

Assessment Schedule – 2024

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
0–7	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 Provides some details and able to get the gist of the text.	Achievement with Merit Clear understanding demonstrated. Relevant evidence from text provided.	Achievement with Excellence Comprehensive understanding demonstrated, may include nuanced meaning.
<p><i>(a) Possible evidence showing understanding which island they would recommend to a first-time traveller.</i></p> <p><i>Note: Either island is acceptable as long as choice is justified.</i></p>	<p>Would recommend Manihiki because:</p> <ul style="list-style-type: none"> • there is more frequent travel, so it is easier to get to and from there than Pukapuka • there is a wider variety of activities • you can swim, dive, and snorkel • you can purchase souvenirs. <p>The candidate may select Pukapuka, as going to Northern Group can be a time-intensive experience anyway, so why not go all the way for a unique experience and be immersed in the culture.</p>	<p>Would recommend Manihiki because:</p> <ul style="list-style-type: none"> • there is more frequent travel, so it is easier to get to and from than Pukapuka, which is ideal because you have more flexibility about how long you would like to stay • there is a wider variety of activities so you can try different things to get an idea of what you like and don't like • you could learn about the lagoon, and the island's main source of income – pearl cultivation – and how pearl jewellery and woven crafts are made • you could buy jewellery and woven crafts. 	<p>Would recommend Manihiki because:</p> <ul style="list-style-type: none"> • there is more flexibility about when you come and go from the mainland, based on how much you enjoy your time there • there is a variety of activities to choose from, such as typical tourist things like souvenir shopping and going on a boat, but also more adventurous opportunities for fishing and diving • you can catch your own dinner and experience the local way of life, like in Pukapuka, but there are more amenities in Manihiki.
<p><i>(b) Possible evidence showing understanding of why they would not recommend the other island.</i></p>	<p>Would not recommend Pukapuka because:</p> <ul style="list-style-type: none"> • there is a lack of frequent travel to the island from Rarotonga, so it would be harder to get to Pukapuka and back • you will travel far and the schedule for shipping and flying are uncertain • there is not a wide variety of activities like in Manihiki. 	<p>Would not recommend Pukapuka because:</p> <ul style="list-style-type: none"> • of uncertain travel times, as there is not frequent transport to Pukapuka • you must have a lot of time available to accommodate the uncertain travel schedule for plane and or ship • both Manihiki and Pukapuka have similar sea water activities, but Manihiki has a wider variety of activities, such as learning about pearl cultivation and farming. • you could also buy jewellery and woven crafts • you will not have shops and amenities readily available, so will have to learn to live sustainably. 	<p>Would not recommend Pukapuka because:</p> <ul style="list-style-type: none"> • time and travel to Pukapuka are less frequent and more uncertain than Manihiki, both with plane and ship • you will need to learn to be self-sufficient if you have not yet, as Pukapukan culture focuses on sustainable living and living within their means • you will not be able to shop and have to be keen to experience the local way of life for whatever period of time you are there • there is only one guest house in Pukapuka • you must try to be immersed in the culture, and enjoy the local seasonal cuisine and food practices. <p>It seems a better option for somebody who has already experienced the Northern Group, as it</p>

			is unique to the other islands with more of an emphasis on being immersed in the way of life. It would be suitable for someone who is not in a hurry to go anywhere else.
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Question Two	Achievement Provides some details and able to get the gist of the text.	Achievement with Merit Clear understanding demonstrated. Relevant evidence from text provided.	Achievement with Excellence Comprehensive understanding demonstrated, may include nuanced meaning.
<p><i>(a) Possible evidence showing understanding of what Tioni decided to do and why.</i></p>	<p>Tioni decided to:</p> <ul style="list-style-type: none"> • buy his own boat so that he could get bigger fish in the ocean • visit Pāpā To‘u, so he could get some advice. 	<p>Tioni decided to:</p> <ul style="list-style-type: none"> • buy his own boat, so could go to the ocean to get bigger fish because: <ul style="list-style-type: none"> – living on a remote island in the Cook Islands means living off the land and sea, and there are not many means of income – he wanted an income, but he needed money to buy a boat • visit Pāpā To‘u, so he could find out how to make money to buy a boat. 	<ul style="list-style-type: none"> • Tioni wanted his own fishing boat so that he could go to the ocean to get bigger fish because, while living on a remote island in the Cook Islands means living off the land and the sea, there are not many means of income. • He wanted an income, so he needed money to buy a boat. • He visited Pāpā To‘u because Pāpā To‘u worked hard but lived a comfortable life, and he wanted to find out what the elder’s secret was for earning an income that supported him to build a house and have many other projects.
<p><i>(b) Possible evidence showing understanding of what Tioni learned from his talk with Pāpā To‘u.</i></p>	<p>He learned about the benefits of the coconut tree:</p> <ul style="list-style-type: none"> • it helps people earn money • kikau fronds can be made into kikau brooms and then sold • coconut oil can be made from the cooked coconut meat of drying coconuts • it can be used to make kikau baskets • it can produce drinking coconuts. 	<p>He learned about the benefits of the coconut tree:</p> <ul style="list-style-type: none"> • it helps people earn money even though it requires hard work • many of the parts of the tree are beneficial: <ul style="list-style-type: none"> – kikau fronds can be made into kikau brooms and then sold – coconut oil can be made from the cooked coconut meat of drying coconuts – it can be used to make kikau baskets – it can produce drinking coconuts. 	<p>Tioni learned a great deal about the tree of life and how he can utilise what is around him to help him earn revenue in order to get a boat. The tree:</p> <ul style="list-style-type: none"> • helps people earn money even though it requires hard work • has many uses, for example, many parts of the tree are beneficial and the products made can be sold: <ul style="list-style-type: none"> – kikau fronds can be made into kikau brooms – coconut oil can be made from the cooked coconut meat of drying coconuts and sold – it can be used to make kikau baskets – it can produce drinking coconuts. • Its presence is not a secret, it can be found everywhere on the island. It will benefit people like Tioni and anybody else if they just look around. • It is rightly called ‘the tree of life’ because it can provide food and income, so nature can provide us with what we need. • Sometimes the answer we are looking for is closer than we think.

Question Three	Achievement Provides some details and able to get the gist of the text.	Achievement with Merit Clear understanding demonstrated. Relevant evidence from text provided.	Achievement with Excellence Comprehensive understanding demonstrated, may include nuanced meaning.
<i>(a) Possible evidence showing understanding of what Merio was hoping to do and why.</i>	Merio was hoping to: <ul style="list-style-type: none"> • explore her childhood mountain after watching a documentary series on YouTube • climb the mountain. 	<ul style="list-style-type: none"> • She was hoping to climb the mountain that she grew up seeing every day as a child, as she now understands more about it because of watching the documentary. • For example: <ul style="list-style-type: none"> – what it looks like from different angles – the meaning of its name. • She now knows that it is possible to complete this goal. 	<ul style="list-style-type: none"> • She was hoping to climb the mountain that she grew up with and experience a different perspective than when she was a child. • As a child she saw the rock face, but now when she goes towards town and looks back at the mountain, she can see that it looks like a tail. • She wants to share her new understanding and how we learn different things at different points of our lives, especially learning more about the name and meaning of the mountain in different places.
<i>(b) Possible evidence showing understanding of what impact watching the documentary had on Merio.</i>	<ul style="list-style-type: none"> • There is more to Ikurangi than Merio realised when she was a child. She wants to reconnect with the mountain and complete her bucket list now that it is possible. 	<ul style="list-style-type: none"> • Merio understands more about the mountain now and realises its importance to her and the connections beyond the Cook Islands. (Should incorporate details from the text to support answer.) 	<ul style="list-style-type: none"> • Merio sees that she has more of a connection with Ikurangi than she realised as a child. She also realises it has an impact on her perspective now looking at Ikurangi. • She now understands more about the meaning of the name of the mountain and how it shows the connections between her ancestors. The name means ‘the tail of the heavens’, and in some stories ‘the altar of the Gods’, or that it was even an ascension place to Heaven. The name seems to have been derived from a mountain in Tahiti known as Hi’ura’i and is remembered by Mount Hikurangi in Aotearoa New Zealand. • Merio understands her ancestors’ connections by learning about the name of the mountain. (Must explain what the details about the name of the mountain are to illustrate her point.)