

## Pilot Assessment Schedule – 2023

### Subject: Demonstrate understanding of spoken Te Reo Māori Kūki 'Āirani related to everyday contexts (92043)

#### 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

#### Note

- 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) What was wrong with Rose, and why?	<ul style="list-style-type: none"> <li>• She looked like she was going to cry.</li> <li>• She lost her house keys.</li> <li>• Mum will be angry.</li> </ul>	<ul style="list-style-type: none"> <li>• She is upset and looks like she is going to cry.</li> <li>• She lost her house keys.</li> <li>• It is getting dark.</li> <li>• If she cannot find them, she cannot get into her house and mum will be angry.</li> </ul>	
(b) How was the problem solved?	<ul style="list-style-type: none"> <li>• Teina helped Rose.</li> <li>• She asked Rose where she had dropped the keys.</li> <li>• She went back towards the school with Rose.</li> </ul>	<ul style="list-style-type: none"> <li>• Teina helped Rose calm down.</li> <li>• She helped Rose remember what she did.</li> <li>• So, Rose remembered that she had them when she left school.</li> <li>• This helped Rose remember that she dropped them on the footpath.</li> <li>• Teina offered to walk back to school with her.</li> </ul>	<ul style="list-style-type: none"> <li>• Teina calmed Rose down, and Rose was able to clearly think about where she may have dropped the keys.</li> <li>• Teina asked her if she had dropped them in the playground.</li> <li>• Rose remembered that she may have dropped them on the footpath because she turned left because a person was riding their bike on the footpath.</li> <li>• She found the keys when they retraced her tracks.</li> </ul>

Question Two	Achievement	Achievement with Merit	Achievement with Excellence
(a) What does Aaron have to do and why?	<ul style="list-style-type: none"> <li>• Aaron has to get dinner because the children are hungry.</li> <li>• Mama is too tired to cook.</li> <li>• Mama's back and neck are sore, so she does not feel up to cooking.</li> </ul>	<ul style="list-style-type: none"> <li>• Mama needed Aaron to get \$60 from her purse to buy fish and chips takeaways for dinner.</li> <li>• She also wanted him to buy a bottle of drink, two packets of bread, one can of corned beef, and one can of tomato sauce from the shop.</li> <li>• Because Mama is not feeling well as she didn't sleep well and is not up to cooking.</li> </ul>	
(b) Why did Aaron say 'I-e-ko-ko' (Hurrah!)?	<ul style="list-style-type: none"> <li>• He is happy.</li> <li>• He has been able to help Mama.</li> <li>• He does not have to cook.</li> <li>• If there is money left over, he can get a treat just for himself.</li> </ul>	<ul style="list-style-type: none"> <li>• He can help Mama without having to cook because even though he offered to cook chicken and rice and make a vegetable salad, he does not think that he is good at cooking.</li> <li>• Mama trusts him to get money from her purse and buy dinner and other foods; plus he gets a treat just for himself if there is money left over.</li> <li>• He can ride his new bike and can put things in the basket.</li> </ul>	<ul style="list-style-type: none"> <li>• Mama is treating him like a grownup, asking him to get money from her purse, and buying dinner plus other foods.</li> <li>• He is helping Mama without having to cook, and if he manages to have some money left over from purchasing dinner, he can buy a treat just for himself.</li> <li>• He feels special because mama doesn't want the others to know that he is getting a reward for helping.</li> </ul>

Question Three	Achievement	Achievement with Merit	Achievement with Excellence
(a) Why was Toma unhappy about the athletics day results?	<ul style="list-style-type: none"> <li>• Because his house came last.</li> <li>• He feels the recorders have cheated.</li> </ul>	<ul style="list-style-type: none"> <li>• He believed that his house has fast runners who came first and second in most of the track events, so his house should not have come last.</li> </ul>	
(b) Why do you think Tangi's house is better than Toma's house?	<ul style="list-style-type: none"> <li>• It had greater participation at the athletics day.</li> <li>• Toma's house relied on only a few fast runners.</li> <li>• The fast runners from Toma's house came first and second in some track events but didn't participate in the 400 metres.</li> </ul>	<ul style="list-style-type: none"> <li>• It had greater participation at the athletics day.</li> <li>• Not everyone in Toma's house participated and they relied on only a few fast runners.</li> <li>• The fast runners from Toma's House did come first and second in some track events but athletics day is about participation and Toma's house did not participate in the 400 metres.</li> <li>• Toma did not participate in any events because nobody told Toma's house about the need to participate.</li> </ul>	<ul style="list-style-type: none"> <li>• Because athletics day is about participation. While the House leader encouraged students to enter at least two events each, in the spirit of participation, some entered in all events.</li> <li>• Athletics day is also about competition and in the 200 metres Tangi's house runners did well competitively. They won the top three positions.</li> <li>• Toma's house relied on only a few fast runners who did not even enter all the races and missed out on full participation.</li> </ul>