

## Assessment Schedule – 2019

### Cook Islands Māori: Demonstrate understanding of a variety of extended spoken Cook Islands Māori texts (91538)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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 communicates <b>some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and communicates <b>the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously</b> communicates <b>some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously</b> communicates <b>most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and communicates <b>some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and communicates <b>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 <b>2 A</b> (AAN / AAA / AAM / AAE / AMN / AEN)</p>	<p>Minimum <b>2 M</b> (MMN / MMA / MMM / MME / MEN / MEA)</p>	<p>Minimum <b>2 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) Possible evidence showing understanding of how some people use the internet according to Tioni.</p>	<ul style="list-style-type: none"> <li>• Most people use the internet about four hours a day.</li> <li>• People look up things and play games.</li> <li>• Some people like surfing the internet all day and order their food online.</li> <li>• People are not sure if the information on the internet is right or not.</li> <li>• People differ on how much the internet is good for them.</li> </ul>	<ul style="list-style-type: none"> <li>• Most people use the internet about four hours a day; he doesn't think that is too much.</li> <li>• Some people like to spend all their time on the internet and live without meeting other people in a face-to-face way. This isn't a healthy way of living.</li> </ul>	<ul style="list-style-type: none"> <li>• Most people use the internet to find information or to have fun. They tend to spend around four hours a day. However, there are people who spend their whole day on the internet, including ordering their food, and avoiding direct contact with people, which is very concerning.</li> </ul>
<p>(b) Possible evidence showing understanding of what suggestions Tioni has for safe and healthy internet use.</p>	<ul style="list-style-type: none"> <li>• Think about how much you use and what for.</li> <li>• It is important that parents know what their children are doing on the internet.</li> <li>• Parents need to set a good example for good internet use.</li> <li>• The rules for parents and adults have to be the same.</li> <li>• Parents should monitor children's internet use.</li> <li>• Parents should look at their children's messages on Facebook.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on why you use the internet, and how long you use it for, to make your own decisions about how much is too much. Keeping a diary is helpful.</li> <li>• Parents should be aware of what their children are doing and learning online and talk openly about it with their children.</li> <li>• The rules for parents and adults have to be the same, e.g. if phones are banned at dinner, then everyone should follow.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents should monitor children's internet use in an open way, talking to their children about the value and dangers of using the internet. They also need to model good internet use and follow the same rules as they set their children.</li> <li>• You need to use the internet reflectively and have good motives for using it, as too much can become a bad habit and prevent good social interaction. Tracking your usage and making your own decisions about how much you will use it is sensible.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of how the internet has changed our lives for the better.</p>	<p>Expect THREE simple ideas:</p> <ul style="list-style-type: none"> <li>• It has brought new ways of people connecting with each other.</li> <li>• The internet allows us to express our views.</li> <li>• Greater access to information.</li> <li>• It provides a way of sharing who you are.</li> </ul>	<ul style="list-style-type: none"> <li>• We can connect with others in a quick way and get to know others with similar interests.</li> <li>• We can freely give our opinions on any topic we like.</li> <li>• We can reach people and information from anywhere in the world from the comfort of our home.</li> <li>• We can share our achievements and knowledge and experience with others.</li> </ul>	<ul style="list-style-type: none"> <li>• The internet has allowed us to do things that were not possible before, such as connecting quickly and easily with the rest of the world. We can share ideas with other people and find out information about any topic.</li> </ul>
<p>(b) Possible evidence showing understanding of some of the disadvantages that the internet has brought with it, and what we can do about it.</p>	<ul style="list-style-type: none"> <li>• People can spend too much time on social networks.</li> <li>• People can share their views and think they are always right.</li> <li>• Other people can learn personal information about you.</li> <li>• Some information on the internet is false, and we might not realise it.</li> </ul>	<ul style="list-style-type: none"> <li>• People can spend so much time on social networks they forget how to interact in real life. People should make an effort to get out and be face-to-face with people.</li> <li>• People get isolated from the real world and stop doing physical activities.</li> <li>• Just because something is online does not mean that it's true. Judge carefully and check other sources of information before you believe what is on the internet.</li> <li>• It is easy for other people to find out more about you than you might want them to, and the information stays online forever. Don't write things that you want to keep private.</li> </ul>	<ul style="list-style-type: none"> <li>• Spending too long on the internet can mean that you lose touch with the real world. It can mean you receive some strange opinions from people who don't always have the full facts, and it can mean that you share too much information publicly. While the internet can be really useful, it also has a lot of misinformation and misleading ideas. It is important to be careful about what you share and what you believe from other people on the internet.</li> </ul> <p><i>(An excellence level answer should provide a comprehensive explanation about various disadvantages and their impact on quality of life.)</i></p>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of what the problem was at Ati's school.	<ul style="list-style-type: none"> <li>• The teacher is annoyed that his students are not paying attention as they're playing on their phones.</li> <li>• Students are not concentrating on learning, rather they are playing games on their phones.</li> <li>• Lots of children have smartphones and are using them in class time.</li> </ul>		
(b) Possible evidence showing understanding of what action he (Ati) took and what the consequences were.	<ul style="list-style-type: none"> <li>• He blocked their phone reception and was not allowed to teach.</li> </ul>	<ul style="list-style-type: none"> <li>• He brought in a device to block phone reception. He was suspended from teaching for five days.</li> </ul>	<ul style="list-style-type: none"> <li>• He brought in an interfering transmitter to school and activated it. This blocked phones from reception, which is against the law in the USA. He was suspended from school and lost pay for five days. He could have gone to jail, so he was lucky for just getting suspended.</li> </ul>
(c) Possible evidence showing understanding of whether they agree with banning mobile phones in classrooms given the evidence in the article.	<ul style="list-style-type: none"> <li>• No – don't ban them. Just learn to use them for learning in class.</li> <li>• Yes – ban them, as it's too easy to get distracted and not listen to what's happening in the classroom.</li> <li>• Yes – ban them. It helps less-able students to learn, so everyone benefits.</li> </ul>	<ul style="list-style-type: none"> <li>• No – don't ban them. If students are using phones to message and play games, then the teacher should make them put them away and use them after class only.</li> <li>• Yes – banning cell phones during class time is beneficial for student learning, particularly for the students who find learning hard. It helps everyone by not being a distraction, and playing games isn't good learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes – ban them. Research has found that, if you ban students from using phones during the school day they are much more likely to achieve at a higher level, equivalent to an extra lesson a week for some students, because if they use the phones often during class, they are distracted, affecting their learning.</li> <li>• No – don't ban them. Even though the research finds that students having phones banned during the day helps their school work, students could still have their phones at school but not use them during class time. Teachers need to monitor their use.</li> </ul>