

Assessment Schedule – 2025

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 passage as a whole has been understood, and to what depth. Refer to the Evidence statements on page one.

Question One	Sample evidence	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 why Harry was late.</i>	<ul style="list-style-type: none"> • Harry was late home because he fell asleep at the beach. • He fell asleep at the beach for a long time while many things happened around him. • Harry explained that he was really tired from soccer, and on deciding to go for a swim at the beach he decided to just lean back and rest. He ended up in a deep sleep and missed a lot of things happening around him while he slept. 	<ul style="list-style-type: none"> • States why Harry was late. 	<ul style="list-style-type: none"> • Explains why Harry was late, using supporting evidence from the passage. 	
<i>(b) Possible evidence showing understanding of why Harry's mother said that he 'got very lucky'.</i>	<ul style="list-style-type: none"> • Harry 'got very lucky' because some bad things could have happened to him, but he came out ok. • Harry would have been even later had it not been for the water reaching him. It was then he realised he had been sleeping a long while and got off lucky. This is shown in the passage when he woke up to his food been eaten, sleeping under a coconut tree and the coconuts falling down without hitting him, the crabs crawling over him and not biting him, the waves waking him up and not dragging him into the sea like his shoe. • Harry was fortunate because, despite being so tired, he was not injured even though he came back red and sunburnt. He was lucky the sun had gone down, and he was not in the sun the whole day. • Harry's mum realises at the end of the story all that could have gone wrong. 	<ul style="list-style-type: none"> • Describes one or two things that made Harry lucky. 	<ul style="list-style-type: none"> • Explains why Harry was lucky through connecting key ideas within the passage. 	<ul style="list-style-type: none"> • Thorough explanation that details why Harry was lucky according to his mother.

Question Two	Sample evidence	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 Tiaki felt at the start of the conversation with his coach.</i>	<ul style="list-style-type: none"> • Tiaki loves track and field, but at the start of the conversation he was afraid of doing the high jump. Despite his best efforts during the training, he was still knocking the high jump bar down. He was so afraid that he wanted to just give up on it. He was at a loss about what to do and maybe lacked confidence. 	<ul style="list-style-type: none"> • Identifies how Tiaki was at the start of the conversation with his coach. 	<ul style="list-style-type: none"> • Explains clearly how Tiaki was feeling during his conversation with his coach. • Selects relevant information to unambiguously communicate understanding. 	
<i>(b) Possible evidence showing understanding of how likely it is that Tiaki will succeed in his future jumps.</i>	<ul style="list-style-type: none"> • Tiaki is very likely to succeed in his future jumps as he is a person who loves track and field. The only thing that was scaring Tiaki was the high jump, and he found a way to deal with this particular obstacle. He took coach Rangī's advice from the day before and it made him think of other ways he could overcome his fear of the high jump. It was not his ability holding him back, but his fear, which he seems to have overcome. • Tiaki will be successful in his future jumps because he found ways to look at how others did this event. He watched videos of great jumpers and realised the confidence and trust they had in their training. His view was to look at this not as an obstacle to just get over but as a challenge to get better to get over the bar. It wasn't just about jumping higher; it was about believing he could fly like a bird or plane. It is also an example of having the right people around you to help you get through. Tiaki's story shows that he never quits when he finally changes the way he approaches certain things. He used his frustration about not getting over the bar to change the way he approached it and, with time, he was not only confident, but he believed that he could succeed. 	<ul style="list-style-type: none"> • Describes the thoughts that changed for Tiaki, how he changed his mindset, and that he ended up successful in his attempt. 	<ul style="list-style-type: none"> • Explains that Tiaki decided to overcome his problem of the high jump by thinking that what he should do is more internal work on his mind in addition to the physical preparation that he was making to be successful. 	<ul style="list-style-type: none"> • Thorough explanation of Tiaki's journey from not getting over the bar to finally getting over the bar, showing success can be achieved and is likely to contribute to the success of his future jumps. • It shows listeners that a mindset change can make a world of difference to how you approach challenges, whether it be high jump or any life challenges, looking at it in a different way can help you get through it. • Selects parts in the passage that are relevant to indicate Tiaki's growth and success.

Question Three	Sample evidence	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 reasons Tohoa was motivated to see Coldplay.</i>	<ul style="list-style-type: none"> • She had never been to a live concert, as there were not many in Rarotonga and she was always too young to be able to attend them properly, so this was her opportunity to do so. • Tohoa has always loved Coldplay. • Tohoa wanted to be able to take her aunty to the concert as they both loved the same music and especially Coldplay. Also, her aunty provided Tohoa with opportunities to experience music in Rarotonga even though she could have gone without her and attended the concerts properly. 	<ul style="list-style-type: none"> • Identifies the reasons why she was motivated. 	<ul style="list-style-type: none"> • Explains why she was motivated, using supporting evidence from the passage. 	<ul style="list-style-type: none"> • Explains thoroughly why she is motivated, using supporting evidence from the passage.
<i>(b) Possible evidence showing understanding of Tohoa's aunty's importance to her.</i>	<ul style="list-style-type: none"> • Tohoa's aunty is important to her because they have shared memories about music. This is shown in the passage when they listened to Stan Walker and Kolohe Kai from the boulders in Rarotonga and now in Auckland together to watch Coldplay. • Tohoa's aunty is important to her because she was the one who took Tohoa to the concerts before. Even though, she could have gone into the venues and watched them up close, she chose to watch / listen to them from the boulders with Tohoa. This is important because Tohoa recognises her aunty did not need to do that. It is something she will never forget, and she now wants to be able to also give her aunty an experience she will remember. 	<ul style="list-style-type: none"> • Describes why Tohoa's aunty is important to her. 	<ul style="list-style-type: none"> • Explains why Tohoa's aunty is important to her, using evidence from the passage. 	<ul style="list-style-type: none"> • Explains thoroughly why Tohoa's aunty is important to her, using evidence from the passage.