

NCEA Information Pack

Level 1 Cook Islands Māori

This document is a synthesis of the information available to teachers on the NZQA and TKI websites.

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[Moderator Newsletters](#)

The link above will take you to the webpage for the Moderator Newsletters. These will now come out twice per year, and will give you updates and information on any changes to NCEA. Please **ensure** that you check this page from time to time, as the information they provide can be very important and have a significant effect on the way you are assessing your students. The moderator newsletters are for ALL languages in the learning languages area.

Examples from 2017 – 2018 include:

Feb 2017

Updates to Level 3 Achievement Standards

The Ministry of Education published updated versions for the Level 3 Achievement Standards in most subjects in November, 2016. The changes appear to be limited to a new planned review date of 31 December 2018, and Explanatory Note 1 now including a reference to Te Marautanga o Aotearoa for all subjects except Te Reo, English and Learning Languages. However, assessors are advised to check the revised Level 3 standards relating to their programmes against the previous versions. Both the new and the previous versions appear together on the relevant NZQA [subject pages](#).

September 2018

Evidence requirements for standards

NZQA encourages innovative ways of collecting student evidence that may be used for assessment purposes. This could include evidence that contributes to multiple standards (integrated assessment), or different modes of collecting evidence such as blogs, video clips, etc.

Teachers are reminded that students submitting evidence beyond the requirements of a standard may impact on student workload. Additionally, a succinct response addressing standard criteria is preferable to a large volume of student evidence that may not necessarily deliver evidence of all the criteria of the standard(s) in question.

For more information on gathering evidence, refer to [Gathering evidence of achievement](#).

Digital submission of Languages materials for moderation

Please see the [guide to making digital submissions \(DOCX, 85KB\)](#).

It is important that students in the Interaction standards are clearly identified – this is beyond simply identifying the first speaker, e.g. if it is not video, then some sentences in English which give an indication of what the assessed speaker says are required.

Students within the App are labelled A – H, and labeling on the video files should correspond to this.

[Print](#)

Cook Islands Māori L6: Context elaborations

Students are expected to communicate information, ideas, and opinions, and express and respond to personal ideas and opinions in areas of most immediate relevance. The content and language of the communication is targeted beyond the immediate context to include the expression of opinions. Students are expected to understand and produce a variety of text types.

- [Context and text type](#)
- [Examples showing how the student](#)
- [Intercultural communicative competence](#)
- [What are context elaborations?](#)

Example 1: Return from Rarotonga

Josh — Tino! Nō nana 'i mātou 'i 'oki mai ei nō Rarotonga mai.

Tino — 'Ea 'a ē koe? 'I no 'o kōtou kī 'ea?

Josh — Ki kō 'i te Rarotongan Hotel. 'E mānea tikāi tēra ngā'i. Tēi 'ea tō kōtou 'are?

Tino — Kāre 'e mamao ana nō kona mai 'i tō kōtou ōtera. Tei Betela, 'i ūta 'i te arametua. 'E a 'a atu ei tēta 'i au 'anga 'anga tā kōtou 'i rave?

Josh — Ooou ... 'e 'aere 'ua āna mātou pā 'ī tai. Vaitata rāi ē, 'i te au rā katoatoa. Nō te vera ātu 'oki, 'e pā 'ī tai 'ua rāi te 'anga 'anga.

Tino — Manūia kōtou, 'eia 'a 'oki i konei, kāre tākiri au 'i taka 'i ake ki roto 'i te tai. Nō te anu 'oki.

Josh — Aaaai ... 'e 'aere ana rāi mātou ki kō 'i te māketē. 'Apinga tikāi te au kai tūkēkē. Reka tikāi tōku ngā metua 'i te poke.

Tino — E ngā 'i reka rāi nāku te 'aere ki te māketē. Nō reira e Josh, 'e a 'a 'i reira tō 'ou manako i tō mātou 'enua?

Josh — 'Apinga tikāi 'i te mānea. Te mānakonako nei mātou e kā 'oki 'akaou mātou 'a tēia mata 'iti ki mua.

Tino — 'Inā 'i reira. Pēnei ka āru atu au 'ia kōtou. Nāku 'i reira 'e 'apai 'ia kōtou ki te ngāi kāre kōtou 'i 'aere ana.

Context and text type

Josh, a learner of Cook Islands Māori in New Zealand, has just returned from a holiday in the Cook Islands. He is talking to his cousin Tino who has recently moved with his family from Rarotonga to New Zealand. Josh is keen to show off his improved language skills.

Text type

Conversational exchange, informal. Interactive.

Examples showing how the student is:

Communicating information, ideas, and opinions beyond the immediate context

Josh initiates the conversation because he has something to communicate:

- Tino! Nō nana 'i mātou 'i 'oki mai ei nō Rarotonga mai.

Josh gives some information about his holiday:

- Ki kō 'i te Rarotongan Hotel. 'E mānea tikāi tēra ngā'i.

He asks questions to gain information; for example:

- Tei 'ea tō kōtou 'are?

He gives an opinion about an aspect of his stay in Rarotonga:

- 'Apinga tikāi 'i te mānea.

He responds to questions. For example, when Tino asks his opinion:

- Nō reira e Josh, ea 'a i reira tō 'ou manako 'i tō mātou enua?

He is able to reply in extended text:

- 'Apinga tikāi 'i te mānea. Te mānako nei mātou e kā 'oki 'aka 'ou mātou ā tēia mata 'iti ki mua.

Expressing and responding to personal ideas and opinions

Josh expresses his reasons for going swimming:

- Nō te vera atu 'oki.

This prompts Tino to respond with his reason for not going swimming:

- Nō te anu 'oki.

Josh refers to a particular Cook Islands dish knowing that, given their shared knowledge, he doesn't have to explain what it is:

- Reka tikāi tōku ngā metua 'i te poke.

He uses the present continuous structure 'tē ... na' to indicate that he and his family are thinking about returning to the Cook Islands:

- Te mānako nei mātou e kā 'oki 'aka 'ou mātou 'a tēia mata 'iti ki mua.

A different construction would be used to express a future intention.

Communicating appropriately in different situations

Josh uses informal starters in the conversation:

- Ooou; Aaaa.

Although the conversation is informal in tone, Josh and Tino show 'tā 'aka 'aka' (respect) when they acknowledge what the other says, for example, when Josh says:

- 'apinga tikāi te mānea.

Josh uses the plural pronoun mātou to show that, when he says he has just come back from a holiday in the Cook Islands, he means himself and his family:

- Tino! Nō nana 'i mātou 'i 'oki mai ei nō Rarotonga mai.

Similarly, Tino's use of the plural pronoun kōtou is inclusive not only of Josh but also his family:

- Pēnei ka āru atu au 'ia kōtou.

Josh recalls particular activities from his holiday:

- Aaaa ... e 'aere ana rāi mātou ki kō 'i te māketē. 'Apinga tikāi te au kai tukēkē. Reka tikāi tōku ngā metua 'i te poke.

By recalling these events he makes connections between himself and Tino, and constructs shared knowledge. Tino acknowledges this in his reply:

- E ngā'i reka rāi nāku te 'aere ki te māketē.

Understanding how language is organised for different purposes

Josh varies his use of tenses; for example, he uses the 'kā' particle to indicate possible future actions:

- Te mānako nei mātou e kā 'oki 'aka 'ou mātou 'ā tēia mata 'iti ki mua.

He uses the 'e ... ana' structure to indicate a repeated action in the past. He and his family went to the market more than once:

- Aaaai ... 'e 'aere ana rāi mātou ki kō 'i te māketē.

He went swimming many times:

- 'e 'aere 'ua ana mātou pā'ī tai.

At one point he uses a negative structure to respond to a question:

- Kāre e mamao ana nō kona mai 'i tō, kōtou 'ōtera.

The conversation includes formulaic expressions of the kind that are typically used in this genre:

- 'Ea 'a e koe? (which is equivalent to 'Really?').

Josh shows his understanding of the two categories of possessives in Cook Islands Māori, the 'a' and the 'o' categories, when he uses 'tōku' appropriately in this sentence:

- Reka tikāi tōku ngā metua 'i te poke.

Opportunities for developing intercultural communicative competence

Explore students' understandings and personal experiences of going on holiday. What does the concept 'holiday' mean to them? What special holidays do the Cook Islands and New Zealand celebrate during the year? How are they celebrated? What meanings and values do these holidays have? How could these understandings help students communicate more effectively in Cook Islands Māori?

How might students explain to Cook Islands visitors the kinds of things they could do and experience during their New Zealand holiday. What kinds of language would they use? Would it be formal or informal? What formulaic expressions would be appropriate? What aspects of New Zealand life would they choose to talk about? What links would they be able to make to Cook Islands life and culture?

- Assessment for qualifications: Level 6
- Cook Islands Māori L6 context elaborations: Example 2
- Cook Islands Māori L6 context elaborations: Example 3

Last updated March 27, 2013

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Cook Islands Māori L6: Example 2

- [Context and text type](#)
- [Observations a student might make](#)
- [Intercultural communicative competence](#)
- [What are context elaborations?](#)

Example 2: Father-daughter conversation

Tiare — Kia orāna koe 'e pāpā. 'Ākara 'anga makimaki koe. 'Ea 'a tēra 'apinga 'e aua 'i mai ra nā roto mai 'i tō 'ou taringa? Kore ake koe te ta'u a 'i mai na.

Pāpā — 'E mā 'ine, meitaki kino atu 'a pāpā 'i tēia taime. Ko tā 'au e kite mai ra 'e vai rākau nō pāpā. Me kāre 'a pāpā e kai i tōna vai rākau, pekapeka te ngutu 'are.

Tiare — Pāpā, te 'akape 'ea mai na koe? Teia te nutipeapa 'e 'akamatakite nei 'i te kino 'o te 'ava 'ava, te mārō atu rāi koe. Tenā 'oki koe 'e pūngae 'ua ana. Kāre 'oki 'ē peke ana te 'oko 'i tā 'au 'ava 'ava. Te mārōki 'aki 'a i ā koe?

Pāpā — Ka 'akape 'ea nei rā 'oki au e mā 'ine. 'Ea 'a atu tāku nei rāvenga. Kā mate rai tāua 'ā tēta'i rā.

Tiare — 'Akaruke 'ia 'oki tā 'au 'ava 'ava. Kāre koe 'e 'inangaro ana 'i te kite 'i tā 'au au mokopuna?

Pāpā — Auē! koe taku tamā 'ine ē. 'Ati rava tē ngākau ō pāpā i tā 'au tuatua. Nō te a 'a, ka 'inangaro au 'i te kite 'i tāku au mokopuna.

Context and text type

Tiare is concerned about her father's smoking and the effects this is having on his health. She is trying to persuade him to quit.

Text type

Conversational exchange, semi-formal. Receptive.

Observations a student might make concerning:

Communicating information, ideas, and opinions beyond the immediate context

Tiare provides relevant information to support her argument:

- Teia te nutipeapa 'e 'akamatakite nei 'i te kino 'o te 'ava 'ava, te mārō atu rai koe.

Tiare uses questions effectively to keep the focus on her father's smoking:

- Kāre koe ē 'inangaro ana 'i te kite 'i tā 'au au mokopuna?

Tiare uses dramatic and figurative language for humour and to make her point, for example, when she comments that smoke comes out his ears, and that he looks like a burning rubbish heap:

- 'Ea 'a tēra 'apinga 'ē aua 'i mai ra nā roto mai 'i tō 'ou taringa? Kore ake koe te ta'u a 'i mai na.

Tiare stands up to her father's objections and finds new arguments with which to challenge him; for example:

- Akaruke 'ia 'oki tā 'au 'ava 'ava. Kāre koe e inangaro ana 'i te kite 'i tā 'au au mokopuna?

Throughout the conversation Tiare's father counters her objections in a respectful manner, for example:

- Meitaki kino atu a pāpā i tēia taime.

Expressing and responding to personal ideas and opinions

Tiare uses questions to express her opinions and persuade her father to listen to her; for example:

- Te mārōki 'aki 'a i ā koe?

In response to her father's points of view, she offers facts about consequences:

- Tenā 'oki koe 'ē pūngae 'ua ana. Kāre 'oki ē peke ana te 'oko 'i tā 'au 'ava 'ava.

Pāpā uses comparisons to try and convince his daughter of his point of view:

- Ko tā 'au e kite mai ra 'e vai rākau nō pāpā.

Communicating appropriately in different situations

Through the way she greets her father, Tiare demonstrates the Cook Islands values of 'piri 'anga' (relationships) and 'tā 'aka 'aka' (respect):

- Kia orāna koe 'ē pāpā.

Pāpā uses emotive language to convey a point of view:

- Auē! koe taku tamā 'ine ē.

Even though Tiare is persistent, her father continues to be respectful of her opinion; for example:

- Auē! koe taku tamā 'ine ē. 'Ati rava tē ngākau ō pāpā i tā 'au tuatua.

Understanding how language is organised for different purposes

The text illustrates the use of short, simple sentence patterns which are a feature of conversational exchanges; for example:

- 'Ea 'a atu tāku nei rāvenga.

The use of emotive language to convey a point of view is a feature of persuasive language; for example:

- Ka 'akapē 'ea rā oki au e mā 'ine.

The father shows respect for Tiare's concern for him:

- Meitaki kino atu 'a pāpā 'i teia taime.

The father uses a generalisation to avoid responding directly to the issue:

- Ka mate rāi tāua 'a tēta 'i rā.

The value of 'tā 'aka 'aka' (respect) is evident throughout the conversation. For example, the father uses terms that indicate his respect for his daughter and emphasise the importance of their relationship:

- 'E māi 'ne, e taku tamā 'ine.

The value of 'piri'anga' (relationships) is further expressed when Tiare stands up to her father's objections and finds new, family oriented arguments with which to challenge him:

- 'Akaruke 'ia 'oki tā 'au 'ava 'ava. Kāre koe 'ē 'inangaro ana 'i te kite 'i tā 'au au mokopuna?'

Opportunities for developing intercultural communicative competence

Investigate the kinds of language that family members in the Cook Islands use when talking to each other. What particular words are used: for example, ways of addressing or referring to family members? What formulaic expressions are regularly used, for example, greetings? What kinds of respectful language are used? How are these language forms different from those that a non-family member would use?

How might students use the knowledge they have gained to communicate respectfully with other speakers of Cook Islands Māori?

Think of possible subjects (for example, alcohol) for discussions that could be conducted in socially appropriate ways in Cook Islands Māori in a range of different texts (oral, visual, written).

- Assessment for qualifications: Level 6
- Cook Islands Māori L6 context elaborations: Example 1
- Cook Islands Māori L6 context elaborations: Example 3

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Cook Islands Māori L6: Example 3

- [Context and text type](#)
- [Examples showing how the student](#)
- [Intercultural communicative competence](#)
- [What are context elaborations?](#)

Example 3: Invitation

Kia orāna e Mā 'ine Māria.

Ko Tioni tōku ingoa. Nō te āpi 'i tuarua ō Otahuhu mai au.

'Aere mai au 'i teia rā 'i te pati atu ki ā koe, kia aere mai koe ki tā mātou api 'i nō te tuatua atu ki te au tamariki 'i roto 'i tōku pupu. Te tumu manako, kai 'ava 'ava.

Te kite nei au, te ma 'ata nei te au tamariki 'e kai 'ava 'ava nei. Tōku manako, me 'aere mai koe, kā riro tē rēira 'ei tauturu atu 'ia mātou 'i te tākore atu 'i tēia peu. Pāpū iāku, ka mataōra te au tamariki, 'e tōku au 'oa nō tā 'au ka āpi 'i mai.

Meitaki ma 'ata nō tō 'ou taime.

Kia orāna ē kia manuia.

Context and text type

A student invites a health representative to come and speak to his class about issues related to smoking.

Text type

Oral invitation. Productive.

Examples showing how the student is:

Communicating information, ideas, and opinions beyond the immediate context

Tioni uses an appropriate and formal form of address:

- Kia orāna 'e Mā 'ine Māria.

He communicates his worries and concerns about student smoking:

- Te kite nei au, te ma 'ata nei te au tamariki 'e kai 'ava 'ava nei.

He states the importance of having an expert's point of view on the matter:

- Tōku manako, me 'aere mai koe, kā riro tē rēira 'ei tauturu atu 'ia mātou 'i te tākore atu 'i tēia peu.

Expressing and responding to personal ideas and opinions

Tioni gives a personal opinion:

- Pāpū iāku, ka mataora te au tamariki, e tōku au 'oa nō tā 'au ka āpi 'i mai.

The phrase 'Tōku manako' ... is used at the beginning of the sentence to indicate that Tioni is about to give a personal opinion.

He clearly states that he is writing in response to a health need he recognises in his peers:

- Te kite nei au, te ma 'ata nei te au tamariki 'e kai 'ava 'ava nei.

Tioni expresses certainty about the reaction of his fellow students:

- Pāpū iāku, ka mataora te au tamariki, e tōku au 'oa nō tā 'au ka āpi 'i mai.

Communicating appropriately in different situations

Tioni greets the health representative respectfully, using 'Mā 'ine' (equivalent to 'Miss') in front of her name:

- Kia orāna e Mā 'ine Māria.

He uses polite language to convey his message and ensure a positive response:

- ka mataora.

He uses the formal conventions associated with this text type, for example, the formulaic expression:

- Meitaki ma 'ata nō tō 'ou taime.

Tione shows humility when he states that the reason for the invitation is his concern for the well being of his classmates:

- 'Aere mai au 'i teia rā 'i te pati atu ki ā koe, kia aere mai koe ki tā mātou 'api 'i nō te tuatua atu ki te au tamariki 'i roto 'i tōku pupu.

Understanding how language is organised for different purposes

Tioni uses the term 'Mā 'ine' before the health representative's first name:

- Kia orāna ē Mā 'ine Māria.

In Cook Islands Māori, this is a respectful form of address (directed towards a young woman). In other cultures, use of the family (rather than given) name or some other form of address may be more respectful.

The invitation begins with the formal greeting:

- Kia orāna e Mā 'ine Māria,

and ends with a formal goodbye:

- Meitaki ma 'ata nō tō 'ou taime; Kia orāna 'ē kia manuia.

These formulaic expressions are consistently used in such contexts.

The invitation demonstrates 'tā 'aka 'aka' (respect). The use of respectful language (for example, Kia orāna e Mā 'ine Māria) gives it a formal tone.

Tioni shows his respect for the person by standing to deliver the invitation. In this way he acknowledges age and status; the person is older than him and has expert knowledge.

In its written form, the oral invitation has long sentences. Commas separate the ideas. A speaker would normally pause where the commas are placed. In that sense, the delivery of the speech would be in shorter 'sentences'.

The word 'āpi 'i' is used in the text in different ways. In one place it refers to the school Tione attends:

- Nō te 'āpi 'i tuarua 'o Otahuhu mai au.

In another place, it has the sense of 'teach', 'instruct':

- ... kia 'aere mai koe ki tā mātou 'āpi 'i nō te tuatua atu ki te au tamariki 'i roto 'i tōku pupu. Students could explore the uses of 'api 'i' in different texts.

Opportunities for developing intercultural communicative competence

Discuss the forms of respect, including body language, that are considered appropriate in Cook Islands Māori culture when requesting assistance. Students can compare how respect is expressed in similar situations in their own cultures.

Compare and contrast different ways of inviting people for different purposes in the Cook Islands and New Zealand cultures. Would the invitations normally be in the form of oral, written, or visual texts? Investigate when invitations are appropriate; for example, do people need invitations or do they just know that they are welcome? Depending on the purpose, how is language (oral, written, visual) used in invitations? How could students use these understandings to convey invitations in Cook Islands Māori?

- Assessment for qualifications: Level 6
- Cook Islands Māori L6 context elaborations: Example 1
- Cook Islands Māori L6 context elaborations: Example 2

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NCEA Level 1 Languages

Conditions of Assessment

General Information

Subject Reference	Cook Islands Māori
Domain	Cook Islands Māori
Level	1

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic
- any other relevant advice specific to an achievement standard.

NB: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](#) website. This should be read in conjunction with these Conditions of Assessment.

This document should be read in conjunction with *The New Zealand Curriculum* (Ministry of Education, 2007).

For All Standards

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a

programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio). This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

Unmodified extracts from any external source should not be included without acknowledgement of sources and will not be considered for the final achievement judgement.

Specific Information for Individual Internal Achievement Standards

Achievement Standard Number	1.2
Title	Give a spoken presentation in COOK ISLANDS MĀORI that communicates a personal response
Number of Credits	4
Version	2

This achievement standard involves using COOK ISLANDS MĀORI to give a spoken presentation that communicates a personal response.

Sufficiency of Evidence

Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

One minute is a suggested guideline for appropriate length.

Where a presentation is made by a group, each person will be assessed individually.

Collection of Evidence

Digital audio or video evidence are suitable ways of collecting evidence.

Prompts

Communication is the focus of the assessment. The presentation may be supported by prepared notes/cue cards/props/other supporting material/a copy of the text, but not read verbatim/in its entirety.

Aids to memory such as those suggested above should enhance and not detract from the presentation.

Feedback and Feed Forward

Teachers may provide suitable feedback and feed forward during the preparation phase of the presentation. This may be on the written or oral aspects of the presentation.

Teacher feedback and feed forward on student's drafts should be holistic to ensure the final presentation remains a true representation of the student's ability. More than one opportunity for feedback could compromise authenticity.

Presentation

This standard assesses the student's ability to present to an audience. The audience will be determined by the purpose of the presentation e.g. a Youtube clip, a speech competition, a podcast to an exchange school.

Achievement Standard Number	1.3
Title	Interact using spoken COOK ISLANDS MĀORI to communicate personal information, ideas and opinions in different situations
Number of Credits	5
Version	2

This achievement standard involves a range of spoken interactions in COOK ISLANDS MĀORI to share personal information and opinions in personal and transactional situations.

Sufficiency of Evidence

A range of interactions involves at least two interactions.

Tasks should provide opportunities for students to demonstrate language use across a range of contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence given meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

A total of three minutes speaking time is a guideline for this standard.

Where an interaction involves a pair or group, each person will be assessed individually.

The focus of this standard is the successful negotiation of meaning in a realistic context.

In interactions, there is a level of spontaneity not apparent in prepared oral presentations. Features of interactions which contribute to natural communication include such things as:

- referring back to things that have already been said
- clarifying
- negotiating meaning
- using colloquial and formulaic expressions appropriate for the contexts.

Collection of Evidence

The interactions could involve pair, group or class based interactions, which may be 'free' and/or 'controlled' production (*Ellis, 2005*).

It may be appropriate for prompts such as photos, mind-maps or diagrams to be available to students during an interaction.

It is expected that at least one piece of evidence will be in digital format.

Records of evidence could be digital recordings in various formats e.g. video, cell phone, or other appropriate digital formats.

Feedback and Feed Forward

Teacher feedback and feed forward after listening to interactions may improve students understanding of the interaction criteria for future interactions.

Achievement Standard Number	1.5
Title	Write a variety of text types in COOK ISLANDS MĀORI on areas of most immediate relevance
Number of Credits	5
Version	2

This achievement standard involves writing a variety of texts to communicate in COOK ISLANDS MĀORI for genuine purposes with the support of resources.

Evidence

A range of commonly used real life resources which may be used to support drafting and reworking could include search engines, word lists, spell and grammar checkers, pamphlets, dictionaries, text books, grammar notes, people – friends, family, native speakers.

Sufficiency of Evidence

A variety of texts involves at least two pieces of writing.

Tasks should provide opportunities for students to demonstrate language in different contexts and for a range of purposes, and enable achievement at all levels. Provided the evidence meets the communicative purpose(s) of the task(s), the length of the evidence may vary however at all times, quality is more important than length.

300 words, 600 kana or 300 Chinese characters is a suggested guideline for this standard.

Collection of Evidence

Evidence of at least two text types should be collected. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level reasonably consistently rather than accidentally and occasionally. Selection of evidence would be made by the student. Types of written evidence could be handwritten or electronic. The final selection is considered as a whole for grade allocation.

Stages of writing may include brainstorming, outlining, drafting, revising, proof-reading and final draft. The selection of evidence will showcase the individual's final work.

Feedback and Feed Forward

Teacher feedback and feed forward on student's drafts should be holistic to ensure the final product remains a true representation of the student's ability. More than one opportunity for feedback could compromise authenticity.

Achievement Standard

Subject Reference Cook Islands Māori 1.2

Title Give a spoken presentation in Cook Islands Māori that communicates a personal response

Level 1 **Credits** 4 **Assessment** Internal

Subfield Languages

Domain Cook Islands Māori

Status Registered **Status date** 9 December 2010

Planned review date 31 December 2019 **Date version published** 20 November 2014

This achievement standard involves using Cook Islands Māori to give a spoken presentation that communicates a personal response.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Give a spoken presentation in Cook Islands Māori that communicates a personal response. 	<ul style="list-style-type: none"> Give a convincing spoken presentation in Cook Islands Māori that communicates a personal response. 	<ul style="list-style-type: none"> Give an effective spoken presentation in Cook Islands Māori that communicates a personal response.

Explanatory Notes

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to communicate a personal response.
- Definitions
A *personal response* could include but is not limited to:
 - describing and/or responding to images or cultural practices
 - telling a story or stories
 - reporting family, personal, or everyday events
 - describing opinions, emotions, or feelings elicited by stimulus material
 - self-introduction or welcome.

Communicates a personal response refers to expressing personal information, ideas and opinions in culturally appropriate spoken Cook Islands Māori.

Communication is achieved overall, despite inconsistencies, such as:

- language features
- pronunciation
- intonation
- rhythm patterns
- delivery speed or audibility
- stress patterns
- tones.

Convincing means that there is development of the information, ideas and opinions which is generally credible and connected. The presenter selects and uses a range of language and language features that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

Effective means that there is development of the information, ideas and opinions which is controlled and integrated. The presenter capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.

- 4 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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Replacement Information

This achievement standard replaced unit standard 16721 and AS90079.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEĀ

Internal Assessment Resource

Cook Islands Māori Level 1

This resource supports assessment against:
Achievement Standard 90874 version 2
Give a spoken presentation in Cook Islands Māori that
communicates a personal response

Resource title: Akauruuruanga Ariki

4 credits

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education	February 2015 Version 2 To support internal assessment from 2015
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90874-02-4499
Authenticity of evidence	Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement Standard Languages 90874: Give a spoken presentation in Cook Islands Māori that communicates personal response

Resource reference: Languages 1.2 v2 Cook Islands Māori

Resource title: Akauruuruanga Ariki

Credits: 4

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 90874. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to give a presentation in culturally appropriate spoken Cook Islands Māori expressing personal information, ideas and opinions.

A variety contexts and scenarios are possible for a spoken presentation and the selection will depend on individual teaching programmes, and the interest and needs of your student.

Students need to be aware that at this level, they are required to communicate beyond the immediate context, for example communicating about the past and/or future. Discuss with students how this might be done.

It is important that you set tasks which allow students to show their mastery of language and culture in the language.

Conditions

Presentations will be given in front of the class and recorded for assessment purposes. They should be about 1 minute in length but quality is more important than quantity.

Students may work, individually in pairs, or in a group. Where two or more students construct and perform a presentation together each must have a significant role in both the creation and presentation so that there is sufficient evidence for assessment of individual performance.

When delivering their presentation students may have prepared notes, cue cards, props, other supporting material, a copy of the text with them, but they may not read directly from their notes. To do so will mean they have not met the standard.

Resource requirements

The students will need access to audio and/or video recording equipment.

Additional information

None.

Internal Assessment Resource

Achievement Standard Languages 90874: Give a spoken presentation in Cook Islands Māori that communicates a personal response

Resource reference: Languages 1.2 v2 Cook Islands Māori

Resource title: Akauruuraanga Ariki

Credits: 4

Achievement	Achievement with Merit	Achievement with Excellence
Give a spoken presentation in Cook Islands Māori that communicates a personal response.	Give a convincing spoken presentation in Cook Islands Māori that communicates a personal response.	Give an effective spoken Presentation in Cook Islands Māori that communicates a personal response.

Student instructions

Introduction

This assessment activity requires you to give a presentation in culturally appropriate spoken Cook Islands Māori, expressing personal information, ideas and opinions.

You will give your presentation in front of the class, where it will be recorded for assessment and moderation purposes. It should be about 1 minute in length, but quality is more important than quantity.

You will be assessed on to what extent you are able to communicate and use a range of language and language features appropriate to the task and the audience.

Before the assessment, your teacher will discuss the requirements of the standard including what you need to show in your spoken presentation.

Task

Te Akauruuruanga Ariki (Investiture of a high chief)

A cohort of Cook Islands students from Australia is coming to visit your school on cultural exchange. You have been selected to represent your school to give a presentation to the visiting school on the cultural event 'Akauruuruanga Ariki' that has just taken place on your island.

Your presentation could include:

- A self introduction including a metaphor and your personal details.
- A brief description of the traditional title of an Ariki.
- The roles of different people that performed the investiture on the day
- The activities that were held on the investiture day.
- Your personal response to this cultural event.

You may use Māori saying or chants that are relevant to the task as an introduction to your presentation or at the end.

All work must be your own. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.

You may not use the language from the language samples unless it has been significantly reworded.

You may use prepared notes, cue cards, props, photos or other supporting materials, but you must not read from them. If you do so you will not achieve the standard.

A quality presentation will:

- Communicate personal information, and/or ideas, and/or opinion(s) in culturally appropriate Cook Island Māori.
- Successfully select and use a range of language features that are fit for purpose and audience.
- Use language without inconsistencies that interfere with communication.
- Communicate beyond the immediate context, for example the present, past, and/or future.

Assessment schedule: Languages 90874 Cook Islands Māori – Akauruuraanga Ariki

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student provides a recording of a spoken presentation about 'Akauruuraanga Ariki'. The spoken presentation is about one minute long.</p> <p>In the presentation, the student shares personal information, and ideas or opinion(s) that are relevant to the task.</p> <p>There is evidence of communicating beyond the immediate context, for example, communicating about the, present, and/or future.</p> <p>Communication is achieved overall, although understanding may be hindered in some places by inconsistencies.</p> <p>For Example:</p> <p><i>“E upoko Ariki te tamarumarū i toku matekeinanga”</i></p> <p><i>Kia orana tatou katoatoa i teia popongi,</i></p> <p><i>Ko.....toku ingoa,</i></p> <p><i>E matekeinanga noku ko Nurau. Kua akauruuruia a Tou ariki ki runga i tona marae ko Mangareiota. E angaanga maata teia tei raveia ki runga i te enua.</i></p> <p><i>E mea umere tikai te angaanga tei raveia i teia ra.</i></p>	<p>The student provides a recording of a spoken presentation. 'Akauruuraanga Ariki'.</p> <p>The spoken presentation is about one minute long.</p> <p>In the presentation, the student shares personal information, and ideas or opinion(s) that are relevant to the task.</p> <p>There is evidence of communicating beyond the immediate context, for example, communicating about the past, present, and/or future.</p> <p>There is development of the information and ideas or opinion(s), which is generally credible and connected.</p> <p>The student selects and uses a range of language and language features that are fit for the purpose and audience.</p> <p>Communication is achieved and understanding is not significantly hindered by inconsistencies.</p> <p>For Example:</p> <p><i>« E upoko Ariki »</i></p> <p><i>Kia orana.....</i></p> <p><i>Kotoku ingoa</i></p> <p><i>E matakeinanga noku.....</i></p> <p><i>I te popongi o te akauruuraanga, kua kaveia atu te kura e te orooro o te ariki, no te akakiteanga i te angaanga te ka raveia i teia ra, ki nga ariki e toru i runga i te enua, Kua aao te katoatoa i te kakau rauti i taua ra. E</i></p>	<p>The student provides a recording of a spoken presentation. 'Akauruuraanga Ariki'.</p> <p>The spoken presentation is about one minute long.</p> <p>In the presentation, the student shares personal information, and ideas or opinion(s) that are relevant to the task.</p> <p>There is evidence of communicating beyond the immediate context, for example, communicating about the past, present, and/or future.</p> <p>There is development of the information and ideas or opinion(s), which is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience.</p> <p>Communication is achieved and understanding is not hindered by inconsistencies.</p> <p>For Example:</p> <p><i>« E upoko ariki..... »</i></p> <p><i>Kia orana....</i></p> <p><i>Kotoku ingoa,</i></p> <p><i>‘E akarongo mai ana koe e taku ariki, me topa taku korero kare koe e roa ki runga i te taonga, me mou ra taku korero ka roa koe ki runga i te taonga i na te Taunga a Karakia ai. E au korero pakari tikai te au korero tei vaaia mai e te au taunga i te reira ra. Te au</i></p>

	<p><i>takake rai te kakau o te au aronga rave angaanga, Kua mataora te pukuatu i te kiteanga i te tapu e te ngateitei i te peu a to tatou ui tupuna. Ko te mea manea ra kua taangaangaia te au pakau natura.</i></p>	<p><i>aiteanga puta rava ki te manava. Te vai atu ra rai tetai au angaanga mamaata e te manea tei raveia i te reira ra. Te akameitaki nei ra au i te Atua, ko au tei riro ei kite i te tu karape e te ngateitei i te peu a to tatou ui tupuna. Teia toku reo kia tatou katoatoa te uki o teia tuatau, 'Mouriaia te korero a to tatou ui tupuna, ripiria ki te papa o to tatou au ngakau kia Rangatira tatou no te tuatau ki mua, e tau ei te tuatua e 'E tama/maine Kuki Airani au.'</i></p> <p><i>IE...KO....KO.</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Clarifications for Level 1 Languages

Presentation

Show: [Languages Homepage](#) | [All Languages clarifications](#)

Give a spoken presentation that communicates a personal response

Updated December 2016. The section on feedback and feed forward has been updated.

Feedback and feed forward on drafts

Teacher feedback and feed forward on students' drafts should be holistic to ensure that the final product remains a true representation of the student's ability. More than one opportunity for feedback will compromise authenticity. Complex language, with few or no errors, may indicate that too much feedback has been given.

Language should be the student's own work. Resources should be used appropriately and large chunks of lifted language should be either avoided completely or referenced and not included in the assessed work.

Content

These standards involve expressing personal information, ideas and opinions. In order to fulfil the NZC level requirements, the student must also show that they are able to communicate beyond the immediate context, for example, past and future events. The context for the presentation will decide whether students communicate about past and/or future events within the presentation.

The best presentations are to the point and close to the allocated times. Development does not equal length. Suggested time for a level 1 presentation is one minute.

The purpose of this presentation is delivery to an audience. This could be either a face to face or an online audience. Tasks should ensure that students will have a context which requires a presentation as opposed to a piece of writing, e.g. a video/podcast recording introducing yourself to an intended host family.

Communication and language

As this is a spoken presentation, inconsistencies do not relate solely to errors in vocabulary or grammar. Inconsistencies in communication may relate to the following: language features, pronunciation, intonation, rhythm patterns, delivery speed, audibility, stress patterns, tones. Incorrect language/inconsistencies will affect the grade to the extent that they hinder communication.

Language features should be taken into account when allocating a grade. A speaker who speaks very quickly without pausing appropriately for new sentences may have a presentation which, would receive Excellence as a piece of writing, but which will receive a Merit for this standard. Inconsistencies in delivery speed and stress patterns may mean that the communication of the message is hindered. Delivery may ultimately affect the grade.

The nature of the language features used will also be determined by the fact that this is a spoken presentation, e.g. at level 1 this could be the use of simple rhetorical questions such as 'don't you think?'

Delivery of presentation

Cue cards/text should only be used for support, and students may not read their presentation in its entirety. If they do so, they cannot be awarded the standard.

Achievement Standard

Subject Reference Cook Islands Māori 1.3

Title Interact using spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations

Level 1 **Credits** 5 **Assessment** Internal

Subfield Languages

Domain Cook Islands Māori

Status Registered **Status date** 9 December 2010

Planned review date 31 December 2019 **Date version published** 20 November 2014

This achievement standard involves a range of interactions using spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Interact using spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations. 	<ul style="list-style-type: none"> Interact using convincing spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations. 	<ul style="list-style-type: none"> Interact using effective spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations.

Explanatory Notes

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to communicate personal information, ideas and opinions.
- Definitions
Interact refers to a range of culturally appropriate spoken and gestural exchanges in Cook Islands Māori. The interactions are to be for a given purpose and could be face to face or technologically facilitated.

Interactions are characterised by:

- a genuine purpose

- negotiating meaning
- initiating and maintaining
- participating and contributing
- natural language
- using different language for different purpose(s)
- using conventions (eg cultural, courtesies, gestures)
- contextually appropriate language
- using simple interactive strategies such as fillers, questioning, thanking, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

Interaction may be hindered in some places by inconsistencies in:

- language features
- understanding
- pronunciation
- intonation
- rhythm patterns
- delivery speed or audibility
- stress patterns
- tones.

Personal information includes opinions, ideas and information that relate to the student's life, and may include formal cultural responses.

Formal cultural responses refer to language and cultural responses in formal situations and rituals (eg rituals and protocols around food, gift giving, different ways of interacting with elders).

Different situations include a selection of transactional, social, conversational, formal cultural, and routine contexts.

Communicate personal information, ideas and opinions means to share information, ideas and opinions that are relevant to the context (eg conversations about past and future events, incidental social exchanges, short plays and unprepared interactions on areas of most immediate relevance).

Areas of most immediate relevance refer to language related to basic personal information and past, present and/or future experiences (eg family, shopping, local area, events and activities).

Convincing spoken Cook Islands Māori refers to interaction showing use of a range of language that is fit for the context and generally successful selection from a repertoire of language features and strategies to support the interaction. Interaction is not significantly hindered by inconsistencies.

Effective spoken Cook Islands Māori refers to interaction showing successful use of a range of language that is consistently fit for the context and skilful selection from a repertoire of language features and strategies to support the interaction. Interaction is not hindered by inconsistencies.

- 4 At all times, the quality of the selection of interactions, considered as a whole, is more important than the length.
 - 5 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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Replacement Information

This achievement standard replaced unit standard 16720 and AS90080.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Internal Assessment Resource

Languages Level 1

This resource supports assessment against Achievement Standard 90875 version 2

Standard title: Interact using spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations

Credits: 5

Resource title: Win a Trip

Resource reference: Languages 1.3A v4 Cook Islands Māori

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education	January 2016 Version 4 To support internal assessment from 2016
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number A-A-01-2016-90875-03-4679
Authenticity of evidence	Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 90875

Standard title: Interact using spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations

Credits: 5

Resource title: Win a Trip

Resource reference: Languages 1.3A v4 Cook Islands Māori

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to present selected recordings of a range of their spoken interactions in a variety of situations. The type of interaction will depend on the scenario or activity chosen. Guide students about the types of interactions they might have, and/or create/adapt interactions to suit the topic being studied at the time.

Students are told that the local cultural association is offering a trip to Cook Islands. The organisation is looking for students who have made a real effort to talk in Cook Islands Māori as much as possible. For their entry for the competition, the students have to make a collection of their best Cook Islands Māori interactions.

Provide or ensure students select for themselves situations that allow them to show their control of language rules and culture in language. For further details, see the Senior Secondary Teaching and Learning Guides for Languages:
<http://seniorsecondary.tki.org.nz/>

Include a range of interactions that involve free, meaning-focused language production, as well as more controlled and form-focused production. It is not appropriate for students to learn, rehearse, and then present scripted role plays.

Conditions

Students will need to begin recording interactions from the beginning of the assessment process (which may be as early as term 1) and manage the storage of their recordings.

Methods for recording interactions could include videoing role play, recording with a cell phone a conversation in the classroom, or digitally recording a conversation in a

computer lab. You or the students will need to store each recording in a safe and accessible location.

Students will select for assessment a minimum of two recorded interactions from different situations. Their total individual spoken contribution over their selected interactions needs to be about three minutes.

Make sure you give feedback to students throughout the year to help them submit recordings that represent their best work. You might ask a student to change their selection if you think it does not reflect their full ability.

Students are rewarded for contributing to and maintaining the interaction. Their range of language in the interactions is shown mainly through their ability to use a range of appropriate conversational strategies to maintain and sustain the interaction, rather than through their ability to use grammatical structures.

Assess the students holistically across the range of evidence provided. Students need to show they can use the language consciously and reasonably consistently, rather than accidentally and occasionally.

Resource requirements

The students will need access to audio and/or video recording equipment.

Additional information

This resource material should be read in conjunction with:

- the Senior Secondary Teaching and Learning Guides for Languages:
<http://seniorsecondary.tki.org.nz/>
- NCEA Level 1 Languages Conditions of Assessment:
<http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

Internal Assessment Resource

Achievement standard: 90875

Standard title: Interact using spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations

Credits: 5

Resource title: Win a Trip

Resource reference: Languages 1.3A v4 Cook Islands Māori

Student instructions

Introduction

This task requires you to interact in Cook Islands Māori in a range of different situations. You will interact with a classmate, your teacher, and/or in groups.

You will complete this work over time, throughout the year.

You will be assessed on how well you are able to use spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations.

Task

During the year, you will make audio or video recordings of yourself using Cook Islands Māori in a range of spoken interactions.

As you work, record each interaction and store it in a suitable manner. Your teacher will provide specific details.

Teacher note: Provide specific instructions to suit your context, for example, on the school server or on a class page set up on a digital site.

At the end of the assessment period, select a minimum of two of your recorded interactions for assessment.

Make sure that in your selected interactions, your total spoken contribution is about three minutes and all the work is your own. Quality is more important than quantity.

You may not use the language from the language samples unless it has been significantly reworked.

Cue cards may not be used. You may use authentic context material suitable to the task, for example, a shopping list or map, but you may not read from it.

Scenario

A local organisation is offering a huge prize – a trip to Cook Islands! They are looking for students who have made a real effort to talk in Cook Islands Māori as much as possible. For your entry for the competition, you have to make a collection of your best Cook Islands Māori interactions.

The organisation wants you to choose your own interactions for submission to the competition.

Make sure you choose different situations for each interaction and check each choice with your teacher before you begin work on it.

Base each interaction on the topic you are studying at the time.

The organisation has provided the following examples to guide you:

- a discussion planning an everyday event, such as a party or what to do on the weekend
- a phone call to your friend after a day away from school to find out what you have missed and what you need to prepare for the next day
- a conversation between you and a partner in which you discuss what you hope to see and do if you win the prize
- a conversation in which you help a Cook Islands Māori-speaking tourist in your town
- a television commercial for a Cook Islands Māori product, in which you give some information about the product (real or imaginary) and discuss what you like about it.

Teacher note: Adapt these examples to suit your students and context.

Assessment schedule: Languages 90875 Cook Islands Māori – Win a Trip

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student interacts using spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations.</p> <p>The student provides a collection of recordings of at least two different spoken interactions.</p> <p>The total student contribution to the interactions is about three minutes.</p> <p>The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.</p> <p>The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.</p> <p>Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.</p> <p>The student achieves communication overall, although inconsistencies may hinder understanding in some places.</p> <p>For example:</p> <p>A: <i>Kia orana. Ko Strickland toku ingoa. Ka rauka i a koe i te akakite mai i tetai au ngai rongonui o teia enua?</i></p> <p>B: <i>Ae, Ko Mere toku ingoa. Teia tetai au ngai rongonui; marae, tapataatai. Eaa ra taau e inangaro i te kite?</i></p> <p>A: <i>Kare au i kite, eaa ra toou manako?</i></p>	<p>The student interacts using convincing spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations.</p> <p>The student provides a collection of recordings of at least two different spoken interactions.</p> <p>The total student contribution to the interactions is about three minutes.</p> <p>The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.</p> <p>The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.</p> <p>Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.</p> <p>The student uses a range of language that is fit for the context.</p> <p>The student is generally successful in selecting from a repertoire of language features and strategies to support the interaction.</p> <p>The student achieves communication, and inconsistencies do not significantly hinder understanding.</p> <p>For example:</p> <p>A: <i>Kia orana. Ko Strickland toku ingoa, E turoto au e ka inangaro au i te kite i tetai au ngai</i></p>	<p>The student interacts using effective spoken Cook Islands Māori to communicate personal information, ideas and opinions in different situations.</p> <p>The student provides a collection of recordings of at least two different spoken interactions.</p> <p>The total student contribution to the interactions is about three minutes.</p> <p>The interactions are in different situations, for example, planning an event, discussing a party, or helping a tourist.</p> <p>The interactions show the student sharing personal information, ideas and opinions that are relevant to the task.</p> <p>Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.</p> <p>The student successfully uses a range of language that is consistently fit for the context.</p> <p>The student skilfully selects from a repertoire of language features and strategies to support the interaction.</p> <p>The student achieves communication, and inconsistencies do not hinder understanding.</p> <p>For example:</p> <p>A: <i>Kia orana. Ko Strickland toku ingoa. E turoto au mei Marike mai. Ka tai au ka tae mai ki to kotou enua e te anoano nei au i te atoro atu i</i></p>

<p><i>B: Me aere koe ki te marae ka kite koe i te au toka Māori, rauti, me aere koe ki te paetai e ngai anuanu a reira.</i></p> <p><i>The examples above are indicative samples only.</i></p>	<p><i>rongonui i runga nei i toou enua. Ka tika i a koe i te tauturu mai i aku?</i></p> <p><i>B: Meitaki Ae, Ko teia tetai au ngai rongonui ka anoanoia koe kia atoro mei te tapataatai – ka reka koe i te pai tai no te mea e ma e te maana te tai.</i></p> <p><i>The examples above are indicative samples only.</i></p>	<p><i>tetai au ngai tuke ua ake rai e te rongonui. Ka tika i toou ngateitei i te tauturu mai i aku?</i></p> <p><i>B: Meitaki. Ae. Ka anoano maata ia koe kia atoro i tetai marae no te mea e ngai uipaangaanga teia ngai e te tapu i te tuatau mua. Ko teia paa taau e anoano nei i te kite?</i></p> <p><i>The examples above are indicative samples only.</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Interact

Show: [Languages Homepage](#) | [All Languages clarifications](#)

Interact to communicate personal information, ideas and opinions in different situations

Updated December 2016. This document has been updated to include language features.

Language Features

A repertoire of language features and strategies to maintain the interaction is required for this standard. For this reason, it does not produce evidence towards this standard if students write and learn scripted role plays by heart, or otherwise prepare the total interaction beforehand. Indicators of the ability to maintain an interaction will not be evident in such exchanges.

Features and strategies such as pausing, negotiating meaning, prompting, seeking clarification etc. can only be seen in evidence when the student is unaware of all questions that are asked, and has not prepared all answers. For this reason, the use of cue cards would also render evidence invalid.

Interactions where students can react in a genuine way, and where they are able to naturally control the direction of the interaction, give students the opportunity to meet the criteria.

Range

The standard calls for a minimum of two interactions, and these must be in different situations. This will mean that the context and/or purpose and/or type will be different for each interaction, e.g. negotiating the best way to spend a Saturday evening with friends will necessitate different language from a discussion of what students did in the holidays.

Assessing the collection of evidence

The grade will be awarded for the collection of interactions assessed as a whole, i.e. each interaction will not be assessed individually - the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level, rather than accidentally and occasionally.

The sample tasks suggest about three minutes interaction in total for level 1.

Language

Incorrect language/inconsistencies will only affect a grade if they hinder communication. It is important to note that accuracy is not a criterion of this standard. In a realistic conversation by learners of a second language errors are natural and should not be overly penalised.

Whilst inconsistencies that do not affect communication will not affect the grade, for Excellence, there needs to be sufficient language, outside the language with errors, that contributes to the criteria of successful use of a range language.

At level 1, students will show evidence of language to communicate personal information, ideas and opinions. Over the collected evidence there will be evidence of each of these.

In order to fulfil the NZC level requirements, the student must also show that, within the collected evidence, they are able to communicate beyond the immediate context, for example about past and/or future events (NZC levels 5 and 6 Learning Languages).

Achievement Standard

Subject Reference Cook Islands Māori 1.5

Title Write a variety of text types in Cook Islands Māori on areas of most immediate relevance

Level 1 **Credits** 5 **Assessment** Internal

Subfield Languages

Domain Cook Islands Māori

Status Registered **Status date** 9 December 2010

Planned review date 31 December 2019 **Date version published** 20 November 2014

This achievement standard involves writing a variety of text types to communicate in Cook Islands Māori on areas of most immediate relevance.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Write a variety of text types in Cook Islands Māori on areas of most immediate relevance. 	<ul style="list-style-type: none"> Write a variety of text types in convincing Cook Islands Māori on areas of most immediate relevance. 	<ul style="list-style-type: none"> Write a variety of text types in effective Cook Islands Māori on areas of most immediate relevance.

Explanatory Notes

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to write a variety of texts on areas of most immediate relevance.
- Definitions
Write refers to composing and organising text in a linguistically and culturally appropriate format and style, and may include:
 - drafting
 - reworking over a period of time.

Write on areas of most immediate relevance refers to using language, related to basic personal information and past, present, and/or future experiences, in order to express personal information, ideas and opinions in culturally appropriate written Cook Islands Māori.

Communication is achieved overall, despite inconsistencies, such as:

- format
- spelling
- lexical choice
- level of formality
- language conventions
- language features.

Convincing means that there is development of the information, ideas and opinions which is generally credible and connected. The writer selects and uses a range of language and language features that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

Effective means that there is development of the information, ideas and opinions which is controlled and integrated. The writer capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.

Variety refers to texts selected from a range of different text types, which have been created for different purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.

- 4 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

Replacement Information

This achievement standard replaced unit standard 16723 and AS90082.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Internal Assessment Resource

Languages Level 1

This resource supports assessment against:
Achievement Standard 90877 version 2

Standard title: Write a variety of text types in Cook Islands Māori on areas of most immediate relevance

Credits: 5

Resource title: Planning a School Exchange

Resource reference: Languages 1.5A v5 Cook Islands Māori

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education	March 2017 Version 5 To support internal assessment from 2017
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-90877-05-4743
Authenticity of evidence	Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement standard: 90877

Standard title: Write a variety of text types in Cook Islands Māori on areas of most immediate relevance

Credits: 5

Resource title: Planning a School Exchange

Resource reference: Languages 1.5A v5 Cook Islands Māori

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to develop a writing portfolio in which they gather evidence of their ability to write in Cook Islands Māori. The students will keep all of their writing throughout the year and then select a minimum of two pieces of writing that they decide are the best and most effective.

The context of this portfolio is a school exchange. The writing work that students complete during the year is in preparation for the exchange and allows students to make contact with the (imaginary) exchange school.

For this portfolio, a variety of contexts and scenarios for writing are possible, and the selection will depend on individual teaching programmes and the interests and needs of your students.

It is important that you require students to write a range of different text types that are for genuine purposes and that allow students to show their control of written language in different contexts. For further details, see the Senior Secondary Teaching and Learning Guides for Languages: <http://seniorsecondary.tki.org.nz/>.

The writing tasks could be in both free (spontaneous) and controlled (prepared) situations.

The writing for the exchanges could include, for example:

- a poster glog the student creates and adds to during the year, which gives information about them and their school
- a letter the student writes to their prospective host family telling them about themselves and asking about the host family
- the text of a speech about their home town in case the student is asked to talk in front of students in Cook Islands

- contributions to a class blog planning the itinerary, with things the student wants and doesn't want to do
- a list of useful expressions the student thinks they might need when they are there. Students will need to think about the types of situations they might be in and anticipate the language they will need.

Adapt these to suit your students and context or use them as a guide to create your own texts.

Conditions

Students will need to begin writing and storing texts from the beginning of the assessment process (which may be as early as term 1).

You or the students will need to store each piece of writing in a safe and accessible location. See Additional information for some suggestions.

Students should not include extracts from external sources without acknowledging the sources. Do not include any extracts from such sources for consideration in your final achievement judgement.

Provided a student's writing meets the communicative purposes of the tasks, the length may vary. A total minimum length of about 300 words is suggested. However, at all times, quality is more important than length.

Make sure you give feedback to students throughout the year to help them to submit written texts that represent their best work. You might ask a student to change their selection if you think it does not reflect their full ability.

Assess the students holistically across the range of evidence provided. Students need to show they can use the language consciously and reasonably consistently, rather than accidentally and occasionally.

Resource requirements

If students write a glog or blog, they will need access to a computer.

Additional information

Decide at the beginning of the year on a suitable method of storing the writing, for example:

- in a named plastic or manila folder kept at school, for all hard copies
- in a named file on the teacher's laptop or a suitable school computer, for digital entries
- in a named file in a digital portfolio tool such as a class wiki, blog, or Moodle page.

For more information about creating a poster glog, go to Software for Learning at <http://softwareforlearning.tki.org.nz/> and search for "Glogster".

Internal Assessment Resource

Achievement standard: 90877

Standard title: Write a variety of text types in Cook Islands Māori on areas of most immediate relevance

Credits: 5

Resource title: Planning a School Exchange

Resource reference: Languages 1.5A v5 Cook Islands Māori

Student instructions

Introduction

This activity requires you to write a variety of texts of different types in Cook Islands Māori. All of your writing will be based on the topics and language you are studying at the time.

You will complete this work over time, throughout the year. Your teacher will provide specific details.

Teacher note: Provide specific details to suit your context, including such aspects as final submission due date, in- or out-of-class work, and whether or not you will allow them to rework their writing before their final submission.

You will be assessed on how well you use written Cook Islands Māori to communicate personal information, ideas and opinions in a range of different text types.

Task

During the year, write a variety of texts in Cook Islands Māori to communicate personal information, ideas and opinions.

At the end of the year, select your best work for assessment.

School exchange scenario

Over the Christmas holidays, you are going with your Cook Islands Māori class on an exchange to Cook Islands. A Cook Islands Māori school will billet you. Your teachers have arranged for you to have various written exchanges with the Cook Islands Māori students during the year so you can get to know each other a bit better.

The writing for the exchanges could include, for example:

- a poster glog you add to during the year, which gives information about you and your school
- a letter you write to your prospective host family telling them about yourself and asking about the host family
- the text of a speech about your home town in case you are asked to talk in front of students in Cook Islands

- contributions to a class blog planning the itinerary, with things you want and don't want to do
- another text type that you agree on with your teacher.

As you complete these, store them safely as directed by your teacher.

Teacher note: Provide specific instructions to suit your context, for example, in a manila folder or clear file in the classroom, on the school server, or on a class page set up on a digital site such as a blog, wiki, or Moodle page.

At the end of the assessment period, select a minimum of two of your written texts for your final portfolio for assessment.

Select for your portfolio the pieces of your writing you think are the best and most effective. Include a variety of text types and make sure that in your selected texts, your total written contribution is about 300 words or more. Quality is more important than quantity.

All work must be your own. You should not include extracts from external sources without acknowledging the sources, and these extracts will not count towards the assessment.

You may not use the language from the language samples unless it is significantly reworked.

Assessment schedule: Languages 90877 Cook Islands Māori – Planning a School Exchange

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student writes a variety of text types in Cook Islands Māori on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p> <p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The student achieves communication overall, despite inconsistencies in aspects such as format, spelling, lexical choice, level of formality, language conventions, or language features.</p> <p>For example:</p> <p><i>A letter introducing yourself to a host family</i></p> <p><i>Kia orana, Ko Jane Taurarii toku ingoa. E taingauru ma itu oku mataiti. Ka aravei tatou i roto nei ia Titema no te mea kua kite au e, e tuatau maana teia no kotou.</i></p> <p><i>The examples above are indicative samples only.</i></p>	<p>The student writes a variety of text types in convincing Cook Islands Māori on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p> <p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show development of the information, ideas and opinions that is generally credible and connected.</p> <p>The student selects and uses a range of language and language features that are fit for the purpose and audience of the tasks.</p> <p>Inconsistencies do not significantly hinder communication.</p> <p>For example:</p> <p><i>A letter introducing yourself to a host family</i></p> <p><i>Kia orana, Ko Jane Taurarii toku ingoa. E taingauru ma itu oku mataiti. Ka aravei tatou i roto nei ia Titema, to kotou tuatau maana. Ka inangaro au i te oko i tetai au kakau ou noku. Kua akarongo au e, e mā mā e te manea te au kakau i kona.</i></p> <p><i>The examples above are indicative samples only.</i></p>	<p>The student writes a variety of text types in effective Cook Islands Māori on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p> <p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show development of the information, ideas and opinions that is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience of the tasks.</p> <p>Inconsistencies do not hinder communication.</p> <p>For example:</p> <p><i>A letter introducing yourself to a host family</i></p> <p><i>Kia orana, Ko Jane Taurarii toku ingoa. Ka aravei tatou i roto nei ia Titema, to kotou tuatau maana. Ka akapeea, ka apai atu rai au i tetai kakau maana noku?</i></p> <p><i>Ka inangaro katoa au i te oko i tetai au kakau ou noku. Kua akarongo au e, e mā mā e te manea te au kakau i kona. Ka tika kia aere taua tutaka aere i te au toa kakau?</i></p> <p><i>The examples above are indicative samples only.</i></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Writing

Show: [Languages Homepage](#) | [All Languages clarifications](#)

Write a variety of text types on areas of most immediate relevance

Updated December 2016. The section on feedback and feed forward has been updated.

Feedback and feed forward on drafts

Teacher feedback and feed forward on students' drafts should be holistic to ensure that the final product remains a true representation of the student's ability. More than one opportunity for feedback will compromise authenticity. Complex language, with few or no errors, may indicate that too much feedback has been given.

Use of resources

Authentic texts, native speakers, exemplars and digital tools are resources. Students need to be aware that they cannot copy large chunks of text, and that they must adapt and rework the language. Students need to reference direct text in their work, and this will not count as evidence of language. It is inappropriate to have native speakers providing large chunks of language or correcting drafts.

Text type

The context and/or purpose and/or text type (a minimum of two) will be different for each piece, e.g. at level 1 a personal email to a French host family, a blog posting on the class French site about an activity that has taken place and their opinion about it, an invitation to a future party including instructions on what to bring, etc.

Curriculum level

The standard requires students to use language related to basic personal information and past, present and/or future experiences. Whilst students are free to use all language they have at their disposal, the task cannot expect students to use language beyond that required to achieve the standard.

NZC level 6 requires students to communicate beyond the immediate context, e.g. about past and/or future events. The past/future does not, however, have to be used in all pieces of writing.

Assessing the collection of evidence

The grade will be awarded for the pieces of writing assessed as a whole, i.e. each piece will not be assessed individually; rather, the grade will be derived from the overall quality of the work. Students must show that they are working consciously and reasonably consistently at the level, rather than accidentally and occasionally.

Incorrect language/inconsistencies will only affect a grade if they hinder communication. Whilst inconsistencies that do not affect communication will not affect the grade, for Excellence, there needs to be sufficient language, outside the language with errors, that contributes to the criteria of capable selection and successful use of language.

The sample tasks suggest the following approximate word/character/kana count for level 1: 300 characters for Chinese, 600 kana for Japanese, or 300 words for all other languages. These are a realistic expectation of the amount that may be needed to provide sufficient evidence from which to make a judgement. At all times quality is more important than quantity.



New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

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Assessment Specifications

Level 1 Cook Islands Māori 2019

General information

Domain	Cook Islands Māori
Mode of Assessment	Written examination
Standards	90873 90876

Information related to both achievement standards

The examination will require responses written in English, te reo Māori, and/or Cook Islands Māori to a variety of written and spoken Cook Islands Māori texts on areas of most immediate relevance.

Instructions and questions will be in English and Cook Islands Māori.

Texts will relate to basic personal information and past, present, and/or future experiences, for example:

- family and friends
- home
- school
- free time and leisure
- hometown and country.

Each question will provide opportunities for candidates to show evidence for Achievement, Merit, and Excellence, and each question will be marked holistically to provide a single grade.

For further guidance on language and contexts, see:

- [Level 6 of The New Zealand Curriculum](#)
- the [Teaching and Learning Guide for Languages](#)
- Level 6 of [Te Kaveinga o Te Reo Māori Kuki 'Airani](#), the Cook Islands Māori Language Guidelines.

These external standards are assessed via a Verification Process that is outlined on the [Cook Islands Māori subject page](#).

Specific information for individual external achievement standards

Standard	90873
Title	Demonstrate understanding of a variety of spoken Cook Islands Māori texts on areas of most immediate relevance
Version	2
Number of credits	5

Format of the assessment

Candidates will listen and respond to recordings of three spoken texts, which they will hear three times – the first as a whole and twice in sections, with a pause after each.

As candidates listen, they may make notes. Before each text begins, they will have 30 seconds per question to preview the questions. At the end of each passage, they will have time to review their notes and answers.

The total duration of the recordings will be up to 45 minutes.

Standard	90876
Title	Demonstrate understanding of a variety of written/visual Cook Islands Māori texts on areas of most immediate relevance
Version	2
Number of credits	5

Format of the assessment

Candidates will read and respond to three written texts of different text types in a resource booklet. The texts will contain up to 900 words in total.

[Cook Islands Māori subject page](#) [2019 Examination timetable](#)

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External Assessment for Cook Island Māori, Korean, Lea Faka-Tonga

Assessment and Verification Process for Schools

August 2018

In 2018 NZQA is developing Common Assessment Tasks (CATs) to assess candidates against NCEA external standards for Cook Islands Māori, Korean and Lea Faka-Tonga.

Teachers will mark the responses and NZQA will verify a sample of this marking.

The process to be followed depends on whether:

- the individual school will mark their own students' assessments (Cook Islands Māori)
or
- candidate work will be marked by a cluster of teachers (Korean and Tongan).

1. Candidate Entries – Enrolment and Assessing School Provider Codes

The final date for confirmation of external entries in the data file submitted to NZQA is 31 August 2018.

Schools need to enter candidates using the school provider code of the 'assessing school'.

The assessing school is the one that is responsible for marking, moderating and participating in the verification process for these standards. It must have a subject-specialist teacher in the language being assessed.

Where the 'school of enrolment' and 'assessing school' are different organisations, a Memorandum of Understanding (MoU) **must** be in place between the two schools.

NZQA has supplied a sample MoU to schools, a copy of which must be held by the individual schools once completed. Contact your school's Principal Nominee for a copy of the sample MoU.

2. Accessing Assessment Material

All assessment materials must be downloaded and printed by schools prior to the assessment days.

Electronic files will be available via schools' secure logins on **Friday 14 September**.

The password to allow access to these files will be sent to Principal Nominees of schools with entries into these languages by **9am** that day.

Materials will be placed in a separate folder for each language.

Each reading task will contain:

- Assessment booklet
- Resource booklet
- Assessment schedule

Each listening task will contain:

- Assessment booklet
- Transcript
- Audio file in mp3 format
- Assessment schedule

You will need to load the audio files onto a computer and test you are able to run this in the examination room before the examination days.

3. Conducting Assessment

Schools **must** ensure assessment take place at the prescribed times below:

Level 2: 9.30am – 12.30pm Tuesday 18 September 2018
(11.30-2.30pm Monday 17 September, Cook Islands Schools only)

Level 1: 9.30am – 12.30pm Wednesday 19 September 2018
(11.30-2.30pm Tuesday 18 September, Cook Islands Schools only)

Level 3 9.30am – 12.30pm Thursday 20 September 2018
(11.30-2.30pm Wednesday 19 September, Cook Islands Schools only)

Each school is responsible for ensuring appropriate examination conditions are maintained during the assessment sessions. Refer to Appendix 1, 2 and 3.

There are two assessments at each level. It is preferable to start with the reading task to avoid latecomers missing out on hearing the listening texts.

4. Marking assessments

Schools will either mark their own candidates' work themselves or reach an agreement to send work to an 'assessing school' which is part of a marking cluster.

Schools are responsible for delivery of assessment material

All marking must use the common assessment schedule and be moderated, either within the teacher cluster or by another teacher of that language. All schools and clusters must follow a documented process that mirrors their schools' internal moderation process for confirming marking decisions.

Where candidate responses are marked by a teacher cluster, schools are responsible for the secure delivery to the marking cluster coordinator. The use of a signature required courier bag or personal drop-off is recommended.

5. Submission of marked examination materials for verification

School-marked assessments: each school will send a copy of the assessment schedule and eight marked samples of the candidate work for each standard to NZQA for verification. [Cook Islands schools should send samples to the Cook Islands Ministry of Education by the advertised date].

Cluster-marked assessments: the cluster coordinator will send all assessment resources and eight marked samples of the candidate work for each standard directly to NZQA for verification.

Verification samples should be submitted as soon as marking is complete. Submissions **must** reach NZQA on, or before, **Wednesday 17 October 2018**.

Cook Island schools must dispatch their materials to the Cook Islands Ministry of Education by Friday 5 October 2018.

Candidate work selected for verification should best represent the spread of results awarded in the school for each standard assessed. Schools with fewer than eight entries for any one standard will submit all candidate work for that standard.

Materials for packing verification submissions to NZQA and details of the submission process will be sent to NZ schools with Cook Islands Maori entries and to cluster coordinators in the week of 10 September 2018.

6. Provisional Results entry

School-marked assessments:

Schools will enter provisional results online using the Results Entry facility or provider login, prior to submitting materials for verification.

Instructions for entering provisional results are available in the school's secure login. If you are unable to access the online instructions, please contact mary.mailo@nzqa.govt.nz.

The Results Entry facility will be open for use from **Monday 10 September 2018**. Provisional results must be entered by 17 October 2018.

Cluster-marked assessments:

Where candidate work is marked by a teacher cluster, NO provisional results will be entered. Instead, the marking cluster will retain provisional results and candidate work until they receive the verification feedback directly from NZQA. The cluster will then review marking of non-verified work as needed and finalise results for all candidates.

NZQA will enter a Y code for all candidates involved in cluster assessment to over-ride the usual provisional results part of the process.

7. Verification Reports

School-marked assessments:

Verification reports by standard will be available from 19 November 2018. They will be emailed to Principal Nominees and be available in each school's NZQA secure login.

Instructions on accessing verification reports are available in the school's secure login.

Please save a copy of each report for your records.

Schools will be able to see verified results for those candidates whose work was submitted to NZQA.

If the verifier has not agreed with all assessment decisions made by the school, their decisions will be explained in the verification report. The school must review the report and re-mark all other candidates' work in the light of verifier feedback before entering final results.

Cluster-marked assessments:

Schools will not receive individual verification reports.

The verification report will be sent directly from NZQA to the cluster coordinator by 19 November 2018. The cluster will review marking of all other candidates' work in the light of verifier feedback and finalise the results for all candidates.

Once this process is complete, the cluster coordinator will send final results to individual schools for entry.

Please note, work from candidates applying for a derived grade should NOT be sent for verification.

8. Final Results Entry

Final results must be entered by all schools no later than **Tuesday 4 December 2018**.

Instructions on entering final results are available in the school's secure login.

Cluster-marked assessments: The assessing school(s) with responsibility for assessment, moderation and participation in verification will send the final results to the school of enrolment for final results entry. The final results entry process involves overwriting the Y code for each candidate who sat the examination.

The cluster coordinator will arrange the return of candidate work to the school of enrolment.

9. Missed Assessment Opportunity

If a candidate misses the assessment, the process for the candidate must be consistent with the school's missed and late assessment policy. The reason for the absence must be unforeseen or unavoidable and not wilful or for convenience.

The final grade reported by the school must be from pre-existing evidence gathered before the language assessment was held and based on valid, authentic and standard-specific evidence.

10. Appeal process

The NZQA appeal process applies only to candidate work submitted for verification. Schools will continue to manage their own policies and procedures for work that has not been sent for verification.

An appeal should be lodged where it appears that an assessment or processing error may have occurred. Schools seeking to appeal should download and complete the Languages Verification Appeal Form on the subject page.

All appeals should be with NZQA by **Friday 7 December 2018**.

11. Candidates' final results and work

Candidates must not be told their provisional or final results or receive their marked work until all NCEA results are released in January 2019.

Candidate work submitted for verification will be returned to schools from 20 November 2018 onwards. Schools need to hold all candidate work to return to candidates the following year.

Timeline for the 2018 Assessment and Verification Process – Cook Islands Māori, Korean, Lea Faka-Tonga

Dec 2017	Assessment Specifications for all external standards available on subject pages on NZQA website.
31 Aug	Final date for confirmation of external entries in the data file submitted to NZQA.
10 Sep	The provisional results entry page will open for use (for individual schools only). Courier bags with further instructions sent to schools.
14 Sep	Assessment materials available on schools' secure logins. Password notified to schools with student entries by 9am. Schools print all materials for their candidates and test ability to play audio files.
by 20 Sep	Assessments held in schools on specified dates Assessments then marked by the school or sent to cluster for marking (using school-supplied courier bags or personal delivery).
To reach NZQA by Wed 17 Oct	School-marked assessments: schools enter provisional results online. Send verification sample of assessment materials and candidate work for up to eight candidates per standard to NZQA as soon as marking is complete. (<i>Cook Islands schools send to Cook Islands Ministry of Education by 5 October</i>). Cluster-marked assessments: the coordinator sends provisional results to NZQA. Send verification sample of assessment materials and candidate work to NZQA as soon as marking is complete.
20 Oct	Verifiers commence verification process.
From 20 Nov	All: Verification reports sent to schools or clusters this week (or earlier if possible). Schools and cluster markers review verification reports and re-mark remaining candidate work as required. Cluster-marked assessments: The assessing school will send final results to the enrolment school who will overwrite Y results with final results for their own candidates. Candidate work is returned to schools by the clusters.
4 Dec	Complete final results entry.
To reach NZQA by 7 Dec	Appeal from schools to NZQA.
18 Dec	Appeals completed and schools informed of decisions.
Jan- Feb 2019	NZQA notifies results to candidates. Schools return assessed work to candidates.

Appendix 1 Supervision guidelines

Before the assessment days, the supervisor should:

- Talk to the Principal's Nominee and check that all assessments, resource booklets and audio files are downloaded
- Print off and staple examination and resource booklets
- Organise a computer for each examination room and copy the audio file onto it
- Check that the audio file plays on the computer and can be clearly heard in the room. If you are unable to play the audio file, the school will need to arrange a speaker to read the transcript to the candidates
- Decide whether you will hold the reading or the listening task first. If you start with the reading task, then the listening task must start at the start of the second hour
- Print off individual student names with their NSNs to provide to students in the examination room.

Start of the assessment

Check that:

- the room has enough desks for the assessment. Arrange desks to ensure that supervisor(s) can move easily down and along rows but not easily allow candidates to view one another's work. There should also be space at the back of the room for supervisors to move behind candidates
- the room has a whiteboard/blackboard to record the time elapsed (and whiteboard pens or chalk) and a working clock
- the room has all posters and charts relating to the language being assessed covered up or removed from the walls
- there are signs outside the room advising non-candidates that assessments are on and asking for them to be quiet
- booklets are set out for each candidate on the desks together with candidate name and NSN information.

Effective supervision of candidates

- Supervision of candidates starts before they enter the room.
- Assembling candidates outside the room is a first step.

Remind candidates that:

- Remind candidates that they must hand in any electronic device that can store, communicate and/or retrieve information, including all cell phones or translation devices.
- No watches of any type (digital or analogue) are to be worn in the room. They should be handed in to the supervisor. All bags are stored away from the desks.
- Bring candidates into the room in an orderly manner about 10 minutes before the start time.
- Check that each candidate has a clear plastic bag or a 'see-through' pencil case containing only essential items for the assessment.
- Be alert to candidates arriving late.
- When all candidates are seated and silent, begin reading the Pre- Assessment Instructions aloud.
- Keep a close eye on candidates from the BACK of the room and by moving along rows from time to time.
- Mark the 'time remaining' off the whiteboard/ blackboard every 15 minutes.
- Record absentees to avoid later concerns over apparently missing booklets.

Pre-assessment instructions

Read the following so that everyone can hear:

Welcome. Please listen carefully.

DO NOT open your papers or write anything until you are told to begin.

- Calculators, watches, and cell phones are not allowed in this exam. Put up your hand if you still have one of these with you. (*Get them to turn it off and put it into their bag or hand it to you.*)
- If you have any other unauthorised material with you such as written notes, blank or refill paper, correcting fluid, books, iPods, MP3 players and electronic translators, hand these to me NOW. Turn off watch alarms. (*Pause*)
- Do not talk to or communicate in any way with anyone except the supervisor(s). If you need anything or have a question raise your hand. Supervisors cannot answer any questions about what is in the assessment.
- Write your answers in blue or black pen ONLY. Answers in pencil will be marked but cannot be accepted for reconsideration.
- If you run out of space in your answer booklet put your hand up for extra paper.
- If you have an emergency such as feeling ill or needing the toilet put your hand up.
- At the end of the exam remain seated and silent while the exam booklets are collected.
- The assessment is 3 hours long. No one can leave the room without permission. You will be told when there are 15 minutes left. No one can leave in the last 15 minutes. The official time is taken from this clock. (*Point*)
- Put your hand up if there any questions. (*Pause*)
- Write your name, school code and NSN (*supervisor to provide this*) on the cover of your booklet now.

At the start time say

Open your booklet. If you find any errors in the printing of your booklet put up your hand. It is now am. You may begin.

Listening Task

At the start of the listening task (either at the start of the first or second hour of the examination), say: ***Please listen carefully.***

I am going to play the audio file and you will start your listening task.

The file will play until you hear the phrase, 'This is the end of the recording'.

Start the audio file. Do not stop it until you hear the phrase, '**This is the end of the recording**'.

Stop the audio file playing.

Say, You now have ... hours left to complete any answers.

The Last 15 Minutes' Announcement

Say, "You have 15 minutes left. No one may leave the exam room".

Instructions for collection of answer booklets

At the end of the examination, read the following:

- Put down your pens. Close your booklets. The assessment has ended. Please listen carefully.
- DO NOT talk to other candidates. Sit silently until all the booklets have been collected. Check that your booklet has your name, NSN and school code on it.
- If you have used extra paper for an answer, check that you have put your name, at the top of each sheet and the extra paper is placed inside your booklet.
- The booklets are now going to be collected. Remain seated until everybody's papers have been collected and you are told that you can leave. (*Collect booklets*).
- Put up your hand if your booklet has not been collected.

Once all the booklets have been collected:

All the booklets have been collected; you may now leave quietly.

Note for supervisors:

If any candidate has used extra paper, this must be secured with the booklet it relates to, e.g. stapled inside or put into a clear plastic bag.

Teacher Guide Notes for External Assessment for Cook Islands Māori, Korean and Lea Faka- Tonga

Assessments, Marking and Verification

These guide notes are intended to provide advice to teachers who are teaching and preparing students for external assessment in these three learning languages.

1 The Common Assessment Task (CAT)

- a. NZQA develops common assessment tasks for Levels 1-3. Schools administer the assessment in September of each year and mark the assessments. NZQA verifies the marking of a sample of marked assessments in Term 4.
- b. These standards and assessments are intended for *second language learners*.
- c. The language level of questions and resource texts is aligned with the NZ Curriculum level (6, 7, or 8).
- d. Topics should be of interest and relevance to teenagers, their aspirations and pathways, avoiding sensitive topics e.g. politics, religious beliefs, death.
 - i. Level 1: topics of immediate relevance
 - ii. Level 2: familiar matters
 - iii. Level 3: concrete and abstract matters that may develop a line of argument
- e. Each task involves a range of text types and has three questions. Each question is awarded one grade at A, M, or E.
- f. Candidates should not have to guess an answer based on their general knowledge. The assessment tests understanding of the written or oral text.

2 Assessment Schedule

- a. The schedule contains examples of possible evidence that would lead to A, M or E grades for each question. Candidates may write other answers which also meet the criteria.
- b. The quality of responses is what determines A, M and E – not the number of points made. We are judging the success of reading or understanding the text, not the language used in the response.

- c. Candidates need to show their understanding, and not simply their ability to translate or copy texts. While they may answer in a mix of English, target language and/or te reo Māori, they risk not showing their understanding sufficiently if they quote parts of the text.
- d. Obtaining Excellence requires candidates to show they understand the meaning behind the text – any nuances or what is inferred by the text i.e. ‘What can reasonably be assumed from the text’. Adding in their own ideas and thoughts beyond this is not required for excellence.

3 Conducting the assessment in school

- a. To ensure valid assessment, the text resources or similar texts must NOT be used in class beforehand. Keep assessment materials secure before and after the assessment.
- b. Candidates must sit the task individually, not as a group. Check that candidates’ papers have their correct NSN numbers on the front cover (not candidate names).
- c. Do not make changes to the task and ensure candidates sit at the stipulated time and date.
- d. Candidates have three hours in which to answer questions in both external standards.

4 Marking

- a. Plan to have the papers marked, check marked, and ready to be sent away for verification by the first day of Term 4.
- b. Follow the approved schedule carefully, and do not alter it in any significant way. You can allow for other candidate responses beyond the sample evidence in the schedule.
- c. Mark in red pen, not pencil, and use lines to ‘contain’ (or circle) all candidate work, including any use of pencil and twink.
- d. Give only ONE overall grade for each whole question, and then use the overall sufficiency statement to determine the grade to be awarded for the whole assessment.
- e. It is important that someone else check marks a sample of papers to ensure consistency across the group and consistency with the schedule and standard

5 Verification and final results

- a. The verifiers will check that candidates have been assessed fairly against the standard and may change grades on candidate scripts. They will explain their reasons in the report to schools or clusters.
- b. If any grades have changed during verification, you must take note of the reasons and re-mark any other papers that were not included in the submission. It is important that all candidates are marked consistently.
- c. All teachers: please check with your Principal Nominee that all final grades have been confirmed for your candidates before you go on summer holidays.

6 References

Teachers need to be familiar with the following documents. The first three are found on the NZQA subject pages for Cook Islands Māori, Korean and Lea Faka-Tonga:

- External Assessment and Verification Process
 - Assessment Specifications for each level
 - Achievement Standards
 - *The New Zealand Curriculum for English-medium teaching and learning in years 1-13*, Ministry of Education, Wellington, 2015. ISBN 978 0 7903 2615 3, item no. 32646
 - Teaching and Learning Guides for Learning Languages
<http://seniorsecondary.tki.org.nz/Learning-languages>
- I. Te Kaveinga o Te Reo Māori Kūki 'Airani: The Cook Islands Māori Language Guidelines, Learning Media, Wellington, 2012. ISBN 978 0 7903 4156 9, item no. 34156
 - II. *Ko e Fakahinohino ki he Lea Faka-Tonga: The Tongan Language Guidelines*, Learning Media, Wellington, 2012. ISBN 978 0 7903 4154 5, item no. 34154

To order hard copies of the Curriculum or Teaching and Learning Guides, contact the Ministry of Education Customer Services 0800 660 662, or email orders@thechair.miinedu.govt.nz

If you have any questions, please contact

Gill McLean
National Assessment Facilitator
Secondary Examinations, NZQA
Gill.mclean@nzqa.govt.nz
Ph 04 463 4388

Achievement Standard

Subject Reference Cook Islands Māori 1.1

Title Demonstrate understanding of a variety of spoken Cook Islands Māori texts on areas of most immediate relevance

Level 1 **Credits** 5 **Assessment** External

Subfield Languages

Domain Cook Islands Māori

Status Registered **Status date** 9 December 2010

Planned review date 31 December 2019 **Date version published** 20 November 2014

This achievement standard involves listening to, and demonstrating understanding of, a variety of spoken Cook Islands Māori texts on areas of most immediate relevance.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of a variety of spoken Cook Islands Māori texts on areas of most immediate relevance. 	<ul style="list-style-type: none"> Demonstrate clear understanding of a variety of spoken Cook Islands Māori texts on areas of most immediate relevance. 	<ul style="list-style-type: none"> Demonstrate thorough understanding of a variety of spoken Cook Islands Māori texts on areas of most immediate relevance.

Explanatory Notes

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to demonstrate understanding of different text types, in a range of situations of immediate relevance.
- Definitions
Demonstrate understanding refers to candidates making meaning of spoken Cook Islands Māori by responding in their choice of English, te reo Māori, and/or Cook Islands Māori to the information, ideas and/or opinions about the events, people, places and experiences of the Cook Islands Māori heard.

Spoken Cook Islands Māori texts refer to aural texts containing language beyond the immediate context (eg past and future events), such as short conversations, voice messages, podcasts, announcements, instructions and reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.

Areas of most immediate relevance refer to language related to basic personal information and past, present, and/or future experiences (eg family, shopping, local area, events and activities).

Clear understanding means the relevant information, ideas and/or opinions from the texts are selected and unambiguously communicated.

Thorough understanding means the relevant information, ideas and opinions from the texts are expanded on with supporting detail to show understanding of the implied meanings or conclusions within the text.

- 4 Evidence might include but is not limited to:
 - clarifying information, ideas and/or opinions
 - summarising information, ideas and/or opinions
 - producing, annotating, amending, or completing visual representations of ideas (eg maps, sketches, diagrams)
 - rephrasing Cook Islands Māori statements for a different/specific purpose (eg making a recommendation, giving advice).
- 5 Assessment Specifications for this achievement standard can be accessed through the Cook Islands Māori Resources page found at www.nzqa.govt.nz/ncea/resources.

Replacement Information

This achievement standard replaced unit standard 16719 and AS90078.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

Achievement Standard

Subject Reference	Cook Islands Māori 1.4		
Title	Demonstrate understanding of a variety of Cook Islands Māori texts on areas of most immediate relevance		
Level	1	Credits	5
		Assessment	External
Subfield	Languages		
Domain	Cook Islands Māori		
Status	Registered	Status date	9 December 2010
Planned review date	31 December 2019	Date version published	20 November 2014

This achievement standard involves reading and/or viewing, and demonstrating understanding of, a variety of written Cook Islands Māori texts on areas of most immediate relevance.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of a variety of Cook Islands Māori texts on areas of most immediate relevance. 	<ul style="list-style-type: none"> Demonstrate clear understanding of a variety of Cook Islands Māori texts on areas of most immediate relevance. 	<ul style="list-style-type: none"> Demonstrate thorough understanding of a variety of Cook Islands Māori texts on areas of most immediate relevance.

Explanatory Notes

- This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to demonstrate understanding of different text types, in a range of situations of immediate relevance.
- Definitions
Demonstrate understanding refers to candidates making meaning of written or written and visual Cook Islands Māori by responding in their choice of English, te reo Māori, and/or Cook Islands Māori to the information, ideas and/or opinions about the events, people, places and experiences of the Cook Islands Māori read or viewed.

Cook Islands Māori Texts may be written or written and visual texts as appropriate. Written or written and visual texts are texts containing language beyond the immediate context (eg past and future events), such as instructions, articles, blogs, images, emails, diary entries, advertisements, diagrams, charts, posters, programmes, and reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.

Areas of most immediate relevance refer to language related to basic personal information and past, present, and/or future experiences (eg family, shopping, local area, events and activities).

Clear understanding means the relevant information, ideas and/or opinions from the texts are selected and unambiguously communicated.

Thorough understanding means the relevant information, ideas and/or opinions from the texts are expanded on with supporting detail to show understanding of the implied meanings or conclusions within the text.

- 4 Evidence might include but is not limited to:
 - clarifying information, ideas and/or opinions
 - summarising information, ideas and/or opinions
 - producing, annotating, amending, or completing visual representations of ideas (eg maps, sketches, diagrams)
 - rephrasing Cook Islands Māori statements for a different/specific purpose (eg making a recommendation, giving advice).
- 5 Assessment Specifications for this achievement standard can be accessed through the Cook Islands Māori Resources page found at www.nzqa.govt.nz/ncea/resources.

Replacement Information

This achievement standard replaced unit standard 16722 and AS90081.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233