

## Assessment Schedule – 2025

### 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 <b>understanding</b></i> involves making meaning of relevant information, ideas, and / or opinions 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, ideas, and / or opinions 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, 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 <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 communicates <b>some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and communicates <b>the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously</b> communicates <b>some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously</b> communicates <b>most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and communicates <b>some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and communicates <b>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
0–7	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 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 Okitini's passion for fishing throughout his life.</i>	<ul style="list-style-type: none"> <li>Provides evidence about how Okitini got into fishing when he was a child by following and watching his father.</li> <li>From a one-year-old to a five-year-old he went along and observed his father. From this he dreamed of becoming a great fisherman and provider of food for his family like his dad.</li> <li>At five years old he learned using the prawn spear and then,</li> <li>At seven years old, he was given a spear gun.</li> <li>At 18, he continues to fish, while also using his skills to help friends and younger siblings to learn how to fish.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies what inspired Okitini from when he was young.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a clear and connected explanation of when Okitini got into fishing, with examples of what he did at each stage of life / timeline.</li> </ul>	
<i>(b) Possible evidence showing understanding of what the story reveals about Okitini's attitude.</i>	<ul style="list-style-type: none"> <li>Okitini put a lot of practice into making sure he was skilled, although it took him a long time. Practice makes you get better.</li> <li>Okitini never gave up and kept going. He was ambitious and we see him improving every time he had the chance and all the little achievements along the way, like when he was seven, he was given a spear gun and even learned how to spear by using breadfruit leaves to practice.</li> <li>Okitini's attitude shows that he is not selfish and is kind to others because he teaches others, like family and friends, to fish.</li> <li>We can learn that to master the skill of fishing, patience, practice, and determination are required. It shows him to be patient and persistent, which are transferrable skills.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies Okitini's attitude in the story and lists example(s) that may be inspiring to the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a clear and connected explanation of Okitini's attitude to his passion of fishing and the lessons, that reveal how his attitude got him to where he is now.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a clear, thorough, and connected explanation of Okitini's attitude.</li> </ul>

	<ul style="list-style-type: none"><li>• Okitini’s passion for fishing reveals to readers that they should make time to practice and learn, to d improve on what they are doing. It means that we can be better at it and help others to do the same. For example, being persistent and patient like he was when he finally landed a parrot fish.</li><li>• Okitini’s passion has allowed him to provide for his family and help others to fish and do the same as he is doing for his family. This fulfils a dream for him.</li></ul>			
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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.
<p><i>(a) Possible evidence showing understanding of how important Matina’s and Roi’s responses are to Rutia.</i></p>	<ul style="list-style-type: none"> <li>• Matina’s response is important because she reminds Rutia to play fair. Roi’s response to Rutia shows that she did not play fair with Timi, and Timi ended up losing all his marbles.</li> <li>• Matina reminds Rutia that she is playing against younger children and that is not fair on them because the marbles cost money to replace if she takes them.</li> <li>• Roi’s response is very blunt. He reminds Rutia to not be greedy as, being the best marble player in the school, she already has enough marbles.</li> <li>• Matina advises Rutia about the importance of being kind and playing for fun. Rutia should remember this when playing against others, especially those who are younger than her, that way more people might want to play with her.</li> <li>• In Roi’s response, he highlighted Timi’s loss and that Rutia should stop being greedy. Even though Rutia asks to play for fun, Roi is already certain he does not want to play with Rutia. It seems everyone knows she does not play fair. This makes Rutia message Martina back about Roi not wanting to play with her at all. Martina tells her that Roi’s response is a reminder to Rutia to play fair, especially with children younger than her.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes why Matina’s and Roi’s advice is important (or not).</li> <li>• Indicates the other responses to Rutia.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains why Matina’s and Roi’s advice is important.</li> <li>• Provides supporting evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough explanation of why the advice is important.</li> <li>• Uses detailed evidence to support response.</li> </ul>
<p><i>(b) Possible evidence showing understanding of what the passage reveals about how popular a marble player Rutia is.</i></p>	<ul style="list-style-type: none"> <li>• Rutia’s older sister is Matina and Roi is her friend from school who she wants to play marbles for keeps with.</li> <li>• Rutia is known for being the best marble player in the school and has a lot of marbles. She knows Roi has a big bag of marbles. Rutia also already has heaps of marbles but still wants to get Roi’s.</li> <li>• Rutia does not seem to be honest when playing against people and promises that she will play easy and then ends up winning and taking all their marbles. This is shown when Roi reminds</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies who Rutia is and gives examples of how popular or good a marbles player she is.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains who Rutia is and connects to examples from the text that demonstrate whether she is a good and popular player.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains thoroughly who Rutia is and whether she is a good and popular player.</li> <li>• Uses detailed evidence to support answer.</li> </ul>

	<p>Rutia about Timi and how he lost all his marbles to her.</p> <ul style="list-style-type: none"><li>• She also seems to keep all her marbles at home, so she does not have to hand them over if she loses. Roi reminds Rutia that she has three bags of marbles already. At the beginning of the text, Rutia asks to borrow Matina's marble even though she already has her own bag of marbles to choose from.</li></ul>			
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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.
<p><i>(a) Possible evidence showing understanding of what event Pae’s blog is about, and why he was sharing it.</i></p>	<ul style="list-style-type: none"> <li>• Pae is the eldest of five children and his family were finally going to take a family photo, which they have never done before. They had enlisted the help of a professional photographer and chose a location that was the beach where his parents got married. They finally got their photos done even though the weather was dark and gloomy, and it looked like it might rain. Pae was leaving for university, and this would be a memory he could finally have with his family.</li> <li>• This is a memory that Pae wanted to note as a significant milestone in his and his family’s lives. Apart from himself, his parents, and his siblings, his two grandfathers were there, who are his last living grandparents.</li> <li>• This event is significant because it will be a reminder of his family while he is away at university.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies who Pae and his family are, how they finally were doing their proper family photo, and why this is important to him.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies who Pae and his family are and explains what the family is finally doing – a family photo – and why he is blogging about.</li> <li>• Uses supporting evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies Pae and his family, and the event that his family were finally doing – a family photo.</li> <li>• Provides thorough and connected reasons for why this event is significant and why he is blogging about it.</li> <li>• Uses supporting evidence from the text.</li> </ul>

<p><i>(b) Possible evidence showing understanding of how the weather connects to Pae's thinking about his life.</i></p>	<p>Surface level:</p> <ul style="list-style-type: none"> <li>• The rain could have threatened the photoshoot itself and ruined the day.</li> <li>• His siblings and grandfathers wore white and his parents, in bright island-designed clothes, stood out in the gloomy weather.</li> </ul> <p>Deeper level:</p> <ul style="list-style-type: none"> <li>• Connects to Pae's nerves about going to university – the sun coming out being a reminder it will all be ok. Family is the sun.</li> </ul> <p>It made Pae realise that, while he was scared / worried about attending university, he would still have the support of his family through it all even if they are apart. It reminded Pae that he would not be alone and, just as they had weathered other storms together before. The sun piercing through the clouds in the sky reminds Pae that he can always turn to his family who will be there for him.</p>	<ul style="list-style-type: none"> <li>• Describes the weather that Pae is having to deal with while they are doing their family photoshoot.</li> <li>• Provides an example of how the weather describes their family.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains what the weather has been like.</li> <li>• Provides examples of the weather during the photoshoot that makes him think about him and his family.</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough and connected explanation of the weather and how that identifies certain periods of time that Pae is thinking about with his family.</li> </ul>
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