

Assessment Schedule – 2020

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 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

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|--|---|---|--|--|--|---|---|
| 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. |

N0 = No response; no relevant evidence.

Cut Scores

| Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------|-------------|------------------------|-----------------------------|
| 0 – 8 | 9 – 12 | 13 – 18 | 19 – 24 |

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 |
|--|--|---|---|
| (a) <i>Possible evidence showing understanding of the problem being discussed.</i> | Tutai is regularly arriving at school late. | Tutai is regularly arriving at school late. The principal is concerned that Tai's lateness will affect his opportunity to become a class leader in the future. | |
| (b) <i>Possible evidence showing understanding of how the principal thought the problem could be solved.</i> | The principal suggested that Tutai could become a "bell-boy" in the mornings. | At the principal's suggestion, Tutai will have a responsibility to ring the bell in the morning at 8am. This will be good training for him to become a class leader. | The principal feels that Tutai is a good boy and discusses the importance of time management with him. The principal has suggested that Tutai ring the bell in the morning at 8am. It will be good training for Tutai to become a class leader, but the principal warns him that if he continues to be late, he will be put in detention and his parents will be contacted. |
| (c) <i>Possible evidence showing understanding of whether Tutai will be successful.</i> | <ul style="list-style-type: none"> • Yes, Tutai is likely to be successful in arriving at school on time, because he does not want the principal contacting his parents. <p>OR</p> <ul style="list-style-type: none"> • No, Tutai is unlikely to be successful in arriving at school on time. He is late regularly, so this habit will be hard to break. | Yes, Tutai is likely to be successful in arriving at school on time. Tutai has promised the principal that he won't let him down. Tutai appreciated the principal's kindness in not talking to his parents. | Yes, Tutai is likely to be successful in arriving at school on time. He asked the principal for help with his time management, so he clearly wants to change his ways. Taking on a school responsibility as bell-boy will help Tutai to get to school on time. Also, Tutai does not want to upset his mother. |

| Question TWO | Achievement | Achievement with Merit | Achievement with Excellence |
|--|--|--|--|
| (a) <i>Possible evidence showing understanding of why Mama and Ina are excited.</i> | <ul style="list-style-type: none"> • Papa is coming home after being in New Zealand. • It is Papa’s birthday tomorrow. • They are planning a birthday meal. • They need to get to the market early to get the good food. | <p>Mama and Ina are excited that Papa is coming home from New Zealand. Mama wants to get to the market early so that they can buy the best produce available for his party, as they don’t have enough in the freezer.</p> | <p>Mama and Ina are excited that Papa will be home tomorrow after his trip to New Zealand. They want to prepare a beautiful meal for his birthday and homecoming celebration. There isn’t much time to do everything and they want to get to the market early.</p> |
| (b) <i>Possible evidence showing understanding of how Mama and Ina plan to celebrate.</i> | <ul style="list-style-type: none"> • Mama and Ina will make a beautiful meal with fresh ingredients. • The birthday meal will have chops, sausages, potatoes and tuna. <p><i>Candidate must identify sausages and potatoes.</i></p> | <p>Mama and Ina want to put on a good <i>kaikai</i> for Papa’s birthday. They decided to include Papa’s favourite food (chops and sausages) and pineapple pie for dessert, as well as potatoes with mayonnaise and a whole tuna.</p> | <p>Mama and Ina are preparing a special family meal, <i>kaikai</i>, for Papa’s birthday, and they want to get the best ingredients available from the market. They decided to include Papa’s favourite food (chops and sausages).</p> <p>Even though tuna is expensive, they decide to buy a whole tuna to make the dish <i>ika mata</i>. They will finish with pineapple pie for dessert.</p> |
| (c) <i>Possible evidence to show understanding of what decision was made about drinks and why.</i> | <p>Mama and Ina did not have enough money to buy a box of fizzy drink.</p> | <p>Mama and Ina did not have enough money to buy a box of fizzy drink, but decided to get <i>Nu</i> instead.</p> | <p>Mama and Inu decided to pick <i>Nu</i> drinks, because that was the cheapest option, but they are also concerned about Papa’s health / diabetes.</p> |

| Question THREE | Achievement | Achievement with Merit | Achievement with Excellence |
|--|--|---|---|
| (a) <i>Possible evidence showing understanding of what Mrs Tungane recommends as future jobs for her students.</i> | Mrs Tungane encourages her students to consider teaching as a future job. | | |
| (b) <i>Possible evidence showing understanding of what George thought of Mrs Tunange's talk and why.</i> | George thinks that her talk doesn't apply to everyone, because not everyone wants to be a teacher. | George believes that we all have different interests and talents. Students will do different jobs, depending on their skills and interests. Not everyone wants to be a teacher, for example, some will become pastors, planters, fishermen, doctors, and so on. | George believes that God gave everyone different talents. Everyone has a different mindset, and different needs and dreams. We can't all be teachers because we need people in other jobs as well. George has no interest in teaching. He wants to become a politician. |
| (c) <i>Possible evidence showing understanding of why Tutai disagreed with George's plan.</i> | Tai doesn't think that George is suitable to be a Member of Parliament (MP) | George doesn't want to be a teacher because he is not comfortable speaking in front of others. Tutai points out that being an MP requires speaking in front of others too. | Tai doesn't think that George is suitable to become an MP, as he isn't good at talking in front of people. George's motivation is more about the good money politicians earn than about using his own abilities and talents. |