

Assessment Schedule – 2020

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 |
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| <p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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 – 14 | 15 – 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 |
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| <p>(a) Possible evidence showing understanding of the occasions when new names are given and why.</p> | <p>Responses at Achievement level may be separate facts.</p> <p>Describes occasions:</p> <ul style="list-style-type: none"> • birth (birth name) • marriage (take a new name when married) • take a titled name when taking a new position • at death • during an important journey or activity • biblical names. | <p>Responses at Merit level must connect relevant facts and provide examples or details.</p> <p>Explains occasions:</p> <ul style="list-style-type: none"> • Names are given to a baby at birth and may link to something or someone. • Parents may welcome a new in-law into the family during marriage by giving them a new name. • A person who is taking over a new position in the tribe can receive a titled name from the person who has passed. • <i>Ingoa mate</i> is a name given to a close relative of the deceased to keep the spirit of the deceased alive. • A name for a memorable occasion such as an important journey is given to a family member. | <p>Responses at Excellence level must be comprehensive and connect all important information together in a coherent way.</p> <p>Firstly, parents name a baby with a name of their choice, often that links to ancestors, family or important family events. Throughout their life, a person might be honoured with a new name at a wedding reception as a sign of love and acceptance into a new family or given a titled name when they take on a tribal title after someone has passed on. Names can also be taken to keep the memory alive from a special occasion, or an important journey.</p> <p>Biblical names are given as a remembrance of God's love to the family.</p> <p>Finally, <i>ingoa mate</i> is a name that can be given to different members of the family to keep the spirit of the deceased alive. A name may be changed if the family feels that ancestors do not approve of the name.</p> |
| <p>(b) Possible evidence showing understanding of how the culture of giving new names helps to strengthen Cook Islands Maori culture.</p> | <p>Names provide a story about important events in family life and keep memories alive.</p> | <p>The names that are given tell a story and can be remembered at family events. That way Cook Islands Māori knowledge and culture can be passed from one person to another.</p> | <p>Remembering past family members is important in Cook Islands Māori culture, making links to ancestors from long ago or to those who have died recently; also embracing new people into the family is evident through new names given at marriage; and recalling important events that have happened to the family can be done through the names.</p> <p>The names give the opportunity for recalling important stories of people (past and present) and of community events. This is one of the ways Māori culture is kept alive.</p> |

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| <p>(c) <i>Possible evidence showing understanding of the speaker's concerns about the future of this naming practice.</i></p> | <p>Many young people do not really understand the practices around names and are now using different methods.</p> | <p>Modern families don't always follow traditional naming practices and instead like to use the names of famous sportspeople rather than making links to ancestors and family.</p> | <p>Many young people are naming their children differently nowadays because they do not understand the traditional practices. People like to name children after famous sportspeople, or with names from other cultures. This is a concern because these traditional ways that are important to Cook Islands culture may die out as they're used less frequently.</p> |
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| Question TWO | Achievement | Achievement with Merit | Achievement with Excellence |
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| <p>(a) <i>Possible evidence showing understanding of the problems in South Tarawa and why they have arisen.</i></p> | <p><i>Responses at Achievement level may be separate facts.</i></p> <ul style="list-style-type: none"> • The island had become overcrowded and people were fighting. • The rising sea level was causing problems for islands in Kiribati such as South Tarawa. | <p><i>Responses at Merit level must connect relevant facts and provide examples or details.</i></p> <p>The rising sea-levels were making islands impossible to live on or overcrowded. This led to social tension, and thousands of people moving.</p> | <p><i>Responses at Excellence level must be comprehensive and connect all important information together in a coherent way.</i></p> <p>South Tarawa had a massive increase in population, due to thousands of people moving there from other islands in Kiribati. All islands were experiencing rising sea levels due to global warming – some more so than others. Ioane's home had become a violent place.</p> |
| <p>(b) <i>Possible evidence showing understanding of why Ioane feels he is a refugee.</i></p> | <p>He felt that he needed to escape, like a war refugee.</p> | <p>He was comparing his situation to refugees fleeing war zones. He needed to escape his home island which had become overcrowded and full of tension.</p> | <p>He likened his situation to that of a refugee escaping war conflict. He said his and the life of his family were threatened by rising sea levels in Kiribati that had caused many people to move to South Tarawa, causing violence and tension there.</p> |
| <p>(c) <i>Possible evidence showing understanding of why the ruling was described as landmark ruling.</i></p> | <p>The ruling means that people can now be called refugees due to climate change.</p> | <p>It was a ruling that danger to life could be caused by climate change effects and someone can claim refugee status on that basis.</p> | <p>Even though Ioane lost his claim, it was only because the United Nations didn't think there was immediate danger to his life. It leaves the door open for others in the future who are in immediate danger from climate change effects to apply for refugee status and have their claim accepted.</p> |

| Question THREE | Achievement | Achievement with Merit | Achievement with Excellence |
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| <p>(a) <i>Possible evidence showing understanding of the practice of 'Tūrama' and what it is for.</i></p> | <p><i>Responses at Achievement level may be separate facts.</i></p> <ul style="list-style-type: none"> • It is a family occasion around the grave to honour those who have passed. • The grave is cleaned up, and candles are lit overnight. | <p><i>Responses at Merit level must connect relevant facts and provide examples or details.</i></p> <p>It is a special ceremony to remember someone loved who has passed away. <i>Tūrama</i> involves cleaning up and decorating the grave, as well as lighting candles all through the night. Usually it is held on the first day of November, but it can be held at other times too.</p> | <p><i>Responses at Excellence level must be comprehensive and connect all important information together in a coherent way.</i></p> <p>It is to remember and honour those who have passed. Families clean graves and decorate with flowers and candles and get together for a special meal. Someone leads the devotions. Everyone is welcome (at least in Aunty Ina's family). The candles burn overnight from 1 November to the next day (All Souls Day), although some families choose to hold the ceremony at other times of the year, e.g. on the anniversary that the person has passed.</p> |
| <p>(b) <i>Possible evidence showing understanding of what preparations were needed for the Tūrama.</i></p> | <ul style="list-style-type: none"> • prepare the food including: <ul style="list-style-type: none"> - sausages and chops (BBQ) - mayonnaise - raw fish - pot of cooked taro - grated uto for a drink • provide candles • call everyone • make <i>tipani ei</i> • arrange for someone to say the prayer. | <p>A big meal is prepared for everyone, and family members and friends are asked to help with the individual items. Uncle Tere is bringing the sausages and chops, Aunty Ina is making mayonnaise, Rangi is to grate the <i>uto</i>, Taiki is bringing the fish and Aunty Tangi is cooking a pot of taro.</p> <p>The family must also clean and decorate the grave, light candles, organise activities for the children, and pick flowers for making <i>tipani ei</i>.</p> | <p>Everyone is welcome, and Rangi is required to contact invitees to remind them to come. Everyone helps out by bringing food, doing the devotion or organising games to keep the children happy. The children pick <i>tipani</i> flowers at the right time of day for making <i>ei</i>. They clean the grave and decorate it with the flowers and candles (or lights). Rangi and Aunty Ina have co-ordinated all the different foods for the feast.</p> |