

## Assessment Schedule – 2020

### 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

N1	N2	A3	A4	M5	M6	E7	E8
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.

**N0** = No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 13	14 – 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 why Jayden is applying for the cultural exchange programme.</i>	<ul style="list-style-type: none"> <li>• He is interested in costume designing and wants to learn more about it.</li> <li>• He can interview orators.</li> <li>• He wants to meet other Cook island designers.</li> </ul>	Jayden is hoping to meet with costume designers in the Cook Islands to increase his knowledge of designing and making Cook Islands costumes.	Jayden wants to gain more knowledge of the culture and natural resources used to make dancing costumes and become one of the best costume designers in New Zealand. He would love to meet traditional costume designers and learn from them, and also observe dance groups as they make their festival costumes.
(b) <i>Possible evidence showing understanding of what Jayden says about making traditional costumes.</i>	<ul style="list-style-type: none"> <li>• He wants to learn about the natural resources used to make traditional costumes.</li> <li>• He is able to find the different resources used by his ancestors to make costumes.</li> </ul>	Jayden says it is difficult to make costumes in New Zealand because most of the resources used are bought from the shops and he wants to use natural resources to make costumes and is wondering about bird feathers.	Jayden says it is better to use natural resources because buying the resources to make traditional costumes in New Zealand is very expensive. He wants to have a better understanding of the costume and how to obtain the appropriate natural resources.
(c) <i>Possible evidence showing understanding of what Jayden was hoping to achieve from the exchange trip.</i>	<p>He hopes to:</p> <ul style="list-style-type: none"> <li>• enhance and strengthen his own knowledge and skills of the Cook Islands culture</li> <li>• find out how traditional costumes were made</li> <li>• know why girls can't show their belly button</li> <li>• learn what a paramount-chief wears</li> <li>• share his knowledge with his friends in New Zealand.</li> </ul>	Jayden hopes to gain as much knowledge as he can from orators and costume designers during his time in Rarotonga so that he is able to help Cook Islands costume designers in New Zealand. He also wants to know what traditional costumes were like, how they were made; and what the meaning of each part is. He will share this with dance groups in New Zealand.	Jayden wants to become a successful costume designer and so this programme will help him by allowing him to learn from orators and designers in Rarotonga. It will also help him to understand the meaning of each of the resources used to make these investiture costumes. Jayden wants to know what traditional costumes were like, and how they were made; why girls can't show their belly button; and what a paramount-chief wears including what each part means, for example, the reason for bird feathers being used. He plans to share his knowledge with New Zealand Cook Islands dance groups and also improve his own costume design skills.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Possible evidence showing understanding of what Mere enjoyed about her holiday in New Zealand.</i></p>	<ul style="list-style-type: none"> <li>• She loved the city life.</li> <li>• She enjoyed catching buses and trains.</li> <li>• She had a great time going to movies and shopping malls.</li> </ul>	<p>Mere loved her holiday because they did not stay at home. It was a full-on holiday where they visited shopping malls, caught buses and trains into the city.</p>	
<p>(b) <i>Possible evidence showing understanding of what the girls' thoughts and plans for the future are and how their holiday in New Zealand influenced them.</i></p>	<p><b>Mere</b> plans to return to Auckland because she misses the city life.  <b>Tina</b> plans to live in Aitutaki. Moving to New Zealand is not an option for her even though she enjoyed her holiday.</p>	<p><b>Mere</b> loved her holiday because there are lots of things to do in Auckland. She wants to return to Auckland so that she can study at Auckland University.  <b>Tina</b> also loved her holiday, but it did not influence her future plans because she prefers island life with its beautiful beaches.</p>	<p><b>Mere</b> enjoyed her holiday so much that it has influenced her plans for the future. She finds that there are better opportunities for her in New Zealand, so she plans to move to Auckland where she can enrol and study at the University of Auckland. She understands that with a better qualification comes a better job and better pay. She plans to live with her sister in Auckland and look for a job so she does not have to worry about accommodation.  <b>Tina</b> finds that the city is too big for her. She is scared to move to Auckland because she has no family members living there. She has been offered a job in Aitutaki so plans to stay, although she likes the idea of visiting Mere in New Zealand.</p>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Possible evidence showing understanding of how Samuel explains rugby to Rima.</i>	Samuel explained that: <ul style="list-style-type: none"> <li>• rugby is a winter game</li> <li>• it is a contact-team sport.</li> </ul>	Samuel explains that rugby is a winter game and is similar to touch-rugby but different. He also explains some of the rules of rugby.	Samuel provided some factual information about rugby and where it originated from (England). He explained that the game is suitable for the winter-time. He also told Rima about how rugby can be dangerous for the players, but is also exciting to watch.
(b) <i>Possible evidence showing understanding of what the result of the game this weekend is likely to be.</i>	<ul style="list-style-type: none"> <li>• Wellington will lose the game.</li> <li>• Auckland has the stronger team.</li> </ul>	Samuel expects Auckland to win the game because it has a stronger team. Wellington, on the other hand, has injuries.	It will be an interesting close game with Auckland putting in a strong team, and Wellington will have a new winger / player to replace their injured winger / player.
(c) <i>Possible evidence showing understanding of why it is a good idea for Rima to go with Samuel.</i>	<ul style="list-style-type: none"> <li>• Rima doesn't know much about rugby. It will be a good experience for her to go with Samuel to watch it.</li> </ul>	It is important for Rima to go with Samuel because it will be an opportunity to meet friends, families, chat to other people sitting around you, have fun and become part of the atmosphere.	It is important for Rima to go with Samuel because Samuel is more knowledgeable about the game, and he can help Rima understand more about rugby as it is one of New Zealand's national sports. Rima will be able to utilise the expertise of Samuel while at the game and they will have the opportunity to meet or make new friends, see family members, have fun and be part of the atmosphere.