

Assessment Schedule – 2022

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 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
<p><i>(a) Possible evidence showing understanding of why Pere said to Pāpā ru'au "you should be a fortune teller / star gazer".</i></p>	<ul style="list-style-type: none"> • Pāpā ru'au is predicting what's good for Pere's future. 	<ul style="list-style-type: none"> • Pāpā ru'au is being observant and predicting what's best for Pere's future. 	<ul style="list-style-type: none"> • Pāpā ru'au is being a visionary person who observes and pays a lot of attention to Pere's situation and predicting what is best for Pere's future, based on his own life experience. Pere still has a lot to learn at home – bible verses, how many pigs they have (possibly looking after them), and working on the plantation. • Pere is being cheeky to Pāpā ru'au.
<p><i>(b) Possible evidence showing understanding of whether Pāpā ru'au was right or wrong to keep Pere at home.</i></p>	<p>Any of:</p> <ul style="list-style-type: none"> • No, might affect Pere's learning. • No, they have plenty of time to plant their cassava after school. • No, Pere is expected to be at school every day. • Yes, Pere can learn other lessons at home. 	<p>Either:</p> <ul style="list-style-type: none"> • No, Pere is expected to attend school every day because staying home might affect his learning. They should plant their cassava after school or during the weekend. • Yes, Pāpā ru'au is assuming the direction of Pere's future and believes that learning his bible verses, working on the plantation, and knowing how many pigs they have is as important. 	<p>Some of:</p> <ul style="list-style-type: none"> • Pere might become a truancy concern in his class if he stays home all the time. • Pāpā ru'au can use after school, the weekends, and the school holidays to educate Pere with survival or home skills / knowledge. • Pāpā ru'au believes that Pere can learn everything he needs from working in the real world, but the world may be changing more quickly that Pāpā ru'au has realised and Pere will need some different skills that he can learn at school. • Pere is possibly learning more at home than being at school. He may not be academic but learns more

			hands-on and Pāpā ru'au can teach him at home.
--	--	--	--

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of whether Ereni's home was ready for the heavy rain and strong wind that happened on Rarotonga.</i></p>	<p>Yes, any of:</p> <ul style="list-style-type: none"> • the house was not damaged • they had cut the trees next to the house • the floodwaters did not get into the main house. 	<p>Yes:</p> <ul style="list-style-type: none"> • The house was not damaged because the tall trees next to the house were cut down. • The floodwaters did not get into the main house even though many other households were not as lucky. 	<p>Yes:</p> <ul style="list-style-type: none"> • Even though there were lots of broken trees and mangoes on the ground, their house was undamaged because they had cut the tall trees next to the house. • By staying up all night and sweeping water away from the verandah, they manage to keep flooding from the main house.
<p><i>(b) Possible evidence showing understanding of Ereni's character. Uses evidence from the text to support the answer.</i></p>	<p>Either of:</p> <ul style="list-style-type: none"> • an adviser • she is a caring / energetic / supportive individual (one or two from the list). 	<ul style="list-style-type: none"> • An adviser. She told her story to her sister and reminded / advised her sister of the importance of being vigilant to protect their loved ones and their homes. • She is a caring, energetic and supportive individual. She was able to work together with her husband / family to protect their house from being flooded. 	<ul style="list-style-type: none"> • Ereni is committed and determined to protect her family / house / home, ensuring that trees next to the house were cut down way before cyclone season to avoid any serious damage. • During the cyclone, she stayed up all night to work with her husband to keep the home and family safe. • She uses her experiences to remind her sister of the importance of remaining vigilant towards unforeseen circumstances that might affect her loved ones or home.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why Pāpā looked for a pig to take to Māmā’s family feast.</i></p>	<p>Either of:</p> <ul style="list-style-type: none"> • to keep up their reputation • to make the guests happy. 	<ul style="list-style-type: none"> • To be creative about what they provide for the feast • Provide good food / a good experience for the guests. 	<ul style="list-style-type: none"> • Māmā and Pāpā love to put thought and effort into their contribution to special occasions. They enjoy the challenge of doing their best work, and they have a reputation for giving a lot.
<p><i>(b) Possible evidence showing understanding of how Pāpā managed to get the pig.</i></p>	<ul style="list-style-type: none"> • He got the pig from Pāpā Tere. 	<ul style="list-style-type: none"> • He contacted Pāpā Tere and traded one of their piglets, when it matures, for a big pig now. 	<ul style="list-style-type: none"> • Pāpā drew on a well-known cultural tradition to solve their problem. • They only had \$10 so they couldn’t afford to buy a big pig, but they managed to trade forward with a promise of one of their piglets when it matures.
<p><i>(c) Possible evidence showing understanding of the advantages of the Cook Islands’ custom of trading pigs.</i></p>	<p>Either of:</p> <ul style="list-style-type: none"> • it saves money • it enables those who cannot currently afford it to contribute to a feast. 	<ul style="list-style-type: none"> • It uses the network between friends and families • Saves families from spending a huge amount of money on buying pigs. 	<ul style="list-style-type: none"> • It upholds the community value of trading and, most importantly, helping others when they don’t have enough money to spend or support them. • It builds on good relationships between friends and family. • It allows families to pay-it-forward—you give us a big pig now, and we will repay you with one of ours later. This means that when events arise and you don’t have what you need, you can share with others in a give-and-take system.