

Assessment Schedule – 2025

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 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 Myra’s and Liam’s feelings about their NCEA results.</i>	<p>Myra:</p> <ul style="list-style-type: none"> Thrilled, because she couldn’t believe that she has two Excellence endorsements and three Merit. Happy because it was worth starting early with her study. Satisfied, but exhausted from all her efforts, perhaps does not realise she did not have a healthy balance. <p>Liam:</p> <ul style="list-style-type: none"> Relieved that he passed the exam. Worried that his parents will be very disappointed because he barely passed. Disappointed, because he did not answer all the questions in most exams. Feels he should have done better. 	<ul style="list-style-type: none"> Identifies Myra’s and Liam’s feelings. 	<ul style="list-style-type: none"> Explains Myra’s and Liam’s feelings. 	
<i>(b) Possible evidence showing understanding of what Myra and Liam can learn from each other.</i>	<p>What Myra could learn from Liam:</p> <ul style="list-style-type: none"> How to better balance study and leisure time so she would not be so exhausted / sick – even though she considers the exhaustion and stress worth it because she did so well. Myra could learn to include leisure in her study plan so that she is not so exhausted. Liam thought about balance between study and relaxing and wanted to hang out with his friends, and he still managed to pass. 	<ul style="list-style-type: none"> Identifies what each could learn from the other. 	<ul style="list-style-type: none"> Clear explanation of what each could learn from the other. Connects relevant ideas from the text to support response. 	<ul style="list-style-type: none"> Thorough explanation of what each could learn from the other. Uses detailed and accurate evidence to justify response.

	<p>What Liam could learn from Myra:</p> <ul style="list-style-type: none">• Liam could improve his time management. He left everything to the last minute and thought he could cram everything the night before each exam, but that didn't work out very well.• He did not plan. He could learn the importance of time management and planning during study leave from Myra, because all she did was study and eat snacks from the time she woke up until she went to bed. She said it helped her stay on track and she got great results.• Liam could make a plan and include more study time so that his results improve.			
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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.
<i>(a) Possible evidence showing understanding of how the fundraiser works.</i>	<ul style="list-style-type: none"> The student who sells the most tickets can be principal of Kūki 'Airani School for the day. The school will change and do what the winning 'principal' decides for the day. Students must see Mrs Tu for more information. 	<ul style="list-style-type: none"> Describes how the fundraiser works, response may lack detail. 	<ul style="list-style-type: none"> Clear explanation of how the fundraiser works. Relevant ideas are connected within the text to support the response. 	
<i>(b) Possible evidence showing understanding of how successful the notice will be.</i>	<p>The notice seems very likely to be successful, because:</p> <ul style="list-style-type: none"> It has caught the attention of the students, as shown by the conversation between Tuku and Lani. The prize of being principal for a day, being the boss of the teachers and the school, extending break times, changing start and finish times, using cell phones, and choosing food options as offered in the notice would appeal to students. It is clear from Tuku and Lani's conversation that they are not the only students interested in being principal. This is positive, because it means that the other students are likely to actively fundraise. It is also likely to be successful as Tuku and Lani are having an in depth (this is a matter of opinion) conversation about the role and gaining a deeper understanding and possibly respect for everything that their principal does. For example, that it is a tough job, there are meetings, running assemblies, and prize giving. Whilst Lani and Tuku discuss the more serious side of the role, they are still interested by it and have been captivated by the flyer and the idea of winning. 	<ul style="list-style-type: none"> Describes how successful the fundraiser might be. 	<ul style="list-style-type: none"> Explains how successful the notice might be through connecting different elements of the text to support the explanation. 	<ul style="list-style-type: none"> Thorough explanation of how successful the notice might be. Uses supporting detail from the text to justify the answer.

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 purpose of the discussion.</i>	<ul style="list-style-type: none"> To address concerns about marine conservation because the oceans cover more than 70% of our planet and are vital to the Earth’s climate, biodiversity, and food security. To look at what is causing people to be concerned. To discuss solutions to provide a sustainable future. 	<ul style="list-style-type: none"> Identifies the purpose of the discussion. 	<ul style="list-style-type: none"> Explains the purpose of the discussion, with supporting detail. Relevant ideas are connected within the text to support response. 	
<i>(b) Possible evidence showing understanding of the approaches that Keu and Tere have to marine conservation, and the differences and similarities.</i>	<p>Keu:</p> <ul style="list-style-type: none"> Would like to preserve the ocean and protect its resources by regulating fishing to prevent overfishing, because it is putting many species at risk of extinction. Pollution and climate change are destroying marine ecosystems, but protecting marine areas and regulating fishing practices can ensure sustainable resources for future generations and preserve the intricate balance of life in the ocean. Action has to be taken now, to prevent irreversible damage. The past has a solution. His ancestors understood that they were tiaki of the land, and their traditions work. For example, ra’ui allows revitalisation of our environment. <p>Tere:</p> <ul style="list-style-type: none"> Concerned about how imposing strict regulations and establishing marine protected areas will affect the local economy. For example, communities that depend on fishing for their livelihoods, reduces their access to vital resources. Conservation needs to balance environmental goals with the economic needs of the population. 	<ul style="list-style-type: none"> Explains some points of difference between Keu’s and Tere’s perspectives. 	<ul style="list-style-type: none"> Explains the differences between Keu’s and Tere’s perspectives and uses relevant evidence to support the answer. 	<ul style="list-style-type: none"> Thorough explanation of the differences between Keu’s and Tere’s perspectives. Uses supporting detail to justify perspective discussion and inference.