

Assessment Schedule – 2024

Cook Islands Māori: Demonstrate understanding of a variety of extended written and / or visual Cook Islands Māori texts (91541)

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	8–12	13–18	19–24

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 the different experiences Rangi had at Te Maeva Nui.</i>	<ul style="list-style-type: none"> • She met and saw many families and friends, different groups wearing colourful uniforms, and people of many cultures. • At the market, she watched and listened to a live band, saw many stores, and tasted and ate yummy food. • She watched competitions of traditional and contemporary performances. 	<ul style="list-style-type: none"> • There were many people from different cultures enjoying themselves, colourful uniforms, and items for sale, such as carvings and traditional jewellery. She saw many teams taking pride in their performances of contemporary and traditional music, action songs, and drum dances. She also got to eat delicious food. 	
<i>(b) Possible evidence showing understanding of why Rangi wants Trish to come to Te Maeva Nui 2025.</i>	<p>So Trish can:</p> <ul style="list-style-type: none"> • see competitions in performance • experience a market with live band, and sale of carvings and musical instruments, and traditional jewellery (some of these) • be immersed in Cook Islands culture. 	<ul style="list-style-type: none"> • Rangi wants Trish to go so she can see, experience, and appreciate Cook Islands culture and language. She can watch competitions and go to the market with many different foods and goods for sale, and a live band. This will be a good way for Trish to see the beauty of the culture and want to continue to learn about it. 	<ul style="list-style-type: none"> • Rangi is keen for Trish to attend Te Maeva Nui for multiple reasons. The festival is to celebrate, grow, and preserve the Cook Islands culture and language. It aims to help New Zealand-born Cook Islanders develop their sense of cultural identity. • There were many attendees from different cultures, and a variety of events, such as a market and competitions – both traditional and contemporary, which provided opportunities for attendees to appreciate Cook Islands culture and language. • Trish can interact with people from diverse cultures and meet people. More importantly, it is an opportunity for Trish to connect with Cook Islands culture so she can understand more about her roots and identity. Trish can experience the joy that Cook Islanders show in sharing and showcasing their culture in music,

			<p>dancing, food, and crafts. She can experience both traditional and modern Cook Island culture by watching the different dance groups in action-song and drum dance competitions. She can get ideas about promoting the language and culture in Aotearoa New Zealand.</p>
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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.
<p><i>Possible evidence showing understanding of what it is about Jacqueline Evans' character that makes her inspiring to young Cook Islanders.</i></p>	<ul style="list-style-type: none"> • She is passionate about caring for the environment. • She worked hard. • She was determined and studied at two universities. • She persevered in her work and gained trust. • She won the Goldman Environmental prize. • She was able to convince the Government to set up Marae Moana Act. 	<ul style="list-style-type: none"> • She is an inspiration because she never lost sight of her goal, she was determined to gain her qualifications and experiences. Her work made such an impact she won the Goldman Environmental prize and convinced the government to set up the Marae Moana Act. 	<ul style="list-style-type: none"> • From the age of 16, Jacqueline showed a passion and determination for protecting the marine environment in the Cook Islands. She got qualifications to set her up for work in marine conservation and involved in many different organisations. She gained the trust and support of Cook Islands people and became influential in the Marae Moana Act, to protect the marine park. She won the Goldman Environmental prize. This is inspiring because it shows that young people can do anything and have a huge impact if they persevere.

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.
(a) Possible evidence showing understanding of what skills you could gain from participating in the workshop.	Some skills are: <ul style="list-style-type: none"> • learning to make tīvaevae • sewing by hand • developing patience • developing friendships. 	<ul style="list-style-type: none"> • Because they are hand sewn you need to learn lots of sewing techniques. • Hand sewing is time consuming, so you need patience. • It is a gift, so you do it for love. • The sewing is done in groups, so you learn to cooperate with others. 	<ul style="list-style-type: none"> • Ability to create a family heirloom. • By working together, bond with others and develop friendships. • Learn a skill that you can pass onto others, keeping the art alive.
(b) Possible evidence showing understanding of why making tīvaevae is important to the past, present, and future.	It is important because: <ul style="list-style-type: none"> • It represents the tradition and culture of the Cook Islands and preserves this for people who don't know it • people can learn a tradition • people can teach others • people can pass on tradition to others and keep it alive. 	<ul style="list-style-type: none"> • Making tīvaevae is important to the past because it is a tradition and a key part of Cook Islands culture. By making tīvaevae you are keeping the tradition alive, which you can teach to others and pass on. You can make a family heirloom that can be passed through generations, so it keeps the culture alive into the future. 	<ul style="list-style-type: none"> • Making tīvaevae is a key part of Cook Islands culture. It is important to the past, present, and future as it remembers and preserves the art. It is a key to the past because the patterns of the tīvaevae preserve a person or family's story and history and remains as an heirloom in families. You can also make a family heirloom that can be passed through generations into the future. By making tīvaevae, you are keeping the tradition alive, and you can teach others about the art and culture. As a result, others can learn the art and be a holder of the skill and knowledge to pass on. Making tīvaevae is also a way to form and sustain relationships, because it is hand sewn, it is an intimate experience and can form friendships amongst makers.