

## Pilot Assessment Schedule – 2023

### Subject: Demonstrate understanding of written Te Reo Māori Kūki 'Āirani related to everyday contexts (92042)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <ul style="list-style-type: none"> <li>identifying meaning of the relevant information, ideas, and opinions in the texts</li> <li>communicating an overall sense or intent of the text.</li> </ul>	<p><i>Demonstrating sound understanding</i> involves:</p> <ul style="list-style-type: none"> <li>selecting evidence of ideas, information, and opinions to establish meaning in the texts</li> <li>connecting specific elements in texts to support meaning or intent in the texts.</li> </ul>	<p><i>Demonstrating thorough understanding</i> involves:</p> <ul style="list-style-type: none"> <li>interpreting language to make meaning that is precise and fully constructed</li> <li>showing awareness of the writers' choices of language and content that establish context and purpose.</li> </ul>

N1	N2	A3	A4	M5	M6	E7	E8
Shows <b>minimal</b> understanding of language or meaning.	Shows a <b>little</b> understanding of language or meaning.	Shows understanding of elements of text language and communicates some meaning or intent.	Shows understanding of elements of text language to communicate general meaning or intent.	Shows understanding by selecting and connecting relevant ideas and language to support responses.	Shows understanding by selecting and connecting relevant ideas and language to confirm responses.	Shows detailed and accurate understanding. Responds by interpreting language and content and justifying conclusions about texts.	Shows detailed and accurate understanding. Responds fully by interpreting language and content choices and justifying conclusions about texts.

**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

#### Notes

- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response and the grade. Errors of less impact should be disregarded.
- What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.
- Quoting or direct translation *alone* are not sufficient evidence that the candidate understands the meaning of the text soundly or thoroughly.
- The overall grade for a question must be judged after considering how the text as a whole has been understood, and to what depth. Detail is important when it is relevant to the question asked.

**Evidence**

Question One	Achievement	Achievement with Merit	Achievement with Excellence
(a) Why did Rangi bake a carrot cake for Mi'i?	<ul style="list-style-type: none"> <li>• To celebrate Mi'i's fifth birthday.</li> <li>• To celebrate Mi'i's starting school.</li> <li>• There were no bananas in the house.</li> </ul>	<ul style="list-style-type: none"> <li>• To celebrate Mi'i's starting school and her fifth birthday.</li> <li>• Bananas in the shop were expensive.</li> <li>• Bananas in the garden were still green.</li> <li>• She had carrots in the house, and Tina suggested a carrot cake.</li> </ul>	
(b) Why is Rangi likely to bake another carrot cake in the future?	<ul style="list-style-type: none"> <li>• Everyone said the carrot cake was delicious.</li> <li>• Mi'i said it is now her favourite cake.</li> </ul>	<ul style="list-style-type: none"> <li>• Even though she was trying a recipe for the first time, it still turned out well.</li> <li>• Everyone liked the carrot cake, and Mi'i says it is now her favourite cake but before her favourite cake was banana cake.</li> </ul>	<ul style="list-style-type: none"> <li>• Rangi had to learn a new recipe – making carrot cake is different from making banana cake – and now she has knowledge for the future.</li> <li>• Even though she was trying a recipe for the first time, it still turned out well.</li> <li>• She was pleased with the outcome. Before she put it into the oven it looked lumpy and was a strange colour but when it came out of the oven it looked different – much better than when she put it in.</li> <li>• She was pleased with the outcome because everyone, especially Mi'i, praised her for the cake.</li> <li>• It is Tina's favourite cake, and Rangi might bake a carrot cake for her some time, too.</li> </ul>

Question Two	Achievement	Achievement with Merit	Achievement with Excellence
(a) What activities did Ani's family do in Auckland?	<ul style="list-style-type: none"> <li>• They went to the zoo, played video games, did lots of shopping and eating, and stayed with Aunty Jane.</li> <li>• They had Christmas with the family.</li> </ul>	<ul style="list-style-type: none"> <li>• They went to the zoo in the morning and had lunch at the zoo cafe with Aunty Michelle.</li> <li>• They played video games in an arcade.</li> <li>• They went shopping in the mall and had lunch at McDonald's with Aunty Jane.</li> <li>• They had BBQ at Christmas with family.</li> </ul>	
(b) Why do you think Ani's mum said they would go back to New Zealand, even though it is expensive?	<ul style="list-style-type: none"> <li>• The children had fun, the adults had lots of singing and partying together too.</li> <li>• They did lots of shopping and eating together with family.</li> </ul>	<ul style="list-style-type: none"> <li>• The children had lots of New Zealand experiences such as visiting the zoo, going to the arcade with many video games, and eating New Zealand fast food.</li> <li>• The children and adults got to spend time with family in New Zealand.</li> <li>• They visited cousins in Rotorua.</li> </ul>	<ul style="list-style-type: none"> <li>• The holiday had something for everyone, even though the boys did not get to see the crocodiles being fed, and Brian won a prize only after extra video games.</li> <li>• The children and adults had lots of opportunities to enjoy time with extended family in New Zealand. The first day they spent the whole day with Aunty Jane, who picked them up from the airport. They stayed with her the day before they left for the Cook Islands too.</li> <li>• They had family time in the afternoons, went out with Aunty Michelle, and stayed with cousins in Rotorua.</li> <li>• The children got to have experiences that they couldn't have at home. For example, there is no zoo in Rarotonga, but they visited a zoo in Auckland.</li> <li>• They got to stay in a big house with a swimming pool in Rotorua, which was something special.</li> </ul>

Question Three	Achievement	Achievement with Merit	Achievement with Excellence
(a) Why is the school banning student mobile phones?	<ul style="list-style-type: none"> <li>• Students are not completing their work in class.</li> <li>• Students text during class.</li> <li>• They are sharing videos that they made in class with others.</li> <li>• Rangī texted someone calling them a wimp and hopeless.</li> <li>• Teachers think that students are wasting time on their phones in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are not completing their work in class because they are watching things on their phones and forgetting about their work.</li> <li>• They are sharing videos that they made in class with others. Junior’s friend videoed the teacher getting angry with Junior because he didn’t do his homework, and then shared the video with others.</li> <li>• Rangī texted someone calling them a wimp and hopeless, and that is bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are misusing their phones at school – for example, texting during class, which is what Tere and Junior were doing. They know it is wrong because they stopped when the teacher looked.</li> <li>• Phones are disrupting learning in the classroom and students, instead of concentrating on their lessons, use mobile phones to record videos, text for fun, and even bully others.</li> </ul>
(b) If you were a parent of a student at this school what would be the advantages and disadvantages of the ban?	<p>Advantage:</p> <ul style="list-style-type: none"> <li>• It would mean less disruption to my child’s learning in the classroom.</li> <li>• My child would be better protected from phone bullying.</li> </ul> <p>Disadvantage:</p> <ul style="list-style-type: none"> <li>• To contact my child, I would have to rely on the school office to pass on a message or go to the school to speak privately to my child.</li> <li>• If my child’s phone is confiscated, I’ll have to go to the school to collect it.</li> </ul>	<p>Advantage:</p> <ul style="list-style-type: none"> <li>• My child’s learning is less likely to be disrupted by videos being recorded in class or texting for fun, and there will be less risk of my child being bullied by mobile phone.</li> </ul> <p>Disadvantage:</p> <ul style="list-style-type: none"> <li>• It would be more difficult and inconvenient to communicate with my child during school time. I’ll have to leave a message at the school office or turn up at the school in person.</li> <li>• If my child’s phone is confiscated, I’ll have to go to the school to collect it.</li> </ul>	<p>Advantage:</p> <ul style="list-style-type: none"> <li>• School time is for learning – banning mobile phones from school means less disruption. My child will have a little more protection from bullies.</li> </ul> <p>Disadvantage:</p> <ul style="list-style-type: none"> <li>• Banning student mobile phones from the school grounds means greater inconvenience for parents. It will be much more difficult to contact a student while they are at school. If a phone is confiscated, the student will not have use of the phone for a week, even outside of school, and the parent has to go to the school to collect it.</li> </ul> <p>There are some benefits of having a phone at school. It helps some students learn and they can relax and listen to music during breaks.</p>