

Assessment Schedule – 2023

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 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 – 6	7 – 12	13 – 18	19 – 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 what is involved in preparing for a weekend trip to the motu.</i>	Some of: <ul style="list-style-type: none"> • change of clothes • sleeping blankets • pillows • mats • tinned food • kitchen tools • boat • fishing gear. 	Preparing for the weekend trip involved getting home early to help pack for the trip. This included preparing changes of clothes, sleeping blankets, pillows, mats, tinned food, and kitchen utensils. This was usually Mum's job. Father would pick the children up early to get home to help prepare for the trip. He would also get the boat ready, along with fuel, fishing equipment, bush knives, water buckets for showers, and other necessities.	
<i>(b) Possible evidence showing understanding of why the writer feels nostalgic when thinking about the weekend trips to the motu.</i>	Some of: <ul style="list-style-type: none"> • He enjoyed the activities such as swimming, cooking and eating hermit crabs, sitting by a bonfire, and snorkelling around the many beautiful corals. • He enjoyed hanging out on the beach with his parents and brother. 	On those weekend trips he was able to spend quality time with his family and extended family, in a lovely environment doing activities he enjoyed such as swimming, cooking hermit crabs, and snorkelling.	He got to do things he enjoyed with his family and extended family, in nice surroundings without other distractions or work. Everyone helps to prepare for the trip. Once on the atoll, the family relaxes with each other.

Question Two	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 when and why the haircutting ceremony is held.</i>	Some of: <ul style="list-style-type: none"> • When a boy reaches a certain age, usually in his teens, and his hair has never been cut. • To celebrate a boy's first haircut • To recognise the boy is about to enter a different stage in his life. 	The hair-cutting ceremony is held when a boy reaches a certain age, usually his teens, and his hair has never been cut. It celebrates the fact that he is entering a different stage of his life.	
<i>(b) Possible evidence showing understanding of six stages of the ceremony and their importance as part of Cook Islands Māori culture.</i>	<ul style="list-style-type: none"> • Stages of the ceremony listed. 	Most of the stages listed, with some ideas of importance in Cook Islands culture.	Importance to Cook Islands culture, such as focus on religion, acknowledgement of communal support, respect, and acknowledgment the boy's change in stage to life, linked to the stages of the ceremony.

Possible answers to Question Two (b)

Stage of the ceremony	Importance in Cook Islands culture
Before anyone cuts the boy's braids, they present him with gifts.	To celebrate that the boy is entering another stage in his life. As a contribution to his family for celebrating the event.
The chosen important family member cuts the first knotted braid.	To show respect to the important family member.
Each guest cuts a braid and keeps it.	The celebration is for everyone to share with the family. The braids are kept in memory of the boy.
An experienced barber gives the boy a finishing cut.	To tidy up the boy's haircut and make him look presentable.
The boy is seated at his own table.	The boy is made to feel special.
After prayers, the feast begins.	To thank God and those involved, also to seek blessings.
During the feast, the boy's parents will express their gratitude to the guests for attending, acknowledge the people involved in the preparation, and use the opportunity to tell the boy's life story.	The hair-cutting ceremony is a communal celebration, which is successful only with lots of help and attendance by others in the community. This is an opportunity to celebrate the boy's life so far and acknowledge that he is growing up.
The pastor closes with a prayer.	To give thanks to God and blessings for everyone.

Question Three	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.
<p><i>(a) Possible evidence showing understanding of what each team must have to participate in the string band competition.</i></p>	<p>Some of:</p> <ul style="list-style-type: none"> • two Māori songs • instruments (e.g. ukulele, guitar, spoons, and drum) • singers • costumes. 	<p>For teams to participate in the string band competition, they must have singers and costumes and two Māori songs. One of the songs must be connected to the theme. They also need instruments such as the ukulele, guitar, spoons, and a drum or improvisation for anything that can provide a sound and beat. It is not unusual to find a bucket being used with a jandal to hit a beat.</p>	
<p><i>(b) Possible evidence showing understanding of why it's likely that the string band competition will be well supported by both participating bands and the audience.</i></p>	<p>Some of:</p> <ul style="list-style-type: none"> • Anyone, young or old can be a part of this competition. • String bands are popular in the Cook Islands and are often included in birthdays, weddings, family, or community events. • Everyone is involved in the performance of a song, both the string band members and the audience. • The competition has a component that is judged on audience reaction. 	<p>Performance is not limited to certain types of people or instruments; anyone willing to participate by singing and playing an instrument is welcome. It is more about the effect you have on others that matters. Island string bands are not always about harmonious pitch-perfect songs; rather it is about singing loud, joyously, and expressively straight from the heart. String bands are popular with both locals and tourists.</p>	<p>String bands are a popular part of Cook Islands culture and part of the experience of growing up in the Cook Islands. Mostly, string bands happen informally and at any time at any event such as birthdays and weddings, and family and community events. They provide opportunities to have fun and for performers to show love of their islands and stories. The competition is an opportunity to showcase the talent to a wider audience.</p> <p>Except for the strings (ukulele, guitar), no special instruments are required. Anyone can take part.</p> <p>String band performances are popular with both locals and tourists. The competition is an opportunity for audience members to witness some of the top local string bands in the Cook Islands.</p> <p>Audience participation is encouraged as part of the performances, as 10% of a band's score is gathered from the audience reaction to the performances.</p>