

Assessment Schedule – 2022**Cook Islands Māori: Demonstrate understanding of a variety of extended spoken Cook Islands Māori texts (91538)****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.
<i>(a) Possible evidence showing understanding of why Tangi and Inatea were impressed by the attire worn at the investiture.</i>	<ul style="list-style-type: none"> The attire was made from material that was different from that worn at traditional occasions in Rarotonga. The chiefs did not only wear attire made from rauti leaves. 	<ul style="list-style-type: none"> The chiefs were wearing attire made of tapa cloth. This is different from what Inatea knew and witnessed in the past while growing up in Rarotonga. 	
<i>(b) Possible evidence showing understanding of why both Tangi and Inatea thought their trip was worthwhile.</i>	<ul style="list-style-type: none"> They were both satisfied because the event was attended by everyone on the island. The attire at the event was not what they had expected. 	<ul style="list-style-type: none"> They were amazed with the programme of the day. Everyone on the island joined in with the celebrations, which is something they haven't seen before. Even though Inatea's grandparents had said that each tribe on their island uses different materials, they were surprised that the attire for such an important event on their home island is so different from that in Rarotonga. 	<ul style="list-style-type: none"> They witnessed the investiture, a traditional and important event on their home island, first-hand. They have lived away from their own island. Attending the event helped them to expand their knowledge and appreciation of their island's culture.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
	<p>Responses at Achievement level may be separate facts.</p>	<p>Responses at Merit level must connect relevant facts and provide examples or details.</p>	<p>Responses at Excellence level must be comprehensive and connect all important information in a coherent way.</p>
<p><i>(a) Possible evidence showing understanding of whether Tina is unsure at first about the COVID-19 vaccinations and boosters.</i></p>	<p>Either of:</p> <ul style="list-style-type: none"> • Tina was not yet vaccinated. • She had heard that some people had severe reactions. 	<ul style="list-style-type: none"> • Tina was not yet vaccinated, possibly because she had heard some people had severe reactions, but she wants to fly to the Cook Islands for her grandmother’s birthday. 	
<p><i>(b) Possible evidence showing understanding of what reasons the friends give for getting vaccinations.</i></p>	<p>Some of:</p> <ul style="list-style-type: none"> • Rima’s whānau have all been vaccinated, and none have had a severe reaction. • Rima had heard that many more people die from COVID-19 than from the vaccinations. • Getting vaccinated is about protecting not just the individual but also the grandparents, nieces, and nephews. • Tina wants to travel to the Cook Islands to celebrate her grandmother’s 80th birthday. There is a No Jab, No Fly policy. 	<ul style="list-style-type: none"> • Many more people die from COVID-19, than from the vaccinations. • Rima and Tina are young, but getting vaccinated is not just about protecting themselves, it is also about protecting their grandparents, nieces, and nephews. • Tina misses her family on the Cook Islands and may need vaccinations if she is to fly to visit them. 	<ul style="list-style-type: none"> • Getting vaccinated is not just about self-protection. It is also about protecting those they love who are more vulnerable – such as the elderly and young children. To visit family overseas, Tina would have to be vaccinated. This too is about protecting others in the Cook Islands.

<p>Question THREE</p>	<p>Achievement</p> <p>Responses at Achievement level may be separate facts.</p>	<p>Achievement with Merit</p> <p>Responses at Merit level must connect relevant facts and provide examples or details.</p>	<p>Achievement with Excellence</p> <p>Responses at Excellence level must be comprehensive and connect all important information in a coherent way.</p>
<p><i>(a) Possible evidence showing understanding of what obstacles Anne had to overcome to succeed at university.</i></p>	<ul style="list-style-type: none"> • She was terrified on her first day. • She was homesick. • She had to learn how to manage her time. 	<ul style="list-style-type: none"> • She was terrified on her first day sitting in the lecture room with 400 other students. • She was homesick because she had never lived away from home before. • She had to manage her time, so she submitted assignments on time and did well academically. 	
<p><i>(b) Possible evidence showing why you would or would not choose to go to university.</i></p>	<ul style="list-style-type: none"> • Why – to improve my knowledge, to get a degree or better qualification. • Why not – scared of being separated from my family, may not make friends. Looking after myself may be difficult. 	<ul style="list-style-type: none"> • Why – There are many support services to help students get through university. It is an opportunity to make new friends with other students. • Why not – I would be like Anne in that it scares me to be alone and away from my family. I don't know whether I will be able to make new friends. I don't know if I can manage my time to do well academically. 	<ul style="list-style-type: none"> • Why – University would help me to improve my qualifications. I will not be learning just about my chosen field of study: I will also gain many other useful skills such as making new friends, using all the support services available to me, and making the most of my time in the halls where everything is provided for me. • Why not – There are many obstacles such as homesickness, making new friends, having to manage my own time and well-being.