

Assessment Schedule – 2020

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

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 – 7	8 – 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 different types of 'ei, the materials and the occasion they're used for.</i>	The candidate identifies the basic materials and the occasion for different types of 'ei. Sample evidence:	The candidate describes the various materials used for different types of 'ei and explains the occasion they're used for.								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="707 691 1406 732" style="width: 50%;">Types of 'ei and materials used</th> <th data-bbox="1411 691 2105 732" style="width: 50%;">Occasion used</th> </tr> </thead> <tbody> <tr> <td data-bbox="707 735 1406 943"> 'Ei tiare are garlands made from flowers and leaves (e.g. frangipani, gardenia and the native tiare maori, and the maire plant (ti / rauti). They can be either neck flower garlands called '<i>ei kaki</i>' or head crowns called '<i>ei katu</i>'. </td> <td data-bbox="1411 735 2105 943"> 'Ei tiare are used on any occasion when someone wants to dress well. They can be used as everyday dress, or to feel dressed up, and also to welcome or farewell dignitaries at graduations and funerals. For new arrivals, natural flowers or leaf garlands are preferred because they are easily sourced. </td> </tr> <tr> <td data-bbox="707 946 1406 1054"> Shell or plastic 'ei are made from shells and plastic flowers / leaves that can be bought from shops. </td> <td data-bbox="1411 946 2105 1054"> Shell or plastic 'ei are given away to visitors since they are longer lasting than fresh flowers. They make great gifts and will give longer lasting memories. </td> </tr> <tr> <td data-bbox="707 1058 1406 1166"> Tia are jewellery worn around the neck, and made out of bone, whale teeth and stone. They are made from long-lasting natural materials and can include feathers. </td> <td data-bbox="1411 1058 2105 1166"> Tia are kept as heirlooms for families. They will be passed on for generations and can be given as gifts with great significance and meaning. </td> </tr> </tbody> </table>		Types of 'ei and materials used	Occasion used	'Ei tiare are garlands made from flowers and leaves (e.g. frangipani, gardenia and the native tiare maori, and the maire plant (ti / rauti). They can be either neck flower garlands called ' <i>ei kaki</i> ' or head crowns called ' <i>ei katu</i> '.	'Ei tiare are used on any occasion when someone wants to dress well. They can be used as everyday dress, or to feel dressed up, and also to welcome or farewell dignitaries at graduations and funerals. For new arrivals, natural flowers or leaf garlands are preferred because they are easily sourced.	Shell or plastic 'ei are made from shells and plastic flowers / leaves that can be bought from shops.	Shell or plastic 'ei are given away to visitors since they are longer lasting than fresh flowers. They make great gifts and will give longer lasting memories.	Tia are jewellery worn around the neck, and made out of bone, whale teeth and stone. They are made from long-lasting natural materials and can include feathers.	Tia are kept as heirlooms for families. They will be passed on for generations and can be given as gifts with great significance and meaning.
	Types of 'ei and materials used	Occasion used								
	'Ei tiare are garlands made from flowers and leaves (e.g. frangipani, gardenia and the native tiare maori, and the maire plant (ti / rauti). They can be either neck flower garlands called ' <i>ei kaki</i> ' or head crowns called ' <i>ei katu</i> '.	'Ei tiare are used on any occasion when someone wants to dress well. They can be used as everyday dress, or to feel dressed up, and also to welcome or farewell dignitaries at graduations and funerals. For new arrivals, natural flowers or leaf garlands are preferred because they are easily sourced.								
Shell or plastic 'ei are made from shells and plastic flowers / leaves that can be bought from shops.	Shell or plastic 'ei are given away to visitors since they are longer lasting than fresh flowers. They make great gifts and will give longer lasting memories.									
Tia are jewellery worn around the neck, and made out of bone, whale teeth and stone. They are made from long-lasting natural materials and can include feathers.	Tia are kept as heirlooms for families. They will be passed on for generations and can be given as gifts with great significance and meaning.									
'Ei tiare are garlands made from flowers and leaves (e.g. frangipani, gardenia and the native tiare maori, and the maire plant (ti / rauti). They can be either neck flower garlands called ' <i>ei kaki</i> ' or head crowns called ' <i>ei katu</i> '.	'Ei tiare are used on any occasion when someone wants to dress well. They can be used as everyday dress, or to feel dressed up, and also to welcome or farewell dignitaries at graduations and funerals. For new arrivals, natural flowers or leaf garlands are preferred because they are easily sourced.									
Shell or plastic 'ei are made from shells and plastic flowers / leaves that can be bought from shops.	Shell or plastic 'ei are given away to visitors since they are longer lasting than fresh flowers. They make great gifts and will give longer lasting memories.									
Tia are jewellery worn around the neck, and made out of bone, whale teeth and stone. They are made from long-lasting natural materials and can include feathers.	Tia are kept as heirlooms for families. They will be passed on for generations and can be given as gifts with great significance and meaning.									

Question ONE (continued)	Achievement	Achievement with Merit	Achievement with Excellence
<p>(b) <i>Possible evidence showing understanding of the importance of 'ei as part of Cook Islands culture and identity.</i></p>	<p>The 'ei:</p> <ul style="list-style-type: none"> • is always used to welcome visitors and families to the Cook Islands • is the final touch when men and women want to dress well • are used in important ceremonies like graduation as a mark of respect • are used to adorn and mark a special person or object. <p><i>Responses refer to culture and identity in a basic way.</i></p>	<p>The 'ei:</p> <ul style="list-style-type: none"> • is a mark of respect and aro'a and symbol of friendship, love, honour and respect • are used often by Cook Islanders in their everyday dress. It can be worn day or night, on special occasions, or just for completing one's dress when going out • can be placed on god images, temples as a sign of love, respect shown. These practices still continue today with the 'ei is seen on graves, statues and monuments. <p><i>Responses connect several ideas about 'ei and culture.</i></p>	<ul style="list-style-type: none"> • 'Ei are used to not only adorn a person or object but also become object markers of special occasions, special people and objects. They are used symbolically to signal respect and aro'a to the person receiving it. • Besides wearing and giving 'ei, Cook Islands Māori people of the past placed 'ei, as a sign of homage and reverence, on their god images and used 'ei to decorate their marae (temples). Today a similar practice continues with 'ei placed on the graves of loved ones, monuments and statues. • The value of 'ei in completing one's dress day and night – is an example of how embedded the value of 'eis are in everyday life. People take pride in how beautifully they are made. • The giving and receiving of an 'ei marks an important part of the Cook Islands culture and way of life. It shows the unique connection we have with our environment, which must also be treated with aro'a and respect. No matter where one finds themselves in the world, the gifting or wearing of the 'ei carries the Cook Islands spirit of aro'a, which is intentional. <p><i>Responses fully connect ideas together describing the importance of 'ei in Cook Islands culture, giving relevant examples.</i></p>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Possible evidence showing understanding of why Rusty is important.</i></p>	<p>Rusty is a dog that has grown up with the three Milne boys.</p>	<ul style="list-style-type: none"> • Rusty is a dog who was rescued from the SPCA in Auckland, New Zealand. He has been the sixth member of the Milne Family for a long time. • Rusty is a terrier dog who has grown up with the three Milne boys. They are used to walking with him to school in New Zealand and now also in the Cook Islands. 	<p>Rusty is part of Milne Family and has been for a long time in dog years. Rusty is 11 years old and is going to the Cook Islands when the family move there. This implies that Rusty is really an important member of the Milne family and should be living with them in the Cook Islands even if it will mean a lot of work to bring Rusty over to the islands.</p>
<p>(b) <i>Possible evidence showing understanding of what challenges Jonathan encountered in bringing Rusty to the Cook Islands.</i></p>	<p>Jonathan had difficulty bringing Rusty to the Cook Islands (CI) because:</p> <ul style="list-style-type: none"> • there were lots of rules about moving a dog to CI • getting everything organised to bring Rusty took a long time • There was a lot of paperwork to be filled out. 	<p>The amount of paperwork that needed to be completed in both New Zealand and the Cook Islands was a challenge for Jonathan. There were also many requirements for a dog to travel, such as vaccinations and a special travel box, which cost over \$1000.</p>	<p>The amount of paperwork that needed to be completed in both New Zealand and the Cook Islands was challenging and also expensive. The Milne family had to leave Rusty behind with friends for several weeks while everything was organised. Rusty was not be able to depart with the family for several weeks due to other requirements in New Zealand, which they ran out of time to do. These included: vaccinations, checks, treatments for dogs. The airline insisted that animals be shipped only with approved pet transporters, which were very expensive.</p>
<p>(c) <i>Possible evidence showing understanding of what Jonathan did differently in the Cook Islands compared to New Zealand.</i></p>	<ul style="list-style-type: none"> • Johnathan had to do things in person in the Cook Islands, but in New Zealand it was online or by phone. <p><i>Responses include basic comparison of working in each country.</i></p>	<ul style="list-style-type: none"> • Johnathan had to do things in person in the Cook Islands. <ul style="list-style-type: none"> - He had to drive out to the Ministry of Agriculture to locate the most important form. - He met the Police Commissioner while out getting coffee, who was able to sign his form. • More paperwork in New Zealand and more cost, however, the paperwork could be found more easily online. In the Cook Islands Johnathan had to locate the CI forms physically. <p><i>Responses include examples of working in each country.</i></p>	<p>In New Zealand, Jonathan could find everything he needed online whereas in the Islands he needed to find a paper copy of an important form. It wasn't so clear where to go and he ended up travelling to the Ministry of Agriculture to locate the most important form but ended up having to get it from the Biosecurity Booth at the Rarotonga International Airport. Jonathan was quite lucky that he happened to meet the Police Commissioner, as he could then get him to sign the form for him, but in New Zealand he had to do things in a more formal way.</p> <p><i>Responses include a thorough comparison of work in in each country with all main points included.</i></p>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Possible evidence showing understanding of how Tapita found out about the holiday job.</i>	<ul style="list-style-type: none"> • Tapita was on the way to school when she met Toru, who worked at the Juicy Strawberry Shack. • Her friend Toru helped her get the job as a strawberry picker. 	Tapita was waiting for the bus and met Toru. Tapita helped her out with a bus fare. Toru told her about the place that she works at in the summer, which is the Juicy Strawberry Shack.	Tapita met Toru on her way to her exam. Tapita could see Toru was in distress because she had forgotten her wallet and offered to help by giving her the bus fare. On the bus, Toru told her about her work at the Strawberry Shack. In order to show gratitude, Toru helped her get the job the day after her last exam.
(b) <i>Possible evidence showing understanding of Tapita's holiday job.</i>	<ul style="list-style-type: none"> • Tapita works at the Juicy Strawberry Shack, which is very busy. • The Juicy Strawberry Shack sells ice-creams, strawberries and vegetables, but Tapita doesn't work in the front of the shop. • Tapita picks strawberries in the fields early in the morning. • Tapita works from 5.30am till 1pm. 	Tapita works for the Juicy Strawberry Shack, which sells ice-cream, strawberries and vegetables and gets very busy. Tapita works on the fields picking the strawberries early in the morning.	Tapita has a labouring job at the Juicy Strawberry Shack. She harvests, weeds and prepares the soil for planting and picking strawberries. She works from 5.30am to 1pm with 30 minutes' break for morning tea, and lunch. Work supplies coffee and lunch. The produce from Tapita's work goes to the shop, which sells strawberries, vegetables and strawberry ice-creams.
(c) <i>Possible evidence showing understanding of whether Tapita is likely to apply for this job next holidays.</i>	<p>Tapita is not likely to apply for this job again because:</p> <ul style="list-style-type: none"> • waking up early was a challenge • the work requires a lot of physical strength. <p>Tapita is likely to apply for this job again because:</p> <ul style="list-style-type: none"> • her workplace culture is very positive and so is her boss (he is kind) • it is a good way to make some money during the summer • she meets a lot of people from different countries and walks of life • her workplace offers coffee and lunch • the job has given her more than just an income but also friends • she appreciates the experience and work that goes into farming and growing. 	<p>Tapita is not likely to apply for this job again because the work is hard, and she has to get up early. Her back was always tight and sore at first due to all the bending required when harvesting strawberries and vegetables, weeding and preparing soil.</p> <p>Tapita is likely to apply for this job again because the job has given her an income but also work experience, discipline and new-found friends from different walks of life.</p>	<p>Tapita is not likely to apply for this job again, because even though she appreciates the experience, the new friends, and values how food is harvested, Tapita says that this holiday job is not long-term. She does not want to continue the hard labour as it makes her body ache, and she has to get up early in the dark (before 5.30am). Tapita would like to attend university so this job will probably not suit her new lifestyle.</p> <p>Tapita is likely to apply for this job again because she appreciates the workplace environment and her boss has a positive attitude despite the hard work that is required. Tapita is proud of the friendships she made and learning to earn and save money. The job has not only given her income, but work experience, discipline and a chance to meet people from other walks of life.</p> <p>Tapita has a newfound appreciation for where her food comes from and the hard work that goes into farming it. She is a lot stronger now and tries to take care of her body with light exercise, stretching and watching what she eats.</p>