

Assessment Schedule – 2022

Cook Islands Māori: Demonstrate understanding of a variety of spoken Cook Islands Māori texts on areas of most immediate relevance (90873)

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 – 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	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Nga was upset.</i>	He was worried about his daughter's wedding.	He was upset because Ngere and her boyfriend did not inform him about their wedding.	He was upset because of the rumour that his daughter is getting married, and the fact that he is the father, and he should be informed first. Family is very important in events like this. They are there to support.
<i>(b) Possible evidence showing understanding of the discussion between Nga and his son.</i>	They decided to help by providing a pig and a sack of taro.	They agreed to support Ngere even though she did not inform them of her wedding. They will kill two pigs from their pen and collect taro from their patches.	Nga wanted to teach his son about the culture of food exchange before a wedding ceremony. He wanted him to learn it so that when he grows up he will remember it and use it when the time comes. They both agreed to kill two pigs from their pen and collect the biggest taro from their patches.
<i>(c) Possible evidence showing understanding of the significance of food culture.</i>	When we have wedding ceremonies, families bring food to support the couple getting married.	Food is very important in Cook Islands culture. In the text, food is a way of acknowledging the contributions by family and friends, and a reminder to family members to do the same when their time comes.	The exchange of food items during a wedding ceremony is a very important part of our culture. Providing food is a way to support the couple getting married. The food should be the best – two fat pigs and the best taro.

Question Two

	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing why Mura was worried when he saw Mere.</i>	Mere looked angry and was holding a stick.	Mere was angry and accused Mura’s dog of ruining her flower garden. Even after discussion, Mere rang the cops.	When Mura saw Mere angry with a stick, he may have thought that his dog had bitten someone, his son had stolen fruit from Mere’s garden, or there had been a crime. In actual fact, it was only that Mere’s garden had been damaged.
<i>(b) Possible evidence showing understanding of why Mura disagrees with Mere’s allegation.</i>	It was Mere’s daughter who said she saw the dog, not Mere.	Mere has no proof that the dog ruined her flower garden – neither photo nor video.	Mere has no solid proof that Mura’s dog is responsible. Mere says that the dog ruined her garden at 9 o’clock in the morning. Mura always locks his dog inside his house before he goes to work, and as the dog was still there at the end of the day, it could not have been his dog.

Question Three

	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Maara is looking tired today.</i>	She did not sleep well the night before.	She is worried about the discussion she overheard between her mum and dad about the possibility of her family moving to Australia.	Maara was tired after a long night of thinking and worrying about a conversation between her parents. She spent the whole night thinking about her grandmother and how their departure will affect her, things she will miss – friends, netball team, dance team, etc. She was also drafting a plan to ask her dad if she could stay and complete the school year before joining them in Australia.
<i>(b) Possible evidence showing understanding of problems Maara's family is facing.</i>	Maara's father lost his job, and her mother's store lost money. The family cannot pay their bills.	Her parents' income was affected by the lack of tourists and job losses on the island due to the border closure.	
<i>(c) Possible evidence showing understanding of what the passage tells you about Maara.</i>	Maara is worried about leaving the Cook Islands.	Maara loves playing netball, dancing for the culture team, and going to church. She will miss all that if she leaves.	Maara is a very active member of her community. Her involvement in sectors such as religion, culture, and sport confirms that. Family and friends are also a very important part of her life, especially her grandma. She is also concerned about her education. She planned to ask her dad if she could stay and complete her year 13.