

Assessment Schedule – 2024

Cook Islands Māori: Demonstrate understanding of a variety of spoken Cook Islands Māori texts on familiar matters (91113)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and/or opinions 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, ideas, and/or opinions 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, ideas, and/or opinions, with supporting detail, to show understanding of the 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	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why Pua suggested Timi should be the woodcutter.</i></p>	<p>Because:</p> <ul style="list-style-type: none"> • Making the woodcutter costume is simple. <p>OR</p> <ul style="list-style-type: none"> • The costume doesn't need much making, so Timi doesn't need any help. 	<p>Because:</p> <ul style="list-style-type: none"> • Making the woodcutter costume is simple, there is not much make. You only need old working clothes, boots, a hat, and an axe. 	<p>Because:</p> <ul style="list-style-type: none"> • Timi may not be able to get any help with sewing a costume and as the woodcutter, he can organise everything himself. • His costume uses things that he has already, or can get from someone, like old working clothes, boots, a hat, and an axe. • Pua realises not everyone will have the same level of help.
<p><i>(b) Possible evidence showing understanding of the attitude Timi and Pua have towards literacy week.</i></p>	<ul style="list-style-type: none"> • They are excited about making costumes • They are excited about their plans • They are excited about working together. • They are excited to plan for costumes and a mime. 	<ul style="list-style-type: none"> • They are excited about their plans for making costumes and being partners on the day. • They are getting more involved by thinking about doing a mime, as well as dressing up as characters. 	<ul style="list-style-type: none"> • They are excited about their plans for their costumes and being partners on the day. This is shown through their excitement around working together. • They are excited about how their costumes will turn out on the day. • They are going to use their own time, especially after school, to practice their mime, and work on their costumes. • Pua is enthusiastic, and has involved her family with the costume making. • They are enthusiastic and thinking about how they can improve their presentation. Timi suggests doing a short mime to showcase their costumes.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of what the reason for the interview is.</i></p>	<p>It is to:</p> <ul style="list-style-type: none"> • discuss the start of term three and let people know that someone is coming in and giving up time and resources to help freshen up the school. 	<p>It is to:</p> <ul style="list-style-type: none"> • Discuss the start of term three and let people know that someone is coming in and giving up time and resources to help freshen up the school. • Enable the principal to ask for people to come in and help with cleaning and painting. 	<p>It is to:</p> <ul style="list-style-type: none"> • Welcome the children back to school for the start of term three. • Let the community know that a long-time supporter of the school is there on holiday and giving up time and offering financial support to help paint the school. • Ask for help from mums and dads who want to do some physical activity, bring tools, and give their time to help with the cleaning and painting.
<p><i>(b) Possible evidence showing understanding of why it is important that people with willing hearts help out.</i></p>	<p>It is important because:</p> <ul style="list-style-type: none"> • It helps get the job done on time. People can provide paint brushes and necessary items to paint the school. • People showing willing hearts help when there is a need and, in this case, there is not much time. There are only five days to get the job done, and it starts tomorrow at 10.00 a.m. 	<p>It is important because:</p> <ul style="list-style-type: none"> • People showing willing hearts get things done. They are going to help with cleaning the window frames and wiping or dusting walls, doors, and window sills. Before painting they will put down ground cover, so the floors aren't messed up, and then paint the building. • They share things. They need to bring any paint brushes, trays, rollers and rags, and cardboard or newspapers they have. 	<p>It is important because:</p> <ul style="list-style-type: none"> • Willing hearts not only get a job done, but supporting others promotes pride. • The supporter of the school can see others appreciate his support and pride in the school. • By looking at the examples of their parents helping out, students can take pride in their school, and they can understand that being involved is important, as is a willing heart. • It will also help the students take more pride in their school. Attitude towards the school is important and sends a good message to the students.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<p><i>(a) Possible evidence showing understanding of why Roy and Eileen are having a conversation.</i></p>	<ul style="list-style-type: none"> • To catch up and discuss the problems of teaching students online from a remote location. • To share their experiences with online teaching. 	<ul style="list-style-type: none"> • They are catching up and talking about teaching online and the different platforms that one could use, how they find online teaching, and how the internet connection impacts their teaching. 	<ul style="list-style-type: none"> • They are finally catching up and sharing their experiences of online teaching and what difficulties can arise from this, as well as how they can prepare for these challenges and instances where things do not go to plan.
<p><i>(b) Possible evidence showing understanding of how likely it is Roy will benefit from Eileen's advice.</i></p>	<ul style="list-style-type: none"> • Not likely – because Roy has not had internet issues yet and it would take him double the time. • Likely – because in the long run it could be helpful. 	<p>Very likely, because:</p> <ul style="list-style-type: none"> • Roy cannot guarantee that he will not have a connection problem and then he is prepared if that happens. He can also use the prepared lessons for any other issues he might have. • Roy experienced some technical difficulties tonight while teaching and it has only been four weeks of teaching. • Eileen has more experience of teaching. 	<p>Very likely, because:</p> <ul style="list-style-type: none"> • Eileen has gone through being fully disconnected and not being able to get back on. She realises that if this happens, she has the pre-recorded lesson that students can then use so they do not miss out on learning. • While it might take some time, it is worth it because students can always revisit the lesson if they miss it too. • Eileen also has two years' experience of teaching online compared to Roy's four weeks.