

Assessment Schedule – 2021

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 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 thorough 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) Possible evidence to demonstrate understanding of Tere's reason for ringing Rangi.	<ul style="list-style-type: none"> • To find out if Rangi is going to the ball. • To tell Rangi that he has no partner to go to the ball with. • To ask if Rangi can be his partner. 	<ul style="list-style-type: none"> • Tere wants to find out if Rangi has a partner for the ball, and if not whether she is willing to be his partner. 	<ul style="list-style-type: none"> • Tere wants to explain to Rangi that he wants to go to the ball, and he has contacted Ina's parents to ask permission, but Ina is not allowed to go. • Tere also spoke about how he would love to go the ball and to experience what happens there, as he has heard from his friends about their own experience.
(b) Possible evidence to demonstrate understanding of the dilemmas the students faced.	<ul style="list-style-type: none"> • They both need to look for a partner. • Rangi not in favour with the idea of going with Tere. • Both students have partners. 	<ul style="list-style-type: none"> • People may say that they are a couple. • It may be too expensive for Rangi's family to buy her ball gown. 	<ul style="list-style-type: none"> • Rangi and Tere are not sure whether they would be able to go to the ball because Rangi's parents may not agree with her going to the ball with Tere, and that the family may not be able to come up with the money to pay for all her expenses for the ball.
(c) Possible evidence to demonstrate understanding of their plans to solve the dilemmas.	<ul style="list-style-type: none"> • They both agree to go together. • They will talk to their partners. 	<ul style="list-style-type: none"> • Both students agree that they would go together and make sure that people knew they were not a couple. • Tere will ask Rangi's parents' permission for Rangi to be his partner. 	<ul style="list-style-type: none"> • Even though Tere thinks that Rangi's dad is a bit scary, he knows that he has to go to Rangi's house to talk to him and ask his permission to take Rangi to the ball. • Tere also knows that Rangi's family may struggle with the expenses and so he offers to help out.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence to demonstrate understanding of what happened on 2 August.	<ul style="list-style-type: none"> It is the beginning of Cook Islands language week. It is the launch of Te Are Taunga, the Cook Islands language Commission in Aotearoa. 	<ul style="list-style-type: none"> The Cook Islands celebrates this day because the launch of the Are Taunga means more support for reviving the Cook Islands language. 	<ul style="list-style-type: none"> The Cook Islands celebrates this day because it marks the launch of the Cook Islands language commission together with the beginning of Cook Islands language week, which marks the beginning of bringing it (the Are Taunga) to life.
(b) Possible evidence to demonstrate understanding of Are Taunga's aims.	<ul style="list-style-type: none"> To develop new Cook Islands Māori words to help teachers in schools, and work to save cultural traditions. 	<ul style="list-style-type: none"> To come up with new words in Cook Islands Māori to keep up with the times. To improve teaching of Cook Islands Māori by creating resources and training people to teach. To be careful storing traditional knowledge and practices. 	<ul style="list-style-type: none"> There are three pillars which are described and these talk about combining culture and artefacts, good teaching, as well as up-to-date language to keep Cook Islands Māori alive in Aotearoa.
(c) Possible evidence to demonstrate understanding of why it is important to have the Are Taunga in New Zealand.	<ul style="list-style-type: none"> It will bring together many cultural and language skills needed to support the teaching of language and culture. 	<ul style="list-style-type: none"> The Cook Islands Māori language is in danger of dying out as fewer families speak it. We need lots of good teachers and interesting things to read in Cook Islands Māori. The language needs to keep up with the times so it's a modern language. 	<ul style="list-style-type: none"> Just having Māori Language weeks isn't enough to get people learning it and using it in everyday life. The work of the commission to develop new resources, relevant new vocabulary, and to help people teach it really well, is needed in New Zealand. Our traditional knowledge and artefacts will then be stored electronically and made available to everyone.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence to demonstrate understanding of the student's ideas about inheritance.</p>	<ul style="list-style-type: none"> • Student 1 said it is about what they inherit from their parents. • Student 2 said it is about their education. • Student 3 said it is about language and culture. 	<ul style="list-style-type: none"> • Student 1 said that inheritance is having a share of what is owned by our parents. It may be something special such as heirloom, their skills, or talents. • Student 2 discussed about education as one factor that contributes to a successful future. • Student 3 said that we also inherit the language and culture, and it is important to learn it for our future. 	
<p>(b) Possible evidence to demonstrate understanding of what the students will do to preserve their Cook Islands heritage.</p>	<ul style="list-style-type: none"> • They will sing the songs composed by their parents. • They will learn the language and culture. • Have their parents and grandparents involved in their education. 	<ul style="list-style-type: none"> • The students said that it is important to learn and share the songs with other people. • Student 3 mentioned that we must preserve inheritance by sharing the songs and talents and to write stories about our history and share them with other people. 	<ul style="list-style-type: none"> • Each of the students gave examples of how they would preserve their heritage, and they are talking about things they have learnt from their families rather than objects they have inherited. For instance, Student 1 is keen to gather the stories, songs and dances and share these with others. Student 2, who values education, wants to do things like sharing her family recipes. Student 3 wants to speak the language with his family and also wants to start a dance and song group.