

Assessment Schedule – 2021

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
<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 – 7	8 – 13	14 – 19	20 – 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 Responses at Achievement level may be separate facts.	Achievement with Merit Responses at Merit level must connect relevant facts and provide examples or details.	Achievement with Excellence Responses at Excellence level must be comprehensive and connect all important information in a coherent way.
(a) Demonstrate understanding of what happened in New Zealand because of the rā'ui.	<ul style="list-style-type: none"> • New Zealand didn't have many COVID-19 cases. • Students did not return to school. • Students got jobs. • Shops and schools were closed. 	<ul style="list-style-type: none"> • Because the border closed, and many people weren't travelling around, there were fewer COVID-19 cases in New Zealand. • Some students had to get jobs to support their families, because their parents lost their jobs. 	<ul style="list-style-type: none"> • Rā'ui meant that New Zealand was closed, and people didn't go out to work or school. As a result, many lives were protected. However, because some students' parents lost jobs, they were forced to get jobs and support their families.
(b) Demonstrate understanding of whether it was appropriate for the term rā'ui to be used for the New Zealand response to COVID-19.	<ul style="list-style-type: none"> • Rā'ui means prohibition. • The New Zealand response to COVID-19 prohibited / restricted movement of people in New Zealand. 	<ul style="list-style-type: none"> • Rā'ui means prohibition, to allow nature to replenish. The Koutu Nui prohibited the people from fishing in the lagoon. • The New Zealand response to COVID-19 restricted movement of people, stopped the spread of COVID-19, and protected the people of New Zealand. 	<ul style="list-style-type: none"> • Rā'ui means prohibition to allow nature to replenish. The Koutu Nui prohibited the people from fishing in the lagoon for two years to allow the number of fish to grow. • This was not the case in NZ. The New Zealand response to COVID-19 did not replenish the population, but restricted movement sufficiently to stop the spread of COVID-19, resulting in fewer cases and deaths from the disease.
(c) Demonstrate understanding of the difference between the cultural practice of rā'ui in the Cook Islands and rā'ui in New Zealand.	<ul style="list-style-type: none"> • The cultural practice of rā'ui applies to nature. • The rā'ui in New Zealand applied to people. 	<ul style="list-style-type: none"> • The cultural practice of rā'ui applies to nature to protect it so it will not be over-exploited and has an opportunity to replenish. • The rā'ui in New Zealand was applied to people to protect them. 	<ul style="list-style-type: none"> • The cultural practice of rā'ui applies to nature to protect it so it will not be over-exploited and has an opportunity to replenish. The rā'ui in New Zealand was applied to people's movement. • Rather than protect people against over-exploitation, the aim of the rā'ui was to protect people against a disease, so they would not get sick and / or die.

<p>Question TWO</p>	<p>Achievement Responses at Achievement level may be separate facts.</p>	<p>Achievement with Merit Responses at Merit level must connect relevant facts and provide examples or details.</p>	<p>Achievement with Excellence Responses at Excellence level must be comprehensive and connect all important information in a coherent way.</p>
<p>(a) Demonstrate understanding of the influences that led Lupe to a career in medicine.</p>	<ul style="list-style-type: none"> The people who surrounded Lupe when she grew up were strong women who got things done. Their strength and achievement provided good role models, which impressed Lupe at a young age, and encouraged her to go on to be successful. 	<ul style="list-style-type: none"> Lupe was surrounded with good role models when she grew up. Her mother’s strength, and determination to get things done, along with her grandfather’s medical books that she enjoyed looking at, planted seeds of hard work, of aiming high, and of achieving your goals, early in her life. They influenced her life in a positive way, and she went on to be successful. 	<ul style="list-style-type: none"> Lupe had very good role models at home and in school. Her mum worked hard to support her. She saw her mum’s sacrifices and hard work, and she witnessed commitment, and goals achieved. She had an early connection with medicine through her grandfather. She was encouraged at school to work towards her potential. She saw and experienced the values of good relationships and helping others through your career. These influences in her formative years kindled her interest in medicine, and were significant in developing her work ethic, and her choice to become a surgeon.
<p>(b) Demonstrate understanding of how Lupe feels about her work as a surgeon.</p>	<ul style="list-style-type: none"> It is obvious that Lupe enjoys her work and finds it very rewarding that her work saves lives. 	<ul style="list-style-type: none"> Lupe enjoys her work as a surgeon because it makes a difference to people’s lives. She finds it very exciting to witness the transformation that happens when an operation is successful. 	<ul style="list-style-type: none"> Lupe considers it a blessing to have a life-changing job where the operations she performs make a real difference to people’s lives. She is proud of her work. To have the opportunity to do something she is passionate about is also a blessing.
<p>(c) Demonstrate understanding of what messages she wants to give to young people.</p>	<ul style="list-style-type: none"> There are not enough Pacific doctors in New Zealand. She is calling for more Pacific people to take up careers in medicine. 	<ul style="list-style-type: none"> There are not enough Pacific doctors in New Zealand. The Pacific Islands population needs to do more to get more young people into medicine. Medicine is a good job to go into, and an opportunity to care for others in the community. 	<ul style="list-style-type: none"> We need more Pacific doctors in New Zealand. People in the community could do more as role models, mentors, and sponsors to encourage the next generation to work hard and fill these positions. Despite being hard work to get there, the job is a rewarding one that offers the ability to care for others.

			<ul style="list-style-type: none">• It would be great to see more Pacific doctors coming on board for Pacific people to relate to. To help that happen, young people need good role models to look to.
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Question THREE	Achievement Responses at Achievement level may be separate facts.	Achievement with Merit Responses at Merit level must connect relevant facts and provide examples or details.	Achievement with Excellence Responses at Excellence level must be comprehensive and connect all important information in a coherent way.
(a) Demonstrate understanding of why Maru was important to the people.	<ul style="list-style-type: none"> • Maru is important because it was the highest mountain on Rarotonga. 	<ul style="list-style-type: none"> • Maru was important to the people of Puaikura because it would hide the sunrise during the dawn with its shadow, giving the people of the village more time to sleep. 	<ul style="list-style-type: none"> • Maru was important to the people of Puaikura because it was the highest mountain on Rarotonga. • Maru's highest peak would hide the sunrise during the dawn with its shadow, giving the people of the village more time to sleep. Other islands envied Maru and wished they could have a mountain just as high and just as useful as Maru.
(b) Demonstrate understanding of how the mountain in Aitutaki came to be there.	<ul style="list-style-type: none"> • The two Ariki Tamatoa and Vaeruarangi of Aitutaki organised their warriors. • The warriors from Aitutaki cut the top part of Maru off and took it to Aitutaki. 	<ul style="list-style-type: none"> • The two Ariki Tamatoa and Vaeruarangi of Aitutaki organised their warriors to make large canoes to bring Maru to Aitutaki. • The warriors from Aitutaki travelled to Rarotonga. They went ashore while the people of Puaikura were sound asleep, and worked fast cutting the mountain, and then doing the more difficult task of carrying it to their waiting canoes. 	<ul style="list-style-type: none"> • The warriors went ashore while the people of Puaikura were sound asleep and worked fast cutting the mountain Maru, before doing the more difficult task of carrying the mountain to their waiting canoes. As the warriors ran away bits of Maru fell off and reduced the mountain to a hill. The warriors finally laid the hill in the village of Amuri.
(c) Demonstrate understanding of what the people of Pauikura felt when they found out what happened to Maru, and why.	<ul style="list-style-type: none"> • The people of Puaikura found that without Maru the sunrise came early and disturbed their sleep. 	<ul style="list-style-type: none"> • The people of Puaikura were angry and chased the warriors from Aitutaki. • Then they realised that there were advantages to having to wake up early. 	<ul style="list-style-type: none"> • The people of Puaikura were upset that their mountain was being taken away, and chased the thieves from Aitutaki. • However, they discovered that waking up early had its advantages; they could for example, catch bigger and better fish at daybreak, so they decided to stay there and learn to live without their high mountain.