

## Assessment Schedule – 2024

### 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 <b>understanding</b></i> involves making meaning of relevant information and varied perspectives in the texts.</p> <p>Responses as a whole show an <b>understanding of the general meaning (gist)</b> of the texts.</p>	<p><i>Demonstrating <b>clear understanding</b></i> involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a <b>clear understanding of the content</b> of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating <b>thorough understanding</b></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 <b>comprehensive understanding of the content and underlying meaning</b> of the texts, including nuance and meanings not obviously stated in the texts.</p>

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows <b>very little understanding</b> and does not communicate the general meaning of the text.	Shows <b>little understanding</b> and does not communicate the general meaning of the text.	Demonstrates <b>some understanding</b> and <b>communicates some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and <b>communicates the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and <b>communicates some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and <b>communicates most of the implied meanings</b> by providing supporting detail from the text to <b>fully justify</b> conclusions.

**N0** = No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–6	7–13	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 one.

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 Tini's feelings towards social media.</i>	Tini: <ul style="list-style-type: none"> <li>likes social media and thinks it is fun</li> <li>thinks it is great for staying connected</li> <li>sometimes finds it addictive and overwhelming.</li> </ul>	<ul style="list-style-type: none"> <li>Tini appreciates social media because she remains connected to her family and friends but knows she can get addicted.</li> <li>She prefers social media to homework.</li> </ul>	<ul style="list-style-type: none"> <li>Tini has mixed feelings. She thinks it is so much fun and allows her to connect with many people all over the world. At times she finds it addictive and overwhelming and feels she has to remember people only post what they want others to see. Also, you can post whatever you want, but it is there forever.</li> </ul>
<i>(b) Possible evidence showing understanding of what lessons Tini can take from her conversation with Rima.</i>	Tini needs to remember / be mindful about: <ul style="list-style-type: none"> <li>privacy</li> <li>people only posting what they want you to see</li> <li>users being addicted.</li> </ul>	<ul style="list-style-type: none"> <li>That when you use social media there is a risk of being hacked so you need to be careful.</li> <li>It is great to be connected to friends, family, and the world via social media, but connecting in person is also important.</li> <li>People mostly post the good things, so you should remind yourself it is not always reality.</li> </ul>	<ul style="list-style-type: none"> <li>The internet is a useful and powerful tool, but you need to be careful when you are using it. If you are hacked, your private information could be leaked for all to see. Tini could take away that whatever she posts now could have long lasting implications / consequences. There is no replacement for connecting in person.</li> </ul>

Question TWO	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 what tasks the job involves.</i>	<ul style="list-style-type: none"> <li>• Computer work</li> <li>• sometimes being the receptionist</li> <li>• photocopying</li> <li>• sometimes doing the dishes.</li> </ul>	<ul style="list-style-type: none"> <li>• The job involves working on the computer, dealing with customers in reception, general office work like photocopying, helping in the team, and completing any other required tasks.</li> </ul>	<p>Merit answer plus:</p> <ul style="list-style-type: none"> <li>• Being flexible.</li> </ul>
<i>(b) Possible evidence showing understanding of how likely it is that Jane will be offered the job.</i>	<p>Very likely, because she:</p> <ul style="list-style-type: none"> <li>• has computer skills she learned at school</li> <li>• has worked part-time before</li> <li>• has good organisational and communication skills</li> <li>• has customer service experience</li> <li>• is used to helping out when needed at the supermarket</li> <li>• is a quick learner and will benefit the organisation.</li> </ul>	<p>Very likely, because she:</p> <ul style="list-style-type: none"> <li>• has the skills and qualities that the interviewer is looking for</li> <li>• has the experience from her part-time supermarket job</li> <li>• is aware of her strengths and weaknesses and is working on her weaknesses</li> <li>• has good time management.</li> </ul>	<ul style="list-style-type: none"> <li>• Very likely, because she has the necessary skills including computer skills, customer service skills, good organisational and communication skills. She is adaptive, reflective, and willing to learn. She also has an eye for detail to ensure there are no mistakes and has the highest standards.</li> <li>• She comes across as being confident and was able to answer all the interviewer's questions convincingly. She says she is a quick learner who is looking for a full-time job with opportunities to grow and is always willing to help out – just what is needed for an office junior.</li> </ul>

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.
<i>(a) Possible evidence showing understanding of how Ina's and Toka's participation in this programme will benefit the Cook Islands.</i>	<ul style="list-style-type: none"> <li>• It will provide leadership skills.</li> <li>• It will provide mentoring for young Cook Islanders.</li> <li>• They will learn about other Pacific Islanders.</li> </ul>	<ul style="list-style-type: none"> <li>• It will develop leadership amongst young professionals in the Cook Islands.</li> <li>• It will provide opportunities for Cook Islanders to network with and learn from others both in the Pacific region and the US.</li> <li>• It will provide mentoring for young Cook Islanders by high-ranking officials from the Pacific region and the US.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendees will learn how to create laws.</li> <li>• It will help attendees to become leaders in the future.</li> <li>• They will better understand issues not just in the Cook Islands, but in the Pacific region.</li> </ul>
<i>(b) Possible evidence showing understanding of what Ina's AND Toka's responses to being accepted into the programme show about their characters.</i>	<p>Both Ina and Toka were excited:</p> <ul style="list-style-type: none"> <li>• that they were selected to attend this programme when they did not expect to be selected</li> <li>• about the opportunity to improve their knowledge and their own careers</li> <li>• at the opportunity to learn more about ways to support their own communities.</li> </ul>	<p>Ina</p> <ul style="list-style-type: none"> <li>• Ina is humble. She is not as outwardly confident as Toka; she is modest and is looking forward to the guidance she will receive from the senior officials, corporate leaders, and experts on the programme.</li> <li>• She is positive and willing to learn and think about how she can make a difference.</li> <li>• She is caring and wants to learn more about oceans, climate change, and public health issues, which tie back to her work.</li> </ul>	<p>Ina</p> <ul style="list-style-type: none"> <li>• Ina's response shows us that she is selfless. She is looking forward to the guidance she will receive from the senior officials, corporate leaders, and experts on the programme.</li> <li>• She is excited to learn more about oceans, climate change, and public health issues, which ties back to her work.</li> <li>• Her response shows that she is looking forward to the opportunity to network to make a difference for her country. She is focused on helping her community and country.</li> </ul>

		<p>Toka</p> <ul style="list-style-type: none"> <li>• Toka is confident. He is excited by the opportunity given to him.</li> <li>• He is ambitious and thinking about his career.</li> <li>• He is driven and looking forward to the academic portion of this programme, and the opportunity to network with Pacific colleagues and potential employers.</li> <li>• He wants to sharpen his academic, leadership, and policy-making skills.</li> </ul>	<p>Toka</p> <ul style="list-style-type: none"> <li>• Toka seems more self-centred than Ina. He is looking forward to the academic portion of this programme, and what he can gain in terms of his CV and employment options, the opportunity to network with Pacific colleagues, and sharpen his academic leadership and policy-making skills.</li> <li>• Unlike Ina, it seems he is focused on how it will benefit just him and not others.</li> </ul>
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