

Assessment Schedule – 2023

Cook Islands Māori: Demonstrate understanding of a variety of spoken Cook Islands Māori texts on areas of most immediate relevance (90873)

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 – 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 above.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Tere felt nervous while he waited for the start of the relay.</i>	<ul style="list-style-type: none"> His coach had changed his position in the relay from first runner to last runner. 	During training, he had been first runner. At the last minute his position in the team was changed to last runner. There were many supporters.	Tere felt that it was a privilege to be in the relay team and he could not let his friends, coach, and other supporters down. Despite the change in his position in the relay team, he had to do his very best to succeed.
<i>(b) Possible evidence showing understanding of how Tere's strategy helped his team win the race.</i>	<ul style="list-style-type: none"> Tere did not waste time looking back. He ran as fast as he could. 	Tere's team was last at the start, and gained ground during the race. Tere's strategy of concentrating only on his running helped win the race.	Despite the team being last at the start, Tere put all his energy into his running by not looking back to see his team's position when the baton was due to be passed to him. This enabled the team to win.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what happened to Apii's pig.</i>	<ul style="list-style-type: none"> The pig gave birth to piglets. Some piglets were dead when they were born. 	The pig gave birth, some survived but some piglets were already dead when they were born.	The pig gave birth on Saturday morning. Not all the piglets survived – out of the seven born, two died and five survived.
<i>(b) Possible evidence showing understanding of Apii plans to do after this experience, and why.</i>	<ul style="list-style-type: none"> Apii will use the internet to investigate the suspected cause of the piglets being born dead. He will be careful with the kind of food he gives his pigs when they are about to give birth. 	Apii suspects that the cause of the piglets being born dead may be the pig being fed crayfish. He intends to check on the internet.	The pigs are fed food scraps. Nga advises that she had heard that crayfish is harmful to animals. Crayfish was the only different item in the family diet recently. Apii intends to check on the internet, so he is careful what he feeds his pigs in future when they are about to give birth.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of why Ruta and her dad cut the lawn in the morning.</i>	<ul style="list-style-type: none"> • There was going to be a village inspection. • They cut the lawn in the morning while it was still cool. • Her father's friend wanted to use the mower later that day. 	There is no shade around the house, so they cut the lawn while it was still cool. Also, her father's friend wanted to use the mower later that day.	There was going to be a village inspection, so they had to make sure that their property looked good. They cut the grass in the morning because it is cooler and there is no shade around the house. Also, Ruta's father's friend wanted to borrow the lawnmower later in the day.
<i>(b) Possible evidence showing understanding of why they were exhausted at the end of the afternoon.</i>	<ul style="list-style-type: none"> • They had already cut the lawns in the morning. • There were different types of rubbish, such as roofing iron, tree branches, plastic, and glass bottles. • The steep bank made it harder to cart the rubbish to its proper place. 	They had been working since the morning. There are different types of rubbish, and the steep bank made it harder to move the rubbish to the recycle area and rubbish heap.	The many different types of rubbish had to be sorted and moved from the river channel, up a steep bank to the recycle area and rubbish heap. The afternoon was hot, and Ruta and her father had been working most of the day. They needed to get it done due to the inspection to get rid of mosquito breeding sites.