home. 	<ul style="list-style-type: none"> • The education of children depends on the decisions that the parents make. Parents and schools should encourage them to work hard at school and go to university because when they succeed, the whole community benefits from their learning. • The parents realise that we all gain from children carrying on with their studies and getting useful jobs, so want to find ways of funding their education after school and be encouraging about their ability to succeed. • The parents want to start children off well with Cook Islands Punanga Reo so that students will learn the language, which will provide support and a foundation in their early learning years. That means the government should increase their funding to provide more free hours in early childhood education.