

Assessment Schedule – 2023

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 on page 1.

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 the challenges that Ani and her family faced when travelling from Australia to Rarotonga.</i>	<ul style="list-style-type: none"> • The lounges at Auckland Airport are closed between 1 a.m. and 5 a.m. • It was cold. 	<ul style="list-style-type: none"> • The lounges at Auckland Airport are closed between 1 a.m. and 5 a.m. They had to sleep on the floor, and it was very cold. 	<ul style="list-style-type: none"> • Ani and her family arrived at 1 a.m., and their flight left in the afternoon. They had to sleep on the floor until the lounges opened. They wasted one whole day in Auckland Airport waiting for their flight. There was nowhere to have a shower and freshen up for their flight to Rarotonga; even paying extra for the Strata lounge wouldn't provide this as it is closed between 1 a.m. and 5 a.m.
<i>(b) Possible evidence showing understanding of what advice you would give to young families travelling from Australia to Rarotonga, based on Ani's experience.</i>	<ul style="list-style-type: none"> • Wait for direct flights. • Make sure flights do not arrive in Auckland at 1 a.m. 	<ul style="list-style-type: none"> • When booking flights, avoid arriving in Auckland at 1 a.m., or check out and stay with family until it's time to catch the flight to Rarotonga. • If you have a long stopover, make sure you have towels and spare clothes. 	<ul style="list-style-type: none"> • When booking, ensure that you spend only a couple of hours in Auckland before boarding your flight to Rarotonga. • If you are going to be longer in Auckland, contact your family there, check out, and spend a couple of hours with them before checking back in again to board your flight. • If booking online, check carefully what flights you are booking.

<p>Question TWO</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 the main aims of the free agriculture classes.</i></p>	<p>Some of:</p> <ul style="list-style-type: none"> • Skills to produce food. • Growing flowers. • Learning from each other. 	<ul style="list-style-type: none"> • The aims include giving people skills to improve their food production at home and teaching growers to produce food more organically with less chemicals. • People become more connected to the plants. 	<ul style="list-style-type: none"> • As well as providing skills for growing food, the classes also aim to make people more connected to plants and the environment, and to raise awareness of how consumption may impact on social life and the economy. • Make commercial growers' production more environmentally sustainable.
<p><i>(b) Possible evidence showing understanding of why the Cook Islands environment charity, Moana Foundation, provided some funding for the programme.</i></p>	<ul style="list-style-type: none"> • Attendees learn new skills for growing food more sustainably. • People may become more aware of their environment. 	<ul style="list-style-type: none"> • The class attendees will learn new skills. • The way the classes are organised, attendees learn from each other and there is an opportunity to improve awareness of how consumption impacts on social life and economy. 	<ul style="list-style-type: none"> • The programme raises awareness of the environment and teaches skills for growing food sustainably, which fits with the foundation's aims. The classes are practical lessons, rather than theory, and are run by the participants who share their knowledge. For its investment of \$400, Moana Foundation recognises the likely impact of the programme on people and spreading the environment message.

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.
(a) Possible evidence showing understanding of why Trainee wanted to upgrade her phone.	<ul style="list-style-type: none"> • Her phone is not reliable anymore. • She wants a better phone. 	<ul style="list-style-type: none"> • Her phone is old. • She'll have to purchase more memory for her photos. She wants a bigger phone with more features. 	
(b) Possible evidence showing understanding of the good and bad points of Trainee buying a new phone.	<p>Good points</p> <ul style="list-style-type: none"> • Trainee really wants a new phone. • Hina will be her guarantor. <p>Bad points</p> <ul style="list-style-type: none"> • The new phone costs a lot of money, and Trainee does not have the full amount to pay cash. 	<p>Good points</p> <ul style="list-style-type: none"> • Hina has agreed to be Trainee's guarantor. Trainee has a part-time job and will be able to pay off the new phone, that has additional features, rather than be frustrated with her current phone. <p>Bad points</p> <ul style="list-style-type: none"> • Trainee cannot afford to pay cash and will get herself in debt. 	<p>Good points</p> <ul style="list-style-type: none"> • The new phone will mean Trainee will not be frustrated by her old phone's basic features and its prompts to buy more memory. She can probably afford it if she purchases on a plan. <p>Bad points</p> <ul style="list-style-type: none"> • Trainee will be using all her savings to buy the new phone. By going on a 24-month plan, she has ongoing payments of about \$109 per month. She may feel that she must work more while she is still a student. If she misses a payment, she may lose the new phone and her relationship with Hina may be negatively affected.