

Assessment Schedule – 2025

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 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
0–6	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 1.

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 the target audience for the podcast.</i>	<ul style="list-style-type: none"> • First-time travellers who haven't been out of the Cook Islands and who want to start travelling. 	<ul style="list-style-type: none"> • Identifies the target audience. 		
<i>(b) Possible evidence showing understanding of what listeners can learn from this podcast.</i>	<ul style="list-style-type: none"> • They can learn about an expert's personal / authentic / professional experience and what they feel about travel to Australia. For example, Rangi gives personal information about his experience, including good and not so good things about travelling, like: <ul style="list-style-type: none"> ○ Australia is awesome but scary – there are crocodiles and snakes. ○ Being open-minded / not expecting things. For example, prices / cost of things. He had expected Australia to be cheaper than home and Aotearoa, but the prices were the same. ○ Don't believe everything you hear: For example, in general Australia is not cheaper than Aotearoa, though fresh produce is cheaper. Also, transport takes time as everything is far away, so give yourself more time than you expect, and get a travel card. ○ Make your own pace: Avoid being caught up in the fast pace if it doesn't suit you. 	<ul style="list-style-type: none"> • Explains what listeners can learn from the podcast. 	<ul style="list-style-type: none"> • Clear explanation of what listeners can learn from the podcast. • Connects the audience with the concept of travelling. 	Explains thoroughly what listeners can learn from the podcast through an exploration of key details of the text.

	<ul style="list-style-type: none">○ Be prepared: Know what to declare at Customs on return. If you plan to bring fresh produce, declare it at customs! Otherwise, it could be expensive – the fine for not declaring two mangoes was \$400.○ Buy fresh produce at home.			
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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 Abraham felt about what Zara told him.</i></p>	<ul style="list-style-type: none"> • Surprised / delighted / proud of his country, because: <ul style="list-style-type: none"> ○ An all-girls robotics team called The Cocobots overcame challenges to win a gold medal at the 2024 FIRST Global Challenge. ○ The Cocobots came from the tiny nation of the Cook Islands. ○ They were competing alongside other huge countries with larger pools of competitors. ○ Their win was history in the making. • Abraham seems surprised and shocked by The Cocobots' success. This is shown when he says, "Whaaat? Where? Who?" and "That's awesome coming from a tiny nation." This shows that he was not expecting the team from the Cook Islands to win. He thought it would be history in the making and seems inspired to take on new challenges himself. He seems to be positive about their achievements and wants to be a part of something like that. 	<ul style="list-style-type: none"> • Describes how Abraham felt. 	<ul style="list-style-type: none"> • Describes how Abraham felt AND links his feelings to parts of the conversation. 	<ul style="list-style-type: none"> • Discusses how Abraham felt AND uses detailed evidence to justify the answer.
<p><i>(b) Possible evidence showing understanding of what lessons young people can learn from the Cocobots.</i></p>	<ul style="list-style-type: none"> • Winning the alliance gold medal is important because not only did they achieve this for themselves, but they were able to put the Cook Islands on the map. This shows it does not matter if you come from a small nation, you can still compete and win against larger competitors favoured to win. This is important because it can inspire other people who may see themselves as underdogs to realise that they are just as capable as anyone else, regardless of any hurdles along the way. • Not only is it important for receiving the physical award, but the text shows that the girls proved to themselves that they could remain focused, lean on each other during huge amounts of pressure, 	<ul style="list-style-type: none"> • Explains what lessons young people could learn from The Cocobots. 	<ul style="list-style-type: none"> • Explains what lessons young people could learn from The Cocobots AND links to why this is important. 	<ul style="list-style-type: none"> • Thoroughly explains what lessons young people could learn from The Cocobots. • Uses supporting detail from the text to justify the answer.

	<p>and push through the nerves of being on the world stage.</p> <ul style="list-style-type: none">• They also learnt the importance of believing in themselves and each other. This sends a great message to others who may be interested in pursuing similar goals or undertaking a new challenge.			
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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.
<i>(a) Possible evidence showing understanding of what sporting events impressed Toa, and why.</i>	<ul style="list-style-type: none"> • The young man from Miti'āro, because he broke the previous record for the U18 Men's Shot Put. • The young lady from Mangaia, because she set a new women's high jump record. • The 13-year-old standout athlete from Aitutaki who was selected for the New Zealand Secondary School Athletics Champs. She was in all four events. 	<ul style="list-style-type: none"> • Describes what sporting events impressed. 	<ul style="list-style-type: none"> • Explains what sporting events impressed Toa, and why. 	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of what sporting event impressed Toa, and why. • Detailed and accurate use of evidence is used to support discussion.
<i>(b) Possible evidence showing understanding of what impact watching the Cook Islands Games had on Mana.</i>	<ul style="list-style-type: none"> • She wants to go home to compete at the 2029 Pacific Mini Games hosted in Rarotonga. • She wants to reconnect with her culture. • She loved that the games included traditional events like stilt racing, coconut husking, and tree climbing, as well as drumming, chants, and dancing, so that it is more than sports. • It brought the islanders together to compete and show the strength of her culture and people. • It inspired her to train for 100 m and represent her island Mangaia. • It started her dreaming about what she could achieve in the future with training. • It made her proud to be a Cook Islander. • It encouraged her to save money so she could go home and compete. 	<ul style="list-style-type: none"> • Demonstrates a general understanding of how Mana and Toa are inspired by the games. 	<ul style="list-style-type: none"> • Demonstrates an understanding of how Mana and Toa are inspired by the games. • Parts of the conversation are connected to show points of inspiration. 	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how Mana and Toa are inspired by the games. • Detailed and accurate use of evidence is used to support discussion.