

Assessment Schedule – 2024

Te Reo Māori Kūki 'Āirani: 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"> identifying meaning of the relevant information, ideas, and opinions in the texts communicating an overall sense or intent of the text. 	<p><i>Demonstrating sound understanding</i> involves:</p> <ul style="list-style-type: none"> selecting evidence of ideas, information, and opinions to establish meaning in the texts connecting specific elements in texts to support meaning or intent in the texts. 	<p><i>Demonstrating thorough understanding</i> involves:</p> <ul style="list-style-type: none"> interpreting language to make meaning that is precise and fully constructed showing awareness of the writers' choices of language and content that establish context and purpose.

N1	N2	A3	A4	M5	M6	E7	E8
Shows minimal understanding of language or meaning.	Shows a little 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
0–6	7–12	13–18	19–24

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
<p><i>(a) How will Tānia and Tiāki's school holiday experiences be different?</i></p>	<ul style="list-style-type: none"> • Tiāki will have more outdoor activities, and he can have a night on the motu. • Tānia will go to the mall, games arcade, or the movies. 	<ul style="list-style-type: none"> • Tiāki will spend his time with three of his friends, go to Muri Beach, and enjoy what is on offer there, such as a night sleeping under the stars on the motu. • They could have barbecues, sing songs, and dance well into the night. • Tānia's experience will be one that is mostly based around the shopping mall where she can meet her friends, watch films, and play games. • The shopping mall is full of people but only eight people are allowed to stay on the motu overnight. 	<ul style="list-style-type: none"> • An outdoor experience is a self-created and organised experience involving connecting with nature and interacting with friends, compared to delivered entertainment where there is less interaction with friends.
<p><i>(b) What is Tānia likely to do for a future holiday? What makes you think this?</i></p>	<ul style="list-style-type: none"> • Go to Rarotonga to see her cousin. • Experience what her cousin gets to see and do on his holidays. 	<ul style="list-style-type: none"> • Go to Rarotonga to have the opportunity to spend time with her cousins and friends. • Doing the outdoor things that Tiāki does in his holidays, like spending the night on the motu and sleeping under the stars. • Sleeping on Muri Beach is for both locals and tourists, and it would be a new experience for her; something that she probably won't do because it might be colder in Aotearoa. • It seems she is ready for a change. 	<ul style="list-style-type: none"> • She would like to go to Rarotonga. Tānia sounds a little jealous of Tiāki and realises that there is much more to a holiday than what she normally experiences. • She realises that experiencing things in real life as opposed to behind a screen could be more interesting / fulfilling. • She realises she would like a change of experience for her holidays away from her typical school holidays.

Question Two	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Why is Kimi concerned?</i>	Because he: <ul style="list-style-type: none"> • does not know where to begin to choose his subjects • is worried that the subjects may be too hard • is worried he won't have time for his personal life. 	<ul style="list-style-type: none"> • He feels nervous about year 11 because of the pressure to choose the right subjects and that he may not be able to cope with the workload and still have time for the things he enjoys. 	<ul style="list-style-type: none"> • Kimi is feeling worried about heading into year 11. He has a lot of concerns that he talked to Ann about. He is worried about the consequences of his choices; he might pick subjects that require a lot of work and are too hard for him so will not have time for the hobbies he enjoys.
<i>(b) How did Ann help ease Kimi's concerns?</i>	Identifies advice from Ann, for example: <ul style="list-style-type: none"> • “choose what I want”, which would reduce the pressure from subject choice • to get support from others. 	<ul style="list-style-type: none"> • Ann advising Kimi to choose subjects that interest him would help Kimi because he still has time to figure out what he wants to focus on in his studies. • Ann advises that asking for support is a sign of strength and that there are plenty of people to get help from. This would make Kimi realise that he is not alone and can get help if he is confused or overwhelmed. 	<ul style="list-style-type: none"> • She advises that year 11 courses are all demanding in their own way and that the challenges she experienced helped her to prepare her for dealing with further challenges in the future. This is helpful because Kimi can see that although there are challenges, this will help him grow. • She said she still has time for the things she enjoys, which would reassure Kimi that he can still enjoy the things he likes to do.

Question Three	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Explain how Tāne's attitude changed when he was working with Rangī.</i></p>	<ul style="list-style-type: none"> • He was not keen at the start, then at the end said it was fun. • He found it difficult but can't wait to show his friends at the end. • He thought weaving is only for girls but can't wait to show his friends at the end. 	<ul style="list-style-type: none"> • He gave up before he even started. • He expected Rangī to make the table mat for him because he found it difficult. • He thought weaving is only for girls. • But he changed his mind by the end and was keen to show his mates. 	<ul style="list-style-type: none"> • At the start of the text, Tāne was resistant about making the table mats because he found it difficult and his attitude towards weaving was negative as a result. We know this because he says, "there are so many steps. You can do it for me." • But as the text continues, Tāne begins to ask questions about the steps. This shows he is trying to understand the process and give it a go. • In the end, it became clear that Tāne is more confident because he says it is easy, and he has changed his mind about it being "only for girls". He was even keen to pass on his knowledge to his mates, "can't wait!".
<p>(b) <i>What did Rangī do to help change Tāne's attitude?</i></p>	<ul style="list-style-type: none"> • She showed him one step at a time. • She answered his questions. • She gave reasons why. • She demonstrated how to do it. 	<ul style="list-style-type: none"> • She went through the process one step at a time, answered his questions, corrected him when needed, and demonstrated. • For example, when he was going to split the flax the wrong way, she stopped him and demonstrated and explained that this way they would have longer strips. 	<ul style="list-style-type: none"> • She involved Tāne in the process right from the beginning. • While Rangī insisted on Tāne making the table mat himself, she patiently answered his questions and took him through one step at a time, explaining why. • For example, when Tāne asked why they were using the scissors, she explained that the process would soften the flax and make it easier for weaving. When he was going to split the flax the wrong way, she stopped him and demonstrated, and explained that when it was split correctly, they will have longer strips.