

Assessment Schedule – 2021

Cook Islands Māori: Demonstrate understanding of a variety of extended written and / or visual Cook Islands Māori texts (91541)

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 during the shopping trip, and how the girls felt about it.	<ul style="list-style-type: none"> • Ngā and Rosa: <ul style="list-style-type: none"> - were looking through clothes racks in the shop - were enjoying themselves and laughing together - liked that there were some discounted clothes - bought some clothes. • The shopkeeper kept looking at them while they shopped. They were told to empty their bags and pockets, and so felt sad and angry. 	<ul style="list-style-type: none"> • They were looking through clothes racks in the shop and enjoying themselves and laughing together. They liked that there were some discounted clothes, so they tried some on and bought them. • The shopkeeper looked at them when they looked through the clothes and when they were leaving they were made to empty their bags and pockets. • They were yelled at in front of people, and the shopkeeper ignored their receipts. • They felt sad and angry that the shopkeeper did not believe them or talk to them nicely. 	<ul style="list-style-type: none"> • The two girls were enjoying their clothes shopping trip and were happy to find some at a special price. They were having a fun time with each other while they looked and tried on some clothes. The shopkeeper watched them, and they felt uncomfortable, but bought some clothes. • They were heading out the door with their receipt and shopping when the shopkeeper yelled at them and made them empty their bags to see if they had shoplifted. They felt embarrassed and ashamed. There was no joy left in them and both went home feeling really angry.
(b) Demonstrate understanding of what actions Ngā took and what the outcome was.	<ul style="list-style-type: none"> • Ngā went home and told her mother about the experience. 	<ul style="list-style-type: none"> • Ngā cried and talked to her mother who told her that she could do something to make her feel better. They went back to the shop to speak to the manager to complain. 	<ul style="list-style-type: none"> • Ngā talked about the experience with her mother. They decided that the girls had been treated as if they were thieves, and complained to the manager. The manager told the shopkeeper to apologise. Ngā was pleased she had stood up for herself.

Question TWO	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 the waterholes of Mitiaro are important to the people.	<ul style="list-style-type: none"> • The water holes are: <ul style="list-style-type: none"> - used in traditional customs - interesting to see - used to welcome new people on to their island. 	<ul style="list-style-type: none"> • The waterholes are used in traditional customs when welcoming new people to their island, which helps keep their culture alive. • They are interesting to see and an attraction for visitors and tourists. • The people of Mitiaro will sing their songs during the Tere Vai. 	<ul style="list-style-type: none"> • The waterholes have cultural and spiritual significance to the people of Mitiaro. They are incorporated into a ritual used to welcome visitors. There is a backup in the ritual in case the jumper loses their nerve. • Chants have been composed especially for the Tere Vai.
(b) Demonstrate understanding of how Vai Tamaroa was shown respect by the people of Mitiaro.	<ul style="list-style-type: none"> • Having a protocol that is respected by the people of Mitiaro and a chant that is composed for the jumper. 	<ul style="list-style-type: none"> • Before people jump: <ul style="list-style-type: none"> - they change into and wear sweet smelling head and neck garlands - there is a service of prayer and hymns - soap and perfume are thrown in as a spiritual offering. 	
(c) Demonstrate understanding of what the jumper felt and experienced.	<ul style="list-style-type: none"> • Sense of achievement from accepting the challenge and diving from a great height. 	<ul style="list-style-type: none"> • The ritual and the chanting of the local people helped the jumper to have the courage to jump. • Felt welcome and supported by the prayers and chanting, and the support for jumpers. • Learned new customs by taking part in the ritual. 	<ul style="list-style-type: none"> • The jumper was invited to take part; and a service was held leading up the moment, the jumper was able to give a cue when they were nearly ready, and the chant of the locals helped the person to jump off. • Two young men were there as a back-up if the jumper couldn't jump. • The jumper will never forget the experience.

<p>Question THREE</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 overarching purpose of the Pacific Community.</p>	<ul style="list-style-type: none"> • For the Pacific region to become a region of peace, harmony, and prosperity. • To work together so people are free, equal, and in good health. 	<ul style="list-style-type: none"> • The Pacific must be a region where nations live in peace, harmony, and prosperity, and where everyone must be able to be free, equal, and in good health. • They can work together on common difficulties, like limited natural resources and distance from markets. • Small countries are vulnerable to world economic events and to climate change. 	<ul style="list-style-type: none"> • Despite the different cultures and needs of the 26 member nations, they must all be able to live in peace, harmony, and prosperity. The peoples must enjoy freedom, equality, and good health. • The small island nations especially, which are most severely affected by global economic events and climate change, can pool their limited resources on common issues that they face.
<p>(b) Demonstrate understanding of the three goals of the Pacific Community.</p>	<ul style="list-style-type: none"> • Pacific people must: <ul style="list-style-type: none"> - profit from their land and sea - be able to make their own decisions - have access to education and jobs. 	<ul style="list-style-type: none"> • Pacific people must benefit from the management of their natural resources. • Communities must be able to make their own decisions about the future, and have the means to withstand natural disasters. • Pacific people must realise their full potential, so young people must have education, jobs, and good health. 	<ul style="list-style-type: none"> • Wise management of natural resources and the protection of fragile ecosystems for the benefit of the Pacific nations. • Resilience / independence, having the power to make decisions for their future, and being strong enough to cope with the effects of natural disasters. • A focus on education, health care, and job opportunities for young people will ensure there is an improved standard of living for all.
<p>(c) Demonstrate understanding of the chief benefit of the Pacific Community for member nations.</p>	<ul style="list-style-type: none"> • They can: <ul style="list-style-type: none"> - minimise the dangers facing the Pacific - share the benefits - tell other nations about the effects of climate change. 	<ul style="list-style-type: none"> • Small Pacific countries have more of a voice by banding together, and they can help each other with similar difficulties, such as dealing with scarce drinking water. • Being part of the Pacific Community has enabled the member countries to understand each other better and together they have made the world realise the effects of climate change on Pacific islands. 	<ul style="list-style-type: none"> • The Pacific Community has an important unifying role as the 'Common House' / meeting house / whareniui. • It has enabled the Pacific nations to act together so that they have a voice in world affairs, whereas individually they would be ignored. For example, alerting other countries to the catastrophic consequences of climate change on small island nations, which are threatened with the loss of fresh water and agricultural land.