

Assessment Schedule – 2022**Cook Islands Māori: Demonstrate understanding of a variety of Cook Islands Māori texts on areas of most immediate relevance (90876)****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 people call Turi’s dad the master.</i>	He is a very good fisherman.	Every time he goes out fishing he always brings back fish.	He is a very skilful fisherman. The unprepared and unplanned fishing trip with his school friend is proof of his skills. As always, a few hours later he and his friend returned with four yellow fin tuna.
<i>(b) Possible evidence showing understanding of the two fishing trips.</i>	They caught four tuna on the first trip with his friend. They caught no fish on the last trip.	Even though the first trip was not planned, Turi’s dad managed to catch four yellow fin tuna with his best friend during his school days. The second fishing trip was a disappointing one for Turi’s dad. It was the first time he came home without a fish.	The fishing trip was a success! It was a short trip and they caught four yellow fin tuna. His best friend from school kept on saying it was the best fishing trip ever! Turi’s dad gave him three tuna to take home to his family. The second trip was a disaster! Turi’s dad came home late with no fish. It was the first time Turi saw the disappointment on his dad’s face. When he finally had the courage to ask his dad about the fishing trip, his answer confirmed his disappointment.
<i>(c) Possible evidence showing understanding of what made each fishing trip so memorable for Turi.</i>	Each trip was memorable for Turi because the results were not the same.	Each trip was so memorable because the results tell two different tales. The first one tells the story of a master fisherman doing what he does best, and the second of a fisherman wondering what went wrong.	Each fishing trip was so memorable for Turi because it made him realise that no matter how good you are at what you do, there will be good days and bad days.

Question Two

	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why John was sad.</i>	He misses his grandfather.	John’s grandfather cared for him when he was a child, and the bond between them is very strong.	John wanted to travel with his grandfather to Rarotonga, but things didn’t go according to plan. The memories of him working with his grandfather on their family farm in Fiji, the family secrets about planting, the old-time stories, and the love shared between John and his grandfather – these memories bring sadness.
<i>(b) Possible evidence showing understanding of why arrowroot is important to John’s grandfather.</i>	It has been his family’s staple diet for many generations.	It has been a bread for the family for many years. It provided the family home for them from the money made from the sale of arrowroot.	He wants his children and grandchildren to continue the family tradition of planting the family bread. He also wants to let them know that this will not only feed their family in the long run, but will support them financially.
<i>(c) Possible evidence showing understanding of how John is planning to keep his grandfather’s legacy alive.</i>	He planned to return to Fiji to help his grandfather.	He believes that working hard at school and getting good grades can help him become a good and skilful planter to feed his family.	He wanted to become a very successful planter and retain and use his grandfather’s secrets about using the moon calendar and tides to improve harvest, the best shoots to plant, and soil to use. He has taken to heart what his grandfather taught him about the importance of growing the arrowroot and being a successful planter.

Question Three

	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what each section of the song is about.</i>	<p>The call from the Ariki.</p> <p>Preparing and cooking food.</p> <p>Sharing of food and gifts.</p>	<p>A call for the people to come together and prepare food to welcome visitors.</p> <p>Preparing our traditional umu (underground oven) and food. Covering of the umu.</p> <p>Giving visitors the opportunity to experience our traditional way of welcoming visitors on our island.</p>	<p>A call to the people to bring the best food they can collect from the sea and land to welcome visitors into their tribe, (e.g. taro, fish, pork, and coconut drinks).</p> <p>The second part focuses on umu and food preparation, and covering the umu. The best firewood was mentioned (ironwood), as well as rocks, digging, and wrapping food.</p> <p>The third part gives visitors the opportunity to experience both the spiritual and physical aspects of the welcome, so they feel part of the tribe.</p>
<i>(b) Possible evidence showing understanding of what the song tells us about the traditions of the Cook Islands.</i>	<p>We look after visitors to our shores.</p>	<p>Welcoming visitors is a very important part of our culture, and the sharing of food and gifts is our way of showing our friendship and love.</p>	<p>Our traditional way of food preparation for welcoming visiting parties is a knowledge passed down through generations. It is a very important part of our Cook Islands culture. We make sure that our visitors are looked after during their stay.</p> <p>This is shown by the food we prepare for visitors' arrival and departure. During their stay we also share parts of our vibrant culture (karakia or prayer, sharing of gifts, laughter, and flower garlands) so that our visitors can experience it.</p>
<i>(c) Possible evidence showing understanding of the emotions expressed in the final section.</i>	<p>A sad time for everyone.</p>	<p>The first line in the final section of the song "Tears flow from me to you" is a clear indication of sadness shown by the locals.</p>	<p>The final section of the song is filled with mixed emotions – sadness, crying, and happiness.</p> <p>The line "tears from me to you" indicates people crying.</p> <p>"Dream of this moment, remember me" – sadness.</p> <p>"Spread your wings and fly home" – happiness.</p>