

NCEA Information Pack

Level 2 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 L7: Context elaborations

Students are expected to begin to engage in sustained interactions and produce increasingly extended texts, in which they explore the views of others, develop and share personal perspectives, and justify, support, or challenge ideas and opinions in different situations. Students are expected to begin responding critically to more extended and varied text types on familiar matters.

Context elaborations are examples for teacher guidance only. They should not be used as assessment tools.

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

Example 1: Maintaining te reo Māori Kūki 'Āirani

Te Reo Kūki 'Āirani 'Auraka Kia Ngaro

Kia orāna kōtou katoatoa tei mātuāpuru mai 'i tēia rā ki raro 'i te marumaru ō tēia ngutu 'are. Kia 'akameitaki 'ia te Atua nō tēia tika 'anga mānea tei riro 'ei 'tiki 'ia tātou ki te ngāi 'okota 'i.

Ko Paul tōku ingoa. Nō te 'api 'i tuarua Claymore mai au.

Te karanga nei te tumu tāpura "Taku Reo 'Auraka Kia Ngaro", 'ea 'a te 'āite 'anga 'ō tēia?

Tōku tumu manako mua. Ko kōrua 'e māmā 'e pāpā te pū 'āpi 'i nūmero ta 'i roa ātu. Nā kōrua 'ē 'akamata 'i tēia ki te kāinga. Tā 'anga 'anga 'ia tō kōrua kite. 'Auraka 'e varenga tuatua papa 'ā 'ua. 'Āpi 'i 'ia tā kōrua 'uānga 'i tō tātou reo, 'ei 'akaparau 'anga rāi nā kōrua 'ā tēta 'i rā. Kua kite au ē, 'e mānganui 'ua atu rāi te au metua, kāre tākiri ē tuatua Māori ana ki tā rātou tamariki. 'E mea tangi tikāi.

Te rua. Tē kite katoa nei au ē, te karanga nei tēta 'i pāpāki 'ia kōtou e kāre 'e pu 'apinga ō te reo. Kāre e rauka mai tēta 'i ngā 'i 'anga 'anga meitaki. I ... mē e tangata tū katau koe 'i roto i tō 'ou 'uā 'orāi reo, māmā 'ua iākoe 'i te tāmou 'i tēta 'i reo kē atu.

Te maromaroā nei au nō te mea kua kite 'ia 'e te aronga kimikimi ē, te ngaro atu nei tō tātou reo.

Context and text type

Paul is a year 12 student of Cook Islands Māori heritage, who is learning the language at school. He gives a speech at the Polyfest about maintaining 'te reo Māori Kūki 'Airani' in New Zealand.

Text type

Speech, formal. Productive.

Examples showing how the student is:

Communicating information, ideas, and opinions through increasingly extended and varied texts

Paul uses a formal address to introduce his speech:

- Kia orāna kōtou katoatoa tei mātuāpuru mai 'i tēia rā ki raro 'i te marumaru ō tēia ngutu 'are.

He uses a mix of different structures to convey information and present his views. For example, simple sentences:

- Ko Paul tōku ingoa. Nō te 'āpi 'i tuarua Claymore mai au,

and more extended sentences that use a combination of structures; for example:

- Nō te mea 'e kite ana au ē, 'e mānganui 'ua ātu rāi te au metua, kāre tākiri e tuatua Māori ana ki tā rātou tamariki.

This is spoken text, so Paul's pronunciation, intonation, rhythm patterns, delivery speed, audibility, and stress patterns will all have a bearing on the overall effectiveness of the communication, and must also be considered.

Body language and gestures would most likely include shrugging the shoulders and pointing. These will add significantly to the impact of the delivery.

Paul shows that he identifies with his heritage when he uses the inclusive pronoun *tātou* (us) at the end of his speech:

- *Tē maromaroā nei au nō temea kua kite 'ia 'e te aronga kimikimi ē, te ngaro atu nei tō tātou reo.*

Beginning to explore the views of others

Paul shows that he has understanding of language learning derived from other sources:

- *I ... mē 'e tangata tū katau koe 'i roto 'i tō 'ou 'uā 'orāi reo, māmā 'ua iākoe 'i te tāmou 'i tēta 'i reo kē atu.*

He reminds his audience that not everyone is positively disposed towards maintaining the language:

- *Tē kite katoa nei au ē, te karanga nei tēta 'i pāpāki 'ia kōtou ē kāre e pu 'apinga 'o te reo.*

Beginning to develop and share personal perspectives

Paul uses evidence to develop his argument:

- *Nō te mea e kite ana au ē.*

He shares his personal view with parents in the audience:

- *Ko kōrua e māmā e pāpā te pū 'āpi 'i nūmero ta 'i roa ātu. Nā kōrua 'ē 'akamata 'i tēia ki te kāinga.*

Beginning to justify own ideas and opinions

Paul justifies this particular gathering:

- *Kia 'akameitaki 'ia te Atua nō tēia tika 'anga mānea tei riro ei 'tiki 'ia tātou ki te ngā 'i 'okota 'i.*

He gives reasons to be proud:

- *'Ei 'akaparau 'anga rāi nō kōrua 'ā tēta 'i rā.*

He indicates his support for learning the language:

- *... māmā ua 'iā koe 'i te tāmou 'i tēta 'i reo kē atu.*

Beginning to support or challenge the ideas and opinions of others

Paul challenges parents in their role as first teachers:

- *Ko koe e māmā e pāpā te pu 'api 'i nūmero ta 'i roa atu.*

He uses emotive language to describe his particular feelings:

- *Te maromaroā nei au ...*

His words will either support or challenge the ideas and opinions of his audience.

He uses research to support an idea:

- *Te maromaroā nei au no te mea kua kite 'ia 'e te aronga kimikimi ē, tē ngaro atu nei tō tātou reo.*

Beginning to engage in sustained interactions and produce extended texts

Paul uses a range of tenses to develop his argument from different perspectives; for example:

- *Te kite katoa nei au (present tense); kua kite 'ia ē te aronga kimikimi (past tense); 'ā teta 'i rā (future tense).*

A speech is extended text by definition. By delivering his speech, and accompanying it with appropriate body language, Paul sustains an interaction with his audience: they construct meaning from what he says and, depending on their beliefs, are supported or challenged in their views.

Interpreting ways in which the target language is organised in different texts and different purposes

Paul uses structural devices to organise his ideas; for example:

- Tōku tumu manako mua; Te rua.

His speech is clearly organised in sections: greetings, introduction, statement of topic, paragraphs for points, conclusion.

He opens his speech and organises his ideas in a culturally appropriate manner.

In his forms of address, he follows the conventions and protocols of speech making in 'te reo Māori Kūki 'Āirani':

- Kia orāna kōtou katoatoa tei mātuāpuru mai 'i tēia rā ki raro 'i te marumaru ō tēia ngutu 'are. Kia 'akameitaki 'ia te Atua nō tēia tika 'anga mānea tei riro 'ei 'tiki 'ia tātou ki te ngā 'i 'okota 'i.

He uses devices typical of speech-making; for example, he asks a rhetorical question to stimulate a response in the minds of his audience and keep them involved in the ideas he is presenting:

- Te karanga nei te tumu tāpura 'Taku Reo 'Auraka Kia Ngaro' 'ea 'a te 'āite 'anga 'o tēia?

When posing this question, Paul would alter his intonation.

Opportunities for developing intercultural communicative competence

Students could present on the theme of maintaining 'te reo Māori Kūki 'Āirani' in New Zealand, using different text types and for specific audiences. For example, they could create a video presentation, song, or letter to the editor, or they could participate in a conversation or debate.

To create such texts, what 'te reo Māori Kūki 'Āirani' language, conventions or protocols would students need to know and use?

Students could explore different ways of introducing and concluding a speech, for example, by using a chant, song, or biblical or traditional proverb.

Students could explore the use of possible stimulus material, for example, traditional instruments (ukulele, wooden drums, bongo, etc), crafts (fans, mats, baskets, etc), costumes (headgear, chest gear, dance skirts, footwear, etc) and other forms of props (walking stick, spear, etc).

What comparisons and connections can students make with English and their own languages and cultures?

- [Assessment for qualifications: Level 7](#)
- [Cook Islands Māori L7 context elaborations: Example 2](#)
- [Cook Islands Māori L7 context elaborations: Example 3](#)

Last updated March 27, 2013

[Print](#)

Cook Islands Māori L7: Example 2

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

Example 2: Tere's hair-cutting ceremony

'Oe, 'e Rae, ko Mata tēia. Kite koe 'ea 'a te nūti 'ou? 'I nana 'i 'aere ana mātou ko māmi mā ki tō Tere pākoti 'anga rauru.

Te tae atu 'anga mātou, kua kī takere te Tākitumu Hall 'i te tangata. Kāre e no 'o 'anga toe. Pō 'itirere tikāi au 'i te 'āravei 'anga 'ia Māmā 'Ina. Te 'ākara 'anga māro 'iro 'i nei rāi 'aia. Aaaa mānea tikāi te 'akamānea 'ia 'anga te hall. Te pāruru 'te tīvaevae 'ē te parūnu.

'I te 'aere 'anga mai 'a Tere ki roto, kāre 'roa au 'i kite ē, 'ea 'a te katoatoa 'i tū ei ki runga, kore ake 'aia ta 'i Ariki. Kanga 'ua!!! Aaaa nā tōna māmā rū 'au 'i arataki mai 'iāia ki roto.

Ūmere tikāi au e kāre 'a Pāpā Mita 'i 'akano 'o 'ia ki te kaingākaī ō Tere. Karanga mai a māmī, pāpu e riri pa 'a tō te ngā metua ō Tere 'iāia. E tano ei.

Kite koe 'ea 'a? 'E ta 'i ānere makave rauru i te katoatoa 'anga!!! Tō māmī manako, 'e 'anga 'anga kimi moni 'ua tēia nō te mea, 'i te oti 'anga te au tangata 'i te pākoti 'i te rauru, kī tākiri a Tere 'i te – 'ei moni 'ē te tikiro moni. Turu rāi au 'i tēra manako.

Tēra 'ua, pa 'una rai tāku moni 'i 'apai ēi no te mea 'apinga tikāi te mānga 'i te reka. Kua peke rāi tāku mānga 'i te tūtaki. Tā mātou kai tā 'i teia rā. Te mānga toe nō te pākoti 'anga 'rauru.

'Akatika rai au ki tā māmī ē, e reka ātu rai tō Te 'ēi pākoti 'anga rauru.

Context and text type

Mata writes an email to Rae in which she describes Tere's hair cutting ceremony, which she attended the previous day.

Text type

Email, informal. Receptive.

Observations a student might make concerning:

Information, ideas, and opinions communicated in the text

Mata writes using informal language, for example:

- ... kore ake 'aia ta 'i Ariki.

She describes the ceremony:

- 'I te 'aere 'anga mai 'a Tere ki roto, kāre 'ua āu 'i kite ē, 'ea 'a te katoatoa 'i tū ei ki runga, kore ake 'aia ta 'i Ariki.

She expresses her feelings by, for example, use of exclamations:

- Kanga 'ua!!!

She compares her experience with a previous event:

- ... e reka atu rāi tō Te 'ēi pākoti 'anga rauru.

She comments on people; for example, when she expresses her opinion about Māmā 'Ina:

- Te 'ākara 'anga māro 'iro 'i nei rāi 'aia.

She makes both positive and negative statements:

- Te 'ākara 'anga māro 'iro 'i nei rāi 'aia; Kāre 'e no 'o 'anga toe.

How the writer explores the views of others

Mata explains a comment made by someone else:

- ... kī tākiri 'a Tere 'i te 'ei moni ē te tīkiro moni.

She uses a question to explore Rae's views:

- Kite koe 'ēa 'a?

How the writer develops and shares personal perspectives

Mata uses expressive phrases to communicate her feelings to her reader; for example:

- Ūmere tikāi au ...; Pō 'itirere tikāi au ...

The punctuation, for example, exclamation marks at the end of sentences, shows that the writer is expressing strong feelings:

- Kanga 'ua!!!; E ta 'i ānere makave rauru 'i te kātoatoa 'anga!!!

Mata writes as she would speak, using a chatty, conversational style that includes the use of hesitation markers. For example:

- Aaaa mānea tikāi te 'akamānea 'ia 'anga te hall.

She compares her experience with a previous event:

- ... e reka atu rāi tō Te 'ēi pākoti 'anga rauru.

How the writer justifies their own ideas and opinions

Mata points out the consequence of being late:

- Kāre 'e no 'o 'anga toe.

She explains the value of being at the event:

- Tēra 'ua pa 'una rai tāku moni 'i 'apai ei nō te mea 'apinga tikāi te mānga 'i te reka.

How the writer supports or challenges the ideas and opinions of others

Mata uses phrases that support the views of others, for example:

- 'E tano ei; Turu rāi au; 'Akatika rāi au.

She supports those who assert that the event raises funds:

- Turu rai au 'i tēra manako.

She expresses surprise at some of the things that happened during the ceremony. This is seen, for example, in the sentences that begin:

- Ūmere tikāi au ...; Pō 'itirere tikāi au ...

In expressing her surprise, she shows that her previous understandings have been challenged, and indirectly challenges Rae to reflect on her own experiences (if any) of hair-cutting ceremonies.

By expressing her surprise, Mata indicates that hair-cutting ceremonies are not all the same: how they are carried out varies in the detail.

How the language in the text is organised for the writer's purpose

Because Mata is writing about an event she has experienced, she mostly uses the past tense. For example:

- 'I nana 'i 'aere ana mātou ko māmī mā ki tō Tere pākoti 'anga rauru; Te tae atu 'anga mātou, kua kī takere te Tākitumu Hall 'i te tangata.

She gives an informal greeting, just as she would on the phone:

- 'Oe, e Rae ko Mata tēia.

She gets into the topic by using a question to stimulate Rae's interest:

- Kite koe 'ea 'a te nūti 'ou?

The style and tone of the writing in the email is conversational, so features that are typically used in conversations appear in the email, for example:

- 'Aaaaaa' (hesitation markers) to indicate a pause for reflection
- 'Kanga 'ua!!!' (exclamations) to express feelings
- 'Kite koe 'ea 'a te nūti 'ou? Kite koe 'ea'a?' (questions) to invite a response in the reader and stimulate their interest in what follows.

Mata writes about an event that is very significant for boys in Cook Islands Māori culture. Mata has not only describes the event, she also records her feelings. For example, she expresses her surprise at something unexpected that happened:

- Ūmere tikāi au e kāre a Pāpā Mita 'i 'akano 'o 'ia ki te kaingākai 'ō Tere.

She ends her email with a statement that sums up her experience:

- 'Akatika rāi au ki tā māmī ē, e reka atu rāi tō Te 'ēi pākoti 'anga rauru.

Opportunities for developing intercultural communicative competence

Students could investigate further the rituals associated with the hair cutting ceremony in Cook Islands Māori culture, as described in different texts and text types in 'Te Peu Māori Kūki 'Āirani'.

Using this knowledge, they could explore ways to communicate information, ideas, and opinions about the ceremony in Cook Islands Māori culture in different text types (oral, written, visual) and for different purposes. Text types could include conversations, letters, interviews, reports, speeches, songs, or stories.

Students could make comparisons with hair cutting ceremonies in other countries, for example, Niuē.

Students could explore the significance of the hair cutting ceremony in Cook Islands Māori culture. For example, there's an expectation that boys will become leaders and take on family responsibilities. The ceremony helps distinguish the differently defined roles of male and female in the family and community. Students could make connections with comparable significant events in their own cultures.

What values do these events express?

- [Assessment for qualifications: Level 7](#)
- [Cook Islands Māori L7 context elaborations: Example 1](#)
- [Cook Islands Māori L7 context elaborations: Example 3](#)

Last updated March 27, 2013

[Print](#)

Cook Islands Māori L7: Example 3

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

Example 3: Polyfest talkback

Tumu manako nō runga 'i te 'anga 'anga tāmataora ā te au 'āpi 'i tuarua.

Mā 'ine Ngā — Kia orāna kōtou 'e te au tamariki 'ē 'akarongorongo mai nei 'i tā tātou porokarāmu nō tēia rā. Te tumu manako ma 'ata 'ko te 'anga 'anga tāmataora 'e rave 'ia nei ki roto 'i te au 'Āpi 'i Tuarua 'i 'Ākarana nei, koia 'oki te 'Polyfest'. 'Ea 'a tō kōtou manako? 'I tēia 'ati 'anga kā 'akarongo tātou 'i te manako ō Luke rāua ko Tracey.

Luke — Kia orāna e Māmā. Ko Luke tēia nō te 'Āpi 'i Tuarua Kōkiri mai. 'E mataora ana au 'i tā tātou peu.

Tracey — Kia orāna tātou 'e 'akarongo mai nei 'i te rātio. Ko Tracey tōku ingoa. 'E Luke 'e kaimoumou taime. Kāre 'e pu 'apinga 'e rauka mai.

Luke — A ... nō tērā 'ua rā e kāre koe 'e kite 'i te 'ura.

Tracey — Tē pē 'ea ra, rā tā 'au 'āpi 'i ngutu 'are, tē rave 'ia ra?

Luke — Tē meitaki nei rāi. Tēia te pu 'apinga tei rauka 'iāku. Kua tāmou au 'i te reo nā roto 'i te tuātau 'Imene.

Tracey — Luke, mē tē kite ra koe 'i te meitaki aere ki mua. Pēnei e ma'ata atu rāi tōku manako ki tāku 'āpi 'i ... nā te tuātau ki mua 'ē 'āpi 'i mai.

Mā'ine Ngā — Meitaki 'e Luke kōrua ko Tracey, mānea tikāi tō kōrua au manako.

Context and text type

Two students, Luke and Tracey, discuss the entertainment and educational value of the Auckland Polyfest with their radio host, Mā'ine Ngā, on a radio talkback show. Luke is Cook Islands Māori and Tracey is a learner of the language.

Text type

Interview, semi-formal. Interactive.

Examples showing how the student is:

Communicating information, ideas, and opinions through increasingly extended and varied texts

Tracey follows the example of the radio show host and extends her greeting to include the listeners:

- Kia orāna tātou ē 'akarongo mai nei 'i te rātio.

Because the radio host clarifies the issue for Tracey and Luke, they are able to make relevant comments on the topic in their discussion with each other, as when Tracey comments:

- 'E Luke 'e kaimoumou taime. Kāre e pu 'apinga 'e rauka mai.

Tracey varies her use of structures when she disagrees with Luke:

- Luke, mē tē kite ra koe 'i te meitaki aere ki mua. Pēnei e ma 'ata atu rāi tōku manako ki tāku 'āpi 'i ... nā te tuātau ki mua 'e 'āpi 'i mai.

This is spoken text, so Tracey's pronunciation, intonation, rhythm patterns, delivery speed, audibility, and stress patterns will all have a bearing on the overall effectiveness of the communication, and must also be considered.

Beginning to explore the views of others

In response to the host's question, 'Ea'a tō kōtou manako? Tracey and Luke explore each other's views. For example, by asking a direct question, Tracey challenges Luke to declare his views:

- Tē pē 'ea ra rā tā 'au āpi 'i ngutu 'are, tē rave 'ia ra?

Tracey offers her own thoughts in response to a statement from Luke:

- Luke, mē tē kite ra koe 'i te meitaki 'aere ki mua. Pēnei e mā 'ata atu rāi tōku manako ki tāku 'āpi'i ... nā te tuātau ki mua 'ē 'āpi 'i mai.

Beginning to develop and share personal perspectives

Tracey shares her personal views not just with Luke but also the radio listeners:

- 'E Luke e kaimoumou taime.

She continues to share her views in response to Luke's comments:

- Luke, mē tē kite ra koe 'i te meitaki aere ki mua. Pēnei e mā 'ata atu rāi tōku manako ki tāku 'āpi 'i ... nā te tuātau ki mua 'ē 'āpi 'i mai.

Beginning to justify own ideas and opinions

Tracey reflects on her own actions:

- Pēnei e mā 'ata atu rāi tōku manako ki tāku 'āpi 'i ... nā te tuātau ki mua 'ē 'āpi 'i mai.

Beginning to support or challenge the ideas and opinions of others

On one level, Tracey supports Luke's idea by challenging him to carry out the action:

- Luke, mē tē kite ra koe 'i te meitaki aere ki mua.

But on another level, Tracey seems unconvinced that Luke means what he says because he is not already doing it. This is the reason behind her challenge.

Although directly talking to Luke, Tracey challenges the opinions of others:

- 'E Luke 'e kaimoumou taime. Kāre 'e pu 'apinga 'ē rauka mai.

Tracey's question implies a challenge:

- Tē 'pē 'ea ra rā tā 'au 'āpi 'i ngutu 'are, te rave 'ia ra?

Luke and Tracey challenge each other when they express divergent views. The radio host acknowledges this when she says:

- Meitaki 'ē Luke kōrua ko Tracey, mānea tikāi tō kōrua au manako.

Beginning to engage in sustained interactions and produce extended texts

By challenging each other's views, Luke and Tracey invite a response, thereby sustaining the interaction. The radio host acknowledges this when she says:

- Meitaki 'ē Luke kōrua ko Tracey, mānea tikāi tō kōrua au manako.

Luke provokes Tracey by saying:

- A ... nō tērā 'ua rā kāre koe 'e kite 'i te 'ura.

Tracey responds with a question that sustains the interaction:

- Tē pē 'ea ra rā tā 'au 'āpi 'i ngutu 'are, te rave 'ia ra?

In challenging Luke, Tracey expresses a condition:

- Luke, mē' tē kite ra koe 'i te meitaki aere ki mua.

Interpreting ways in which the target language is organised in different texts and for different purposes

The callers and talkback host (Mā'ine Ngā) observe greeting protocol at the start of their conversation: Kia orāna.

When the radio host invites them to speak, Tracey and Luke greet her as well as the listeners, and then introduce themselves. For example:

- Kia orāna tātou 'e 'akarongo mai nei 'i te rātio. Ko Tracey tōku ingoa.

In Cook Islands Māori culture, participants need to greet others and introduce themselves before they can offer an opinion.

Tracey uses the first person plural inclusive pronoun tātou in her greeting. In this way, she acknowledges and shows respect to everyone, including the listeners:

- Kia orāna tātou ...

Luke uses a hesitation marker to indicate he is taking time to reflect before responding to Tracey's question:

- A ... no tērā 'ua rā kāre koe 'e kite 'i te 'ura.

Such pausing is typical of conversational exchanges, including in a talkback show, where you often have to respond on the spot.

Luke uses a term of respect to address the radio host:

- Kia orāna e Māmā.

Formulaic expressions are used to greet others and begin the show:

- Kia orāna kōtou 'e te au tamariki 'ē 'akarongorongo mai nei 'i tā tātou porokarāmu nō tēia rā.

Formulaic expressions are also used to conclude the show:

- Meitaki 'e Luke kōrua ko Tracey, mānea tikāi tō kōrua au manako.

Opportunities for developing intercultural communicative competence

Organise the nearest Cook Islands Māori radio station to host a talkback show on a specified topic for your students to participate in.

What topic would your students choose?

What language and cultural knowledge would they need to demonstrate to communicate their views effectively?

What level of language would they use?

What resources would they need? For example, they could research the topic prior to the talkback session by interviewing a speaker of the language who has knowledge of the topic, getting information from newspaper articles, television news, statistics, etc.

Students could compare talkback shows in other languages and cultures.

Students could explore whether Polyfest (or other cultural festival) should be an annual or biennial event. They could then present and justify their views in a range of text types (oral, written, visual).

- [Assessment for qualifications: Level 7](#)
- [Cook Islands Māori L7 context elaborations: Example 1](#)
- [Cook Islands Māori L7 context elaborations: Example 2](#)

Last updated January 16, 2013



NCEA Level 2 Languages

Conditions of Assessment

General Information

Subject Reference	Cook Islands Māori
Domain	Cook Islands Māori
Level	2

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	2.2
Title	Give a spoken presentation in COOK ISLANDS MĀORI that communicates information, ideas and opinions.
Number of Credits	4
Version	2

This achievement standard involves communicating information and expressing and justifying ideas and opinions in culturally appropriate Cook Islands Māori.

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.

Two minutes 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 forms of collection of 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	2.3
Title	Interact using spoken COOK ISLANDS MĀORI to share information and justify ideas and opinions in different situations.
Number of Credits	5
Version	2

This achievement standard involves communicating information, giving explanations or providing evidence to support own views and/or the views of others.

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 four 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

Evidence of at least one interaction should be collected by digital audio or video.

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	2.5
Title	Write a variety of text types in COOK ISLANDS MĀORI to convey information, ideas, and opinions in genuine contexts.
Number of Credits	5
Version	2

This achievement standard involves writing texts that fulfil communicative intents that are as realistic as possible, and that communicate information and express and justify ideas and opinions.

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. Students will write texts to fulfil communicative intents that are as realistic as possible. Students therefore need access to a range of commonly used real life resources to support drafting and reworking.

Sufficiency of Evidence

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

Tasks should provide opportunities for students to demonstrate language use 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.

400 words, 800 kana or 400 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 consciously and reasonably consistently rather than accidentally and occasionally. Selection of evidence may be made by the student. The final selection is considered as a whole for grade allocation.

Feedback and Feed Forward

Teacher and/or peer feedback and feed forward may be provided where drafting and reworking is a feature of the writing task.

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 2.3		
Title	Interact using spoken Cook Islands Māori to share information and justify ideas and opinions in different situations		
Level	2	Credits	5
		Assessment	Internal
Subfield	Languages		
Domain	Cook Islands Māori		
Status	Registered	Status date	17 November 2011
Planned review date	31 December 2019	Date version published	20 November 2014

This achievement standard involves interacting using spoken Cook Islands Māori to share information and justify 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 share information and justify ideas and opinions in different situations. 	<ul style="list-style-type: none"> Interact using convincing spoken Cook Islands Māori to share information and justify ideas and opinions in different situations. 	<ul style="list-style-type: none"> Interact using effective spoken Cook Islands Māori to share information and justify ideas and opinions in different situations.

Explanatory Notes

- This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area 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>.
- Interact using spoken Cook Islands Māori* involves communicating information, giving explanations or providing evidence to support own views and/or the views of others. Communication is achieved overall, despite inconsistencies in relation to:
 - language features
 - pronunciation
 - intonation
 - gesture
 - rhythm patterns

- delivery speed or audibility
- stress
- tones.

Interact using convincing spoken Cook Islands Māori involves interaction showing:

- use of a range of language that is fit for purpose and audience
- generally successful selection from a repertoire of language features and strategies to maintain the interaction.

Communication is not significantly hindered by inconsistencies.

Interact using effective spoken Cook Islands Māori involves interaction showing:

- use of a range of language that is consistently fit for purpose and audience
- skilful selection from a repertoire of language features and strategies to maintain the interaction.

Communication is not hindered by inconsistencies.

- 3 *Interact in different situations* involves a range of culturally appropriate spoken exchanges in Cook Islands Māori eg informal and formal, social, conversational, cultural, routine, and impromptu or unrehearsed contexts. Interactions could be face to face or technologically facilitated.
- 4 Interactions are characterised by:
- a genuine purpose
 - negotiating meaning
 - initiating and maintaining
 - participating and contributing
 - contextually appropriate language
 - use of cultural conventions eg courtesies, gestures
 - use of interactive strategies such as fillers, questioning, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, apologising, pausing, prompting, seeking clarification.

Not all characteristics may be evident in one interaction.

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>.

Replacement Information

This achievement standard replaced AS90390 and unit standard 16728.

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

Languages Level 2

This resource supports assessment against:

Achievement Standard 91115 version 2

Give a spoken presentation in Cook Islands Māori that
communicates information, ideas and opinions

Resource title: Love is in the air

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	March 2017 Version 3 To support internal assessment from 2017
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-91115-03-5807
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 91115: Give a spoken presentation in Cook Islands Māori that communicates information, ideas and opinions

Resource reference: Languages 2.2A v3 Cook Islands Māori

Resource title: Love is in the air

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource. The resource may be adapted to suit the teaching and learning context where it is to be used.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 91115. 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

The context for this activity is that students will be attending a friend's wedding in the Cook Islands, where they have been asked to give a 2 minute presentation in Cook Islands Māori.

Conditions

Presentations will be recorded for assessment purposes. They should be about 2 minutes in length, but quality is more important than quantity.

Students may work alone, 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 presentations, students may have prepared notes, cue cards, props, other supporting material, or 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

Recording equipment (audio/video).

Additional information

None.

Internal Assessment Resource

Achievement Standard Languages 91115: Give a spoken presentation in Cook Islands Māori that communicates information, ideas and opinions

Resource reference: Languages 2.2A v3 Cook Islands Māori

Resource title: Love is in the air

Credits: 4

Achievement	Achievement with Merit	Achievement with Excellence
Give a spoken presentation in Cook Islands Māori that communicates information, ideas, and opinions.	Give a convincing spoken presentation in Cook Islands Māori that communicates information, ideas, and opinions.	Give an effective spoken presentation in Cook Islands Māori that communicates information, ideas, and opinions.

Student instructions

Introduction

You are attending a friend's wedding in the Cook Islands and have been asked to give a spoken presentation at the event. This assessment task requires you to prepare and deliver your presentation. In it, you need to communicate information, and express and justify ideas and opinions in culturally appropriate spoken Cook Islands Māori.

Teacher note: The context for this activity can be easily adapted. For example: a speech at an 18th birthday party, a graduation ceremony or farewelling a friend.

You need to record your presentation for assessment and moderation purposes. It should be about 2 minutes in length, but quality is more important than quantity.

It will be assessed on how convincing and effective it is.

All work must be your own.

Teacher note: Students could be given the choice of working alone, in pairs, or in a group. If so, modify the above sentence and make it clear that 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.

You may not use the language samples from the assessment schedule in your own work without substantial modification.

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

You have [specify number] periods in class to prepare your presentation.

Teacher note: Confirm how much class time your students will have to prepare their presentations.

Task

Prepare a spoken presentation for the wedding context described above.

In your presentation, you could include, for example:

- a description of your friend and his/her qualities
- at least one story related to your friendship
- your hopes for your friend's future
- your opinion of the couple's relationship
- differences you have noticed between weddings in Rarotonga and the outer Cook Islands or New Zealand.

For more guidance, see Resource A.

Resource A:

Characteristics of quality communication and presentation

Quality communication

- effectively communicates and justifies opinion(s) and/or information and/or ideas that are relevant to the tasks
- uses language and cultural knowledge appropriate for the task and the intended audience
- uses language appropriate to the text type
- uses appropriate formats and styles
- develops and connects the opinions, information, and ideas to produce an integrated whole
- gives examples and makes comparisons to illustrate points
- gives convincing reasons and explanations
- has a clear sequence in the content of the writing
- uses connecting words.

Remember to use gestures and body language as appropriate in Cook Islands Māori culture.

A quality presentation will:

- give information that is interesting and appropriate to the audience
- have a clear sequence
- express your information, ideas, and opinions clearly
- develop and link your information, ideas, and opinions
- give examples, comparisons, and points of view to illustrate what you are saying
- use Cook Islands Māori to communicate successfully, avoiding inconsistencies which could hinder communication (for example, inconsistencies in choice and use of vocabulary, expressions, sentence structure, pronunciation, intonation, rhythm patterns, speed, audibility, inflection, tone, stress, and pausing).

Assessment schedule: Languages 91115 Cook Islands Māori - Love is in the air

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Cook Islands Māori is used in a spoken presentation to express and justify information, ideas and opinions, in order to inform and entertain guests at a wedding.</p> <p>Communication is achieved overall, although there may be inconsistencies in choice and use of language features.</p> <p>Cultural conventions are used if appropriate.</p> <p>The length of the presentation is about two minutes.</p> <p>For example:</p> <p><i>Kua roa au i te kiteanga i a Mere. Te akameitaki nei ra au i a ia, ko ia tei akamaroiroi mai i aku kia angaanga moni i roto i te tuanga angaanga turoto. Te irinaki nei au e ka mataora to korua oraanga akaipoipo ko Mareko.</i></p>	<p>Cook Islands Māori is used in a convincing spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a credible and connected way.</p> <p>A range of language and language features are selected and used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not significantly hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p>For example:</p> <p><i>Te pumaana nei te ngakau i teia tei tupu i teia ra! Kua kite meitaki au i teia purotu taurekareka ko Mere, toku oa pirimou tikai mei to maua meangitianga. Te maara ra i a koe te tuatau i uriuri ei taua i ta taua ngai angaanga moni ka inangaro? Kare katoa e ngaropoina i aku te au mataiti i noo kapipiti ei taua i Rarotonga nei. I teia nei e tuatua atu nei au, te angaanga nei rai au i roto i te tuanga o te turoto.</i></p>	<p>Cook Islands Māori is used in an effective spoken presentation to express and justify information, ideas and opinions. There is development of the information, ideas, and opinions, which is generally expressed in a controlled and integrated way.</p> <p>A range of language and language features are capably selected and successfully used in a way that fits the specific purpose, using cultural conventions if appropriate.</p> <p>Communication is not hindered by inconsistencies in choice and use of language and language features.</p> <p>The length of the presentation is about two minutes.</p> <p>For example:</p> <p><i>I muri ake i toku araveianga i a Mere e tai ngauru mataiti i topa ake nei, kua angaanga atu au i roto i te tuanga angaanga turoto. Ko teia oki ta maua orama no to maua oraanga. Kia kite mai koe e Mere, kare au i te tangata akama akaou i teia taime. Kare katoa e ngaropoina i aku te tuatau i noonoo kapipiti ei taua i Rarotonga nei i runga tikai i te motu i te tuatau maana. E Mere korua ko Mareko, i teia nei, kua itikiia korua ei kopapa okotai ta korua i tia. Teia te au apinga tei ooraia mai ei akakou i a korua. Te irinaki nei matou e ka mataora to korua oraanga akaipoipo. Kia manuia!</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.

Clarifications for Level 2 Languages

Presentation

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

Give a spoken presentation that communicates information, ideas and opinions

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 communicating information and expressing and justifying ideas and opinions. There should be evidence of each of these 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 2 presentation is two minutes.

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 application for a place on an exchange.

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, or 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 2 this could be the use of rhetorical questions.

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 2.2		
Title	Give a spoken presentation in Cook Islands Māori that communicates information, ideas and opinions		
Level	2	Credits	4
		Assessment	Internal
Subfield	Languages		
Domain	Cook Islands Māori		
Status	Registered	Status date	17 November 2011
Planned review date	31 December 2019	Date version published	20 November 2014

This achievement standard involves giving a spoken presentation in Cook Islands Māori that communicates information, ideas, and opinions.

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 information, ideas, and opinions. 	<ul style="list-style-type: none"> Give a convincing spoken presentation in Cook Islands Māori that communicates information, ideas, and opinions. 	<ul style="list-style-type: none"> Give an effective spoken presentation in Cook Islands Māori that communicates information, ideas, and opinions.

Explanatory Notes

- 1 This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area 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>.
- 2 *Give a spoken presentation* involves communicating information, and expressing and justifying ideas and opinions in culturally appropriate spoken Cook Islands Māori. Communication is achieved overall, despite inconsistencies in relation to:
 - language features
 - pronunciation
 - intonation
 - gesture
 - rhythm patterns
 - delivery speed or audibility

- stress
- tones.

Give a convincing spoken presentation involves developing and connecting information, ideas, and opinions in Cook Islands Māori that is generally credible. A range of language and language features are selected and used that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

Give an effective spoken presentation involves developing and integrating information, ideas, and opinions in Cook Islands Māori that is controlled. A range of language and language features that are fit for purpose and audience are capably selected and successfully used. Communication is not hindered by inconsistencies.

3 *Communicating information, ideas and opinions* may include but is not limited to:

- explaining and/or responding to images and/or cultural practices
- telling a story and/or stories
- reflecting on family and/or personal and/or everyday events
- exploring hopes and dreams
- describing reactions to experiences.

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 AS90389 and unit standard 16729.

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

Languages Level 2

This resource supports assessment against:
Achievement Standard 91114 version 2

Standard title: Interact using spoken Cook Islands Māori to share information and justify ideas and opinions in different situations

Credits: 5

Resource title: Part-time work

Resource reference: Languages 2.3A 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	March 2017 Version 4 To support internal assessment from 2017
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-91114-04-5809
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: 91114

Standard title: Interact using spoken Cook Islands Māori to share information and justify ideas and opinions in different situations

Credits: 5

Resource title: Part-time work

Resource reference: Languages 2.3A 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 a portfolio of a minimum of two interactions where they share information and justify ideas and opinions in Cook Islands Māori. For example the interactions could be between students or with you (the teacher). Their personal contribution to all interactions should total about 4 minutes, but quality is more important than quantity.

Where you have access to a native speaker one of these interactions could take place between the student and the native speaker.

The interactions can be kept together in an electronic portfolio. You and your students may decide to keep learning logs to go with the selection of interactions, but this is entirely up to you.

Overall judgement will be made from the total evidence collected, showing that the student is working at a level “consciously and reasonably consistently” rather than “accidentally and occasionally”.

Conditions

Although some interactions will be in pairs or groups, each student’s work must be assessed individually.

Methods for recording interactions could include videoing, digitally recording in a computer lab, or using a digital voice recorder, cell phone, or MP3 player. The recording of the interactions must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

Students will be rewarded for contributing to and maintaining the interaction. Their range of language in the interactions is not shown through grammatical structures but rather through their ability to use a range of appropriate language and conversational

strategies to share and justify information, ideas and opinions in different situations and maintain and sustain the interaction.

Additional information

Judgement

You will need to consider all pieces submitted for assessment to make an overall judgement. Each piece will not be marked separately, but considered in terms of how it contributes to the overall picture of evidence of achievement for the student.

Feedback on the quality of interaction (not grades), given to students during the year is crucial in making sure students submit pieces that give them the greatest opportunity for success. The success criteria for the portfolio must be made clear to students.

A series of learnt interviews or role plays is not appropriate.

Internal Assessment Resource

Achievement standard: 91114

Standard title: Interact using spoken Cook Islands Māori to share information and justify ideas and opinions in different situations

Credits: 5

Resource title: Part-time work

Resource reference: Languages 2.3A v4 Cook Islands Māori

Student instructions

Introduction

This activity requires you to present a portfolio of a minimum of two spoken interactions conducted in Cook Islands Māori. Interactions will be in pairs or groups, but your work will be assessed individually.

Your interactions must be recorded. Methods include videoing, digitally recording in a computer lab, or using a digital voice recorder, cell phone, or MP3 player. The recording of this interaction must be of good enough quality to ensure that all participants can be heard clearly. It must be stored in a safe and accessible location.

Your assessment and final grade will come from a holistic evaluation of the quality of your selected interactions. Your personal contribution to the interactions should total about 4 minutes, but quality is more important than quantity.

In good quality interactions you will:

- select language to effectively communicate and clarify meaning between yourself and the people you are talking to, taking into account the purpose and audience;
- express and justify opinions with examples and references;
- begin appropriately, participate actively, keep the interaction going, clarify meaning when necessary, and encourage the involvement of the person interacting with you;
- use your language and cultural knowledge to communicate and interact appropriately with your audience.

Conversational strategies, where appropriate, are very important for the overall quality of your interactions. Strategies include using fillers, asking questions, interrupting, recognising cues, agreeing and disagreeing, thanking, encouraging, repeating, apologising, pausing, prompting, seeking clarification.

All work must be your own.

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

Interactions will take place throughout the year, during or at the conclusion of a relevant programme of work.

Task

Participate in and record a minimum of two of the following interactions.

Discussion with friend/s about subject choices and possible careers

It is subject choice time for next year. Discuss with your friend/s what subjects you are going to take next year and why. You might discuss the job you would like to have when you leave school and what your possible study/training options are towards this, the pros and cons of the job you want, the rate of pay, the hours, and the possible advantages of knowing another language for particular jobs. You'll need to make sure that you justify any ideas and opinions you share.

Conversation about leisure time

Imagine you are having a conversation with a Cook Islands Māori friend or a native speaker of the language. Find out about how young Cook Islands Māori /New Zealander teenagers spend their spare time and what is important to them. Share information and opinions about young Cook Islanders or New Zealanders and what you and your friends find important and/or worrying and/or exciting.

You could carry out this task face to face as a role play, with a native speaker or through the use of social networking tools such as instant messaging, Skype, or Facebook applications.

Debate about part-time work

Your teacher is worried that perhaps his/her students are doing too much part-time work. Talk to a class mate about what part-time work you do, whether you like it or not, and the advantages and disadvantages of your job. Discuss whether or not you think part time work effects your studies. If you don't have part-time work you could talk about what would be your ideal part-time work or justify why you don't work and give your reasons.

Submit the recordings of your interactions for assessment.

Assessment schedule: Languages 91114 Cook Islands Māori - Part-time work

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Interactions use spoken Cook Islands Māori to share information and justify ideas and opinions. The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student's overall contribution to the total interactions is about 4 minutes. Interactions are characterised by the appropriate use of language features and strategies, such as fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate. Communication is achieved overall, although interactions may be hindered in some places by inconsistencies.</p> <p>For example:</p> <p><i>“E apii puapinga te apii Taieni no te tuanga angaanga taote. Kua akakite mai toku mama e, e apii pakari teia i te tamouanga e te maramaanga. “Ka akapeea koe e Mere?”</i></p> <p><i>“Te apai nei au i te tuanga apii toro parani apinga. Ka inangaro oki au kia riro mai au ei tangata toro parani are.”</i></p> <p><i>“Eaa te roa o tena apii i ko i te apii teitei o Akarana?”</i></p> <p><i>“Mei tetai toru mataiti.”</i></p>	<p>Interactions use convincing spoken Cook Islands Māori to share information and justify ideas and opinions. The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student's overall contribution to the total interactions is about 4 minutes. A range of language is used that fits the specific purpose and audience of each interaction. The interactions are maintained by the student through generally successful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate. Interactions are not significantly hindered by inconsistencies.</p> <p>For example:</p> <p><i>“Ka anoano pakariia kia meitaki atu taku maka apii i teia mataiti ei akapapu e ka rauka i aku te apii taote.”</i></p> <p><i>“Eaa taau e umuumu nei?”</i></p> <p><i>“I, kua papu tikai i aku, e te teitei ua atu ra te tare numero tangata o te maki pukuatu i roto nei i te Kuki Airani, no reira ka tauta pakari au kia riro mai au ei taote no te pukuatu. Kare katoa e ekoko e</i></p>	<p>Interactions use effective spoken Cook Islands Māori to share information and justify ideas and opinions. The student provides a collection of recordings of at least two spoken interactions in different situations with genuine purposes. The student's overall contribution to the total interactions is about 4 minutes. A range of language is used that consistently fits the specific purpose and audience of each interaction. The interactions are maintained by the student through skilful selection from a repertoire of language features and strategies, e.g., fillers, asking questions, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, and seeking clarification. Cultural conventions are used where appropriate. Interactions are not hindered by inconsistencies.</p> <p>For example:</p> <p><i>“Kua kite koe e, e roa te mataiti e oti ei te apii taote?”</i></p> <p><i>“Eaa e koe?”</i></p> <p><i>“Ae, e itu mataiti te roa, no reira te kimikimi matatio nei e me ko teia rai taku angaanga ka inangaro.”</i></p>

<p><i>The examples above are indicative samples only.</i></p>	<p><i>ka tauturu mai toku reo Maori i aku, me angaanga tikai ki to tatou aronga pakari.”</i></p> <p><i>“Eia moni i reira ka koi koe me riro mai koe ei taote?”</i></p> <p><i>“Kare i papu i aku, i na ra, kare e ko te moni te apinga puapinga rava atu.”</i></p> <p><i>The examples above are indicative samples only.</i></p>	<p><i>“Kua kite koe e, e manganui te puapinga ta te taote ka oronga mai ki to tatou patireia? E tau ei e ko teia tetai au tumuanga taau ka akamanako me parani koe i toou oraanga no te angaanga moni taau i inangaro tikai kia rauka i a koe.”</i></p> <p><i>“E te tika oki taau, kare e opeia te mataora me tae ki taua tuatau ra e akararangia ai koe, e ko te tutaki teia i te au mataiti roa e te au ora i te tamouanga i te apii kia riro mai ei taote.</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 share information and justify 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 four minutes interaction in total for level 2.

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 the successful use of a range of language.

At level 2 students need to move beyond simply supplying information and into justifying expressed ideas and opinions. This can be done by giving evidence or explanations which support these views and/or the views of others. Over the collected evidence there will be evidence of both sharing and justifying.

Achievement Standard

Subject Reference	Cook Islands Māori 2.5		
Title	Write a variety of text types in Cook Islands Māori to convey information, ideas, and opinions in genuine contexts		
Level	2	Credits	5
		Assessment	Internal
Subfield	Languages		
Domain	Cook Islands Māori		
Status	Registered	Status date	17 November 2011
Planned review date	31 December 2019	Date version published	20 November 2014

This achievement standard involves writing a variety of text types in Cook Islands Māori to convey information, ideas, and opinions in genuine contexts.

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 to convey information, ideas, and opinions in genuine contexts. 	<ul style="list-style-type: none"> Write a variety of text types in convincing Cook Islands Māori to convey information, ideas, and opinions in genuine contexts. 	<ul style="list-style-type: none"> Write a variety of text types in effective Cook Islands Māori to convey information, ideas, and opinions in genuine contexts.

Explanatory Notes

- This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area 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>.
- Write* refers to organising text in a linguistically and culturally appropriate format and style, and may include:
 - drafting
 - reworking over a period of time.

Write a variety of text types in Cook Islands Māori to convey information, ideas, and opinions in genuine contexts involves writing texts that fulfil communicative intents that are as realistic as possible, and that communicate information, and express and justify ideas and opinions.

Communication is achieved overall, despite inconsistencies, such as:

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

Write a variety of text types in convincing Cook Islands Māori to convey information, ideas, and opinions in genuine contexts involves developing and connecting information, ideas, and opinions in Cook Islands Māori that is generally credible. A range of language and language features are selected and used that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

Write a variety of text types in effective Cook Islands Māori to convey information, ideas, and opinions in genuine contexts involves developing and integrating information, ideas, and opinions in Cook Islands Māori that is controlled. A range of language and language features that are fit for purpose and audience are capably selected and successfully used. Communication is not hindered by inconsistencies.

- 3 *Variety* refers to a selection made from a range of different texts created for different audiences and purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.
- 4 *Genuine contexts* refers to real-life rather than contrived or artificial situations. Where situations involve simulation, the simulation should be as realistic as possible: ie plausible, rather than contrived.
- 5 A range of commonly used real-life resources may be used to support drafting and reworking.
- 6 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 AS90392, AS90394 and unit standard 16731.

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 2

This resource supports assessment against Achievement Standard 91117 version 2

Standard title: Write a variety of text types in Cook Islands Māori to convey information, ideas, and opinions in genuine contexts

Credits: 5

Resource title: Visitors to the Cook Islands or New Zealand!

Resource reference: Languages 2.5A v3 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 3
To support internal assessment from 2016

Quality assurance status These materials have been quality assured by NZQA.
NZQA Approved number A-A-01-2016-91117-03-5752

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: 91117

Standard title: Write a variety of text types in Cook Islands Māori to convey information, ideas, and opinions in genuine contexts

Credits: 5

Resource title: Visitors to the Cook Islands or New Zealand!

Resource reference: Languages 2.5A v3 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

A group of exchange students is coming to your island/town/city to experience life, language, and culture. Your students are to billet them.

This activity requires students to write a variety of texts in Cook Islands Māori to introduce the exchange students to the school and your island/town/city prior to their arrival and to keep in touch after they leave.

After consultation with you, students will write a number of texts in Cook Islands Māori, including at least one from each list in Resource A. Text types could include, but are not limited to, e-mails, lists, annotated maps, charts, paragraphs, opinion, forms, poems, quiz, brochures, booklets, computer presentations, definitions, essays, and websites.

Conditions

As part of regular teaching and learning, students write a variety of texts, both “free” (spontaneous) and “controlled” (prepared). Students need sufficient opportunity to write a range of texts for a range of purposes, from which they can make a selection for final submission.

Although stages of writing include brainstorming, outlining, drafting, revising, and proof reading, only the final text is required as evidence (though students could be asked to keep earlier drafts in case authenticity needs to be established).

Texts may be presented in electronic form or hand written.

A system needs to be devised for collating this evidence. This could be negotiated with students, for example, manila folders, document wallets, clear files, or digital storage.

After negotiation with you, students select a minimum of two texts from their collection of written texts and submit these for assessment. This selection must demonstrate language use across a range of contexts and for a range of purposes.

The total number of words over the texts should be approximately 400 words.

You will consider all pieces submitted before making a holistic judgement. Each piece will not be assessed separately, but considered inasmuch as it contributes to the whole portfolio. Overall judgement will be made from the total evidence collected, showing that the student is working at a level “consciously and reasonably consistently” rather than “accidentally and occasionally”.

Students need to be made aware of the success criteria and of the level and complexity of language required at Level 7 of *The New Zealand Curriculum*. Feedback and feed-forward is also part of normal classroom practice and gives a clear indication to students of the level at which they are working.

At all times quality is more important than quantity.

Resource requirements

A range of resources to support drafting and reworking could include search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, textbooks, grammar notes, or people (friends, family, or native speakers).

Additional information

For further information, see “Authenticity” <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>

Using this same theme, you might also collect some evidence for the presentation standard, for example, about the school (buildings/subjects/people), things to do in your town, welcome speech, or a documentary style presentation of our education system.

Internal Assessment Resource

Achievement standard: 91117

Standard title: Write a variety of text types in Cook Islands Māori to convey information, ideas, and opinions in genuine contexts

Credits: 5

Resource title: Visitors to the Cook Islands or New Zealand!

Resource reference: Languages 2.5A v3 Cook Islands Māori

Student instructions

Introduction

A group of exchange students is coming to your island/town/city to experience life, language, and culture. You and your family are to billet a student and introduce him/her to school and to the Cook Islands or New Zealand.

This assessment activity requires you to communicate with your exchange student (using Cook Islands Māori) before he/she arrives and to keep in touch after they have left.

The length of the texts may vary. The total length (across the texts) should be approximately 400 words, however, quality is more important than quantity. Make sure that your texts collectively demonstrate the quality of writing of which you are capable.

The work you submit must be your own. You may not copy or otherwise reuse language that has been created by someone else, nor may you ask someone else to do any writing for you.

Unmodified extracts from any external source may not be included without acknowledgement of sources and will not be considered for the final achievement judgement. You may not use the language samples from the assessment schedule in your own work without substantial modification.

The writing will take place throughout the year, during or at the conclusion of a relevant programme of work.

Teacher note: Insert date for final submission here.

Task

In consultation with your teacher, choose at least one text type from each of the lists in Resource A.

Use your language and cultural knowledge to create texts that are appropriate for the scenario and the reader. In your texts, you will communicate information and express and justify ideas and opinions.

Draft and rework your writing over time. You may use resources such as search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries,

PAGE FOR STUDENT USE

textbooks, and grammar notes to help you. But you may not ask someone else to proofread or correct your writing.

See Resource B for information on quality writing.

Select and submit the final version of a minimum of two texts for assessment. Texts may be submitted in electronic form or handwritten.

Keep all drafts of your work. You may be asked to verify the authenticity of your work by doing further writing in class time.

Resource A: Possible text scenarios

LIST A

1. Write an email to your billet introducing yourself, family, leisure activities, and hopes for the future.
2. List ten things they need to bring with them and give reasons why.
3. Make an annotated map of the school, giving locations and subject information.
4. Make a chart comparing a school day and week in your island/town/city and the billets.
5. Make a chart of all holidays in the Cook Islands and New Zealand and write a paragraph to explain the significance of a Cook Islands/New Zealand public holiday, for example, Gospel Day/Waitangi Day.
6. Research and write a paragraph of three “must do” activities in your area.
7. Share your opinions for numbers 4, 5, or 6 on a class blog or online discussion forum.
8. Devise a form to make it easier for the teachers to place students in home-stays and include your own information.
9. Write sentences in an acrostic poem format using the letters of your school’s name, explaining your school’s emblem and motto.

LIST B

1. Make a mini online dictionary explaining common island/Kiwi expressions and idioms.
2. Write a booklet of hot tips on “What to Do” or “What Not to Do”, for example, how to dress for different occasions, behave in the classroom, and/or at a rugby or netball match.
3. Create a brochure explaining how to get around, for example, types of transport.
4. Make a computer presentation about our currency, purchasing power, and best buys.
5. Create a brochure explaining the support systems available in your school, for example, the nurse, dean, or counsellor.
6. Make a fun multi-choice quiz, for example, “Are you a typical Islander/Kiwi?”, with a summary underneath for those who have Mostly A, Mostly B, Mostly C answers.
7. Write a letter to your billet explaining some aspects of Island life/‘kiwiana’ and explain some of the things they can expect to see/do or try (for example, making eis, snorkeling in the lagoon, eating food cooked in a hangi or an umu, cross country walk etc).

LIST C

After the exchange group has left:

1. Write an essay on “The benefits of language learning and student exchanges”.
2. Write an essay – “I would rather go to school in the Cook Islands/New Zealand”.
3. Contribute to your school website/school newsletter/local newspaper in Cook Islands Māori, for example, key personnel, daily/weekly organisation, timetable, sports, cultural, musical activities – so that next year’s exchange students can get information prior to their visit.
4. Retell a traditional story.
5. Describe and comment on a current event in the Cook Islands/New Zealand.

Resource B: Quality writing

Quality writing:

- effectively communicates information and expresses and justifies ideas and opinions that are relevant in the context
- uses language and cultural knowledge appropriate for the task and the intended audience
- uses language appropriate to the text type
- uses appropriate formats and styles
- develops and connects the opinions, information, and ideas to produce an integrated whole
- gives examples and makes comparisons to illustrate points
- gives convincing reasons and explanations
- clearly sequences information and ideas
- uses connecting words
- uses language expected at Level 7 of *The New Zealand Curriculum* (your teacher will provide examples of language at this level)

Quality writing may also show knowledge of cultural aspects of Cook Islands/New Zealand in order to make comparisons where appropriate.

Communication will not be hindered by inconsistencies in, for example, format, spelling, lexical choice, level of formality, language conventions, language features.

Assessment schedule: Languages 91117 Cook Islands Māori - Visitors to the Cook Islands or New Zealand!

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Cook Islands Māori is used to communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes. The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience. Cultural conventions are used where appropriate. Communication is achieved overall, although there may be inconsistencies in choice and use of language features.</p> <p>The overall selection of text types is approximately 400 words.</p> <p>For example:</p> <p><i>Ko te ra o te Kavamani tetai ra maata e akamaaraia ana. Kia akameitakiia ratou, tei maroiroi kia riro e na tatou rai e akatere i a tatou. Te irinaki nei au e ka mataora te au angaanga tamataora i teia ra.</i></p> <p><i>The examples above are indicative samples only.</i></p>	<p>Convincing Cook Islands Māori is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.</p> <p>Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and language features are used that fit the specific purpose and audience for each text type, using cultural conventions where appropriate.</p> <p>Communication is not significantly hindered by inconsistencies in choice and use of language and language features.</p> <p>The overall selection of text types is approximately 400 words.</p> <p>For example:</p> <p><i>Te pumaana nei te ngakau, i aku e tu atu nei i teia ra. Te maara nei i aku te au angaanga tamataora tei raveia i toku tamarikianga. Kare e ngaropoina i aku te mataiti i autu ei te enua Akatokamanava. E tau rai kia akaepaepaia teia ra.</i></p> <p><i>The examples above are indicative samples only.</i></p>	<p>Effective Cook Islands Māori is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.</p> <p>Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used to fit the specific purpose and audience for each text type, using cultural conventions where appropriate.</p> <p>Communication is not hindered by inconsistencies in choice and use of language and language features.</p> <p>The overall selection of text types is approximately 400 words.</p> <p>For example:</p> <p><i>Me ka akaaiteite au i te turanga o te au angaanga tamataora o teia ra ki to te tuatau e tamariki ra au, e manganui ua atu rai te au tauiaanga, no te au manako ou o teia tuatau. I toou manako e apinga meitaki teia? I mua ake ka oronga mai ei koe i toou manako, e mea tau kia paunu meitaki koe i te au tua meitaki e pera katoa te tua kino o teia au tauiaanga, kia riro te reira ei ikianga meitaki.</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 to convey information, ideas and opinions in genuine contexts

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. 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 to communicate information and express and justify ideas and opinions. Whilst students are free to use all language they have at their disposal, a level 2 task cannot expect students to use language beyond that required to achieve the standard. To achieve the standard, within the texts, there needs to be evidence of each of the above.

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.

Word limits

The sample tasks suggest the following approximate word/character/kana count for level 2: 400 characters for Chinese, 800 kana for Japanese, or 400 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

Home > NCEA > Subjects > Assessment Specifications > Cook Islands Māori - L2

Assessment Specifications

Level 2 Cook Islands Māori 2019

General information

Domain	Cook Islands Māori
Mode of Assessment	Written examination
Standards	91113 91116

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 familiar matters.

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

Texts will relate to ideas and opinions on topics of personal and/or community interest, for example:

- relationships
- historical events
- recreation
- environment.

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 7 of *The New Zealand Curriculum*](#)
- the [Teaching and Learning Guide for Languages](#)
- Level 7 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	91113
Title	Demonstrate understanding of a variety of spoken Cook Islands Māori texts on familiar matters
Version	3
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 section.

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	91116
Title	Demonstrate understanding of a variety of written and/or visual Cook Islands Māori text(s) on familiar matters
Version	3
Number of credits	5

Format of the assessment

Candidates will read and respond to three written and texts of different text types in a resource booklet. The texts will contain up to 1200 words in total.

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

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, Cook Islands Māori 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

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Ph 04 463 4388

Achievement Standard

Subject Reference Cook Islands Māori 2.1

Title Demonstrate understanding of a variety of spoken Cook Islands Māori texts on familiar matters

Level 2 **Credits** 5 **Assessment** External

Subfield Languages

Domain Cook Islands Māori

Status Registered **Status date** 17 November 2011

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

This achievement standard involves demonstrating understanding of a variety of spoken Cook Islands Māori texts on familiar matters.

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 familiar matters. 	<ul style="list-style-type: none"> Demonstrate clear understanding of a variety of spoken Cook Islands Māori texts on familiar matters. 	<ul style="list-style-type: none"> Demonstrate thorough understanding of a variety of spoken Cook Islands Māori texts on familiar matters.

Explanatory Notes

- This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area 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>.
- Demonstrate understanding* involves 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 opinions about the events, people, places, and experiences of the Cook Islands Māori that is heard.

Demonstrate clear understanding involves selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously.

Demonstrate thorough understanding involves expanding on relevant information, ideas, and opinions from the texts with supporting detail; and showing understanding of the implied meanings or conclusions within the text.

- 3 *Spoken Cook Islands Māori texts* refers to a variety of aural Cook Islands Māori passages eg media extracts on topics of personal and/or community interest, conversations, short stories, reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.
- 4 *On familiar matters* refers to regularly encountered information, ideas and opinions that will be expressed in clear standard aural Cook Islands Māori texts.
- 5 Evidence may include but is not limited to:
 - clarifying information, ideas, and opinions
 - summarising information, ideas and opinions
 - producing, annotating, amending, and completing visual representations of ideas eg maps, sketches, diagrams
 - rephrasing Cook Islands Māori statements for a different or specific purpose eg making a recommendation or giving advice.
- 6 Assessment Specifications for this achievement standard can be accessed through the Languages Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.

Replacement Information

This achievement standard replaced AS90388 and unit standard 16727.

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 2.4			
Title		Demonstrate understanding of a variety of written and/or visual Cook Islands Māori text(s) on familiar matters			
Level	2	Credits	5	Assessment	External
Subfield		Languages			
Domain		Cook Islands Māori			
Status		Registered	Status date		17 November 2011
Planned review date		31 December 2019	Date version published		20 November 2014

This achievement standard involves demonstrating understanding of a variety of written and/or visual Cook Islands Māori text(s) on familiar matters.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of a variety of written and/or visual Cook Islands Māori text(s) on familiar matters. 	<ul style="list-style-type: none"> Demonstrate clear understanding of a variety of written and/or visual Cook Islands Māori text(s) on familiar matters. 	<ul style="list-style-type: none"> Demonstrate thorough understanding of a variety of written and/or visual Cook Islands Māori text(s) on familiar matters.

Explanatory Notes

- 1 This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area 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>.
- 2 *Demonstrate understanding* involves making meaning of written and/or visual Cook Islands Māori by responding in their choice of English, Te Reo Māori and/or Cook Islands Māori to the information, ideas, and opinions about the events, people, places and experiences of the Cook Islands Māori read and/or viewed.

Demonstrate clear understanding involves selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously.

Demonstrate thorough understanding involves expanding on relevant information, ideas, and opinions from the texts with supporting detail; and showing understanding of the implied meanings or conclusions within the text.

- 3 *Written and/or visual Cook Islands Māori text(s)* refers to a variety of written and/or visual texts eg media extracts on topics of personal and/or community interest, short stories, articles, blogs, images, emails, advertisements, diagrams, posters, programmes, and reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.
- 4 *On familiar matters* refers to regularly encountered information, ideas and opinions that will be expressed in clear standard written and/or visual Cook Islands Māori texts.
- 5 Evidence may include but is not limited to:
- clarifying information, ideas, and opinions
 - summarising information, ideas and opinions
 - producing, annotating, amending, and completing visual representations of ideas eg maps, sketches, diagrams
 - rephrasing Cook Islands Māori statements for a different or specific purpose eg making a recommendation or giving advice.
- 6 Assessment Specifications for this achievement standard can be accessed through the Languages Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.
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Replacement Information

This achievement standard replaced AS90391 and unit standard 16730.

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