

Assessment Schedule – 2022**Cook Islands Māori: Demonstrate understanding of a variety of written and / or visual Cook Islands Māori text(s) on familiar matters (91116)****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 what the unexpected visitor that showed up in Avarua Harbour in July 2021 was.</i>	Any of: <ul style="list-style-type: none"> • Nosey • a New Zealand fur seal • a kekeno from New Zealand. 	<ul style="list-style-type: none"> • The unexpected visitor was Nosey, a yearling kekeno / fur seal from Aotearoa / New Zealand. 	
<i>(b) Possible evidence showing understanding of other sightings of this visitor outside of New Zealand that were also mentioned in the passage.</i>	Some of: <ul style="list-style-type: none"> • Rurutu Island in French Polynesia • New Caledonia • Tahiti Island • Rarotonga in 2016. 	<ul style="list-style-type: none"> • First sighting of kekeno outside of New Zealand was recorded in 2012 in Rurutu Island in French Polynesia. • They have also shown up in Tahiti Island and New Caledonia. • In July 2016 a kekeno was sighted in Rarotonga’s lagoon. 	
<i>(c) Possible evidence showing understanding of whether the visitor in this story is likely to visit faraway places again.</i>	<ul style="list-style-type: none"> • Yes, kekeno like to take big trips outside New Zealand. 	<ul style="list-style-type: none"> • Yes, kekeno like to take winter trips outside of the cold waters of New Zealand, looking for warmer climates to enjoy. • There are accounts of kekeno showing up in the Pacific countries, which are more than 3,000 kilometres from New Zealand. 	<ul style="list-style-type: none"> • The sighting of the kekeno in the Cook Islands is one of many different sightings over the years in areas of the Pacific – there have been sightings in New Caledonia, Rurutu Island, and Tahiti Island in French Polynesia. • Because kekeno do travel away from the cold waters of New Zealand to warmer waters, it is very likely that they will be seen again in the Cook Islands and / or other Pacific Islands, because they will leave the cold winter waters for somewhere warmer. • However, because some of the islands are thousands of kilometres from New Zealand, this will remain a rare event.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of who Dr Rongo is and why he is important.</i>	Any of: <ul style="list-style-type: none"> • Dr Rongo is a Cook Islands marine scientist • he is chairman of Kōrero o Te `Ōrau (KO). 	<ul style="list-style-type: none"> • Dr Rongo is a Cook Islands Marine Scientist and chairman of Kōrero o Te `Ōrau (KO). • KO is an environmental non-governmental organisation (NGO) dedicated to protecting the culture, environment, and natural resources of the Cook Islands. 	
<i>(b) Possible evidence showing understanding of the activities undertaken by the crew of Marumaru Atua on Day 41.</i>	Some of: <ul style="list-style-type: none"> • delivered awareness programs to school children • talked about climate change • talked about the importance of the Māori and Pukapukan identity and way of life for climate change adaptation • sailed away from Pukapuka after farewell ceremony. 	As part of Kōrero o Te `Ōrau (KO)'s mission to protect the culture, environment, and natural resources of the Cook Islands, the crew: <ul style="list-style-type: none"> • talked about climate change adaptation and the importance of the Māori and Pukapukan identity • they participated in a farewell ceremony, attended by the school children, that invoked tradition and culture. 	
<i>Possible evidence showing understanding of key lessons that could be learnt from Dr Rongo's blog.</i>	Any of: <ul style="list-style-type: none"> • the voyage of the Marumaru Atua helps to spread messages on climate change and the importance of environment and culture • Pukapuka is far from Rarotonga and has strong and long-standing connection to their resources, environment, and traditions. 	<ul style="list-style-type: none"> • The crew of the Marumaru Atua was able to connect with students on remote islands to spread the messages of protecting the culture, environment, and natural resources of the Cook Islands. • People on a remote island like Pukapuka are more able to retain their culture and traditions. This is evidenced by the farewell ceremony. 	<ul style="list-style-type: none"> • A key lesson is the importance of looking to the past for solutions to issues in the present and future – valuing the experiences of indigenous cultures and their ways of dealing with the environment. • The passage of the Marumaru Atua to the Northern Cook Islands plays an important part in spreading the message of the importance of protecting culture, environment, resources, and opportunities for Cook Islanders from different parts of the nation to learn from each other. • The impact was evident from children's response during the farewell ceremony. The prayer and the tila provoked a strong response of the importance of the work the crew of Marumaru Atua are doing with the people of the outer islands.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what Tutai and Iva are discussing in their online chat and why.</i></p>	<p>They are talking about:</p> <ul style="list-style-type: none"> • Tutai's performance at tennis • who inspires Tutai • playing a doubles match the next day. 	<ul style="list-style-type: none"> • Tutai won a tennis match representing Cook Islands, rather than Australia. • Ashleigh Barty, who has won 3 grand slams and is ranked No 1 in the Women's Tennis Association (WTA), is Tutai's inspiration. • whether playing cricket helps with Ashleigh Barty's serve. 	
<p><i>(b) Possible evidence showing understanding of why Ashleigh Barty is Tutai's idol / inspiration.</i></p>	<ul style="list-style-type: none"> • Ashleigh Barty is ranked No 1 in the Women's Tennis Association (WTA); she has won three grand slams. • Tutai and Ashleigh are both tennis players of Australian Aboriginal heritage. 	<ul style="list-style-type: none"> • Tutai and Ashleigh Barty are both short tennis players and have Australian Aboriginal heritage. • they both played cricket and tennis. • Ashleigh Barty is No 1 in the Women's Tennis Association (WTA). 	<ul style="list-style-type: none"> • Ashleigh Barty has Australian Aboriginal heritage and is a role model to other Aboriginal tennis players, as she has won three grand slams and is ranked No 1 in the world. • Tutai sees many similarities with her. As well as shared heritage, they are both short, but her height has not held Ashleigh Barty back. • Tutai compares her idol to David (in David and Goliath) and believes that small people can do big things with inspiration and faith.