

# *NCEA Information Pack*

## Level 3 Cook Islands Māori

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

# TABLE OF CONTENTS

Moderator Newsletters	3
Context Elaborations	4
Conditions of Assessment – Internal Standards	14
Achievement Standard – Spoken presentation	19
Internal Assessment Resource – Spoken presentation	21
Achievement Standard – Interact	28
Internal Assessment Resource – Interact	31
Achievement Standard – Writing portfolio	41
Internal Assessment Resource – Writing portfolio	43
Assessment Specifications – Verified Standards	52
Assessment and Verification process for schools	55
Teacher Guide Notes for External Assessment – Verified standards	64
Achievement Standard – Listening	67
Achievement Standard – Reading	69

## [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 L8: Context elaborations

Students are expected to engage with and respond clearly and critically to a variety of extended texts, including authentic texts (those not created or modified specifically for language learners). They are expected to use the language more variably (flexibly) and with greater effectiveness (fitness for purpose and appropriateness), at times in sustained interactions and extended texts. They are expected to explore the views of others, develop and share personal perspectives, and justify, support, or challenge ideas and opinions in different situations and on matters that are beyond their immediate experience. In all their output, it is expected that students will use their developing knowledge of linguistic and cultural forms to help them create meaning.

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: E peu 'Akatā 'onga 'anga Ariki

Kia orāna e te au tamariki ē 'akarongorongo mai nei 'i tāku ripoti kimikimi 'anga nō runga i te tumu manako "Te Peu 'Akatā 'onga 'anga Ariki" i runga 'i tōku 'enua 'i te Kūki 'Āirani.

Kua kite 'ia mai 'ē au tēta 'i au 'akamārama 'anga nō runga 'ite 'akatā 'onga 'anga Ariki tei karanga 'ia ē, 'akamarokura Ariki. 'I tāku 'ākara 'anga, e peu ngāteitei tēia ki roto 'i te 'akateretere 'anga 'a te 'iti-tangata 'ō te 'enua.

Mei tēia te tū, mē mate tēta 'i Ariki kā mono 'ia tōna tāo 'nga. 'Āe, 'e tika rāi tēia. Kā putuputu mai te kopū Ariki, 'e ka kāpiki 'ia te aronga mana, te au rangatira, te au mata 'iapo, nō tēta 'i 'uipā 'anga ma 'ata e te pū 'apinga koia 'oki ko te 'iki-tāo 'nga. Mē 'ea 'a kā 'uipā 'anga 'ia ai, kaimoumou taime 'ua.

'I roto 'i tēia 'uipā 'anga, kā papa mai te au kōpu 'i tō rātou mānga piri 'anga ki te Ariki tei takakē atu. 'I raro ake 'i te ture 'enua 'e te ture kōpu-tangata, kā 'iki 'ia te tā'onga Ariki ki runga 'i te tamaiti mata 'i'apo, mē kāre te tamaiti tamāroa 'okota 'i, mē kāre ki tāna tama 'okota 'i noātu ē, 'e tamā 'ine. 'Inā rā, kua pāpu 'iāku ē, mē kāre 'e tamāroa, kua 'iki 'ia 'i rēira te tamā 'ine mata 'i'apo.

Mē 'ākara au 'i tēia peu, kua 'akaāri 'ia mai te tū mārama 'ō te 'iti-tangata 'ō te tuātau mua. Pēnei kua riro tō rātou mārama 'e te pakari 'ei 'akatupu 'i te 'au 'i roto 'i te kōpu tangata. Kāre e 'āiteite ana tēia peu ki tā tēta 'i au pā 'enua kē atu.

#### Context and text type

Matangaro, a year 13 learner of Cook Islands Māori, presents to his classmates his research into the process of choosing the rightful heir to the 'Ariki' (chief) title.

Text type

Report, oral presentation. Productive.

#### Examples showing how the student is:

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

Matangaro formally reports his findings. He uses a respectful formulaic expression to acknowledge his audience and express joy at seeing them gathered there:

- Kia orāna 'ē te au tamariki.

He comments on the wisdom demonstrated by forefathers when selecting a chief:

- Mē 'ākara au 'i tēia peu kua 'akaāri 'ia mai' te tū mārama 'o te iti-tangata 'o te tuātau mua.

The speaker uses compound sentences; for example, when he explains who needs to be present at the meeting:

- Ka putuputu mai te kōpu Ariki, 'ē ka kāpiki 'ia te aronga mana, te au rangatira, te au mata 'iapo, nō tēta 'i 'uipā 'anga ma 'ata 'ē te pū 'apinga kōia 'oki ko te "iki-tāo'nga".

## Exploring the views of others

The speaker emphasises the importance of family links, as found in one's family tree. This has come through in his research as he has asked people for their views:

- 'I roto 'i tēia 'uipā 'anga, kā papa mai te au kōpu 'i tō rātou mānga piri 'anga ki te Ariki tei takakē atu. 'I raro ake 'i te ture 'enua 'ē te ture kōpu-tangata, kā 'iki 'ia te tā 'onga "Ariki" ki runga 'i te tamaiti mata 'i'apo, mē kāre te tamaiti tamāroa 'okota 'i, mē kāre ki tāna tama 'okota 'i noātu ē, e tamā 'ine.

He explains that others have expressed the view that the selection process is designed to avoid a rift amongst families:

- Pēnei kua riro tō rātou mārama e te pakari, 'ei 'akatupu 'i te 'au 'i roto 'i te kōpu tangata.

As they listen, those in the audience will be exploring their own views, relating what Matangaro says to their own knowledge, understandings, and beliefs.

## Developing and sharing personal perspectives

Matangaro shares his personal perspective on the cultural protocols relating to the selection of a new Ariki:

- 'I tāku 'ākaranga 'anga 'e peu ngāteitei tēia ki roto 'i te 'akateretere 'anga 'ā te 'iti-tangata 'ō te 'enua.

He voices his surprise at the organisational skills and wisdom displayed by the people of long ago:

- Mē 'ākara au 'i tēia peu kua 'akaāri 'ia mai' te tū mārama 'o te 'iti-tangata 'ō te tuātau mua.

He also expresses his view of cultural practices in the Cook Islands compared with practices in other cultures:

- Kāre 'e 'āiteite ana tēia peu ki tā tēta 'i au pa 'enua kē atu.

## Justifying own ideas and opinions

Matangaro explains the practice of bestowing the title on a female child when there is no male child in the family:

- 'Inā, rā kua pāpū 'iāku ē me kāre 'e tamāroa kua 'iki 'ia 'i'reira te tamā 'ine mata 'i'apo.

He justifies his view that having a meeting is a waste of time:

- Mē 'ea 'a kā 'uipa 'anga 'ia ai, kaimoumou taime 'ua.

He explains that the knowledge and wisdom of the old people creates peace within families:

- Pēnei kua riro tō rātou mārama 'e te pakari, ei 'akatupu 'i te 'au 'i roto 'i te kōpu tangata.

## Supporting or challenging the ideas and opinions of others

Matangaro reflects on his own opinions about respecting the wisdom of the old people:

- kua 'akaāri 'ia mai' te tū mārama o te 'iti-tangata 'o te tuātau mua.

He supports the idea that, when an Ariki dies, his title must be bestowed upon another person:

- Mei tēia te tū, mē mate tēta 'i Ariki kā mono 'ia tōna tao 'nga. 'Ae 'e tika rai tēia.

He challenges the practice of automatically passing the Ariki title down the male line:

- Inā rā kua pāpū 'iāku e mē kāre 'e tamāroa kua 'iki'ia 'i 'rēira te tamā 'ine mata 'i'apo.

As they listen to what he has to say, those in the audience will be exploring their own views, relating what he says to their knowledge, understandings, and beliefs. What they hear will either support or challenge their own views, and may even change them.

## Engaging in sustained interactions and producing extended texts

The presentation is a sustained interaction between Matangaro and his audience. As he speaks, his listeners will interpret what he is saying in light of their own knowledge, understandings, and beliefs.

This text is designed to be presented orally, so pronunciation, intonation, rhythm, speed, audibility, and stress all have a bearing on the effectiveness of the communication.

Body language and gestures may include shrugging of the shoulders, pointing of fingers, nodding and shaking of the head, facial expressions. These will contribute significantly to the communication, and influence how the audience responds.

Exploring how linguistic meaning is conveyed across languages

The addition of the prefix 'aka-' to a noun changes it into a verb, for example:

- 'aka-no 'ono 'o, 'aka-mārama, 'aka-teretere, 'akatā 'onga.

The use of the suffix 'anga changes a word into a noun, for example:

- 'akano 'ono 'o 'anga, 'iki 'anga, kimikimi 'anga, 'uipā 'anga, teretere 'anga, 'akamarokura 'anga.

In English, 'research report' is correct usage, with the adjective 'research' placed before the noun. In Cook Islands Māori, the noun comes first, followed by the descriptor:

- tāku ripoti kimikimi 'anga.

Many of the words used in this text have cognates in other Pacific languages. For example, 'enua (land, country, territory) is related to 'whenua' (land, homeland) in te reo Māori, 'fenua' in gagana Tokelau, 'fanua' in gagana Sāmoa, and 'fonua' in Tongan and in vagahau Niue.

The speaker greets the audience with the respectful formulaic expression, 'Kia orāna 'e te au tamariki'. In this way, the he acknowledges the presence of his audience and expresses delight at seeing them gathered ready to listen. Formulaic greetings are found across languages.

Analysing how the use of the Cook Islands Māori expresses cultural meanings

Matangaro uses the term 'kōpu tangata', which refers to the extended family group (includes the relatives of both parents) as distinct from the nuclear family (mother, father, and children).

He uses expressions that relate to cultural practices that would be well known to listeners from Cook Islands communities. For example, 'kōpu Ariki' (royal or chiefly family), 'Akamarokura Ariki' (investiture of a paramount chief or chief), and 'te aronga mana' (leaders – 'aronga mana' means leaders within different contexts and is not confined to family – within the extended family).

Matangaro refers also to 'te tamaiti mata 'i'apo' (the firstborn child). 'Mata 'i'apo' can also mean a chiefly title or denote any person who holds such a title. Chiefly title is most commonly held by the eldest son, passing down the line in that generation, and eventually to the eldest son in the next generation. But the title is elective, and families may pass over unsuitable members if they so choose.

Tamaiti can refer either to a boy or to a child of either sex, so its interpretation is dependent on the context.

### Opportunities for developing intercultural communicative competence

Students could explore types of text in te reo Māori Kūki 'Āirani relating to the bestowing of titles, and could discuss the selection process with Cook Islands community members in New Zealand.

They could present their findings in te reo Māori Kūki 'Āirani, using suitable text types, for example, articles for a school or community newspaper, emails, speeches, interviews. Students could prepare a TV report in te reo Māori Kūki 'Āirani about this cultural practice and how it is observed in their local Cook Islands community.

Students could compare cultural practices between islands or cultures, for example, when bestowing a title, with respect to roles and responsibilities in the family (for example, those of the first-born child/son).

- [Assessment for qualifications: Level 8](#)
- [Cook Islands Māori L8 context elaborations: Example 2](#)
- [Cook Islands Māori L8 context elaborations: Example 3](#)

Last updated April 15, 2013

[Print](#)

## Cook Islands Māori L8: Example 2

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

### Example 2: 'Akata'unga'ia koe kia kite 'i te reo

Miss Taina — Pōpongi e Michael, 'ea 'a to 'ou manamanatā?

Michael — Pōpongi e Miss Taina. 'E Miss, tē 'inangaro nei au 'i te 'āpi 'i 'i te reo Māori Kūki 'Airani nō te mēa 'e tere tōku ka aere ki Rarotonga 'ā tēia mata 'iti ki mua. Tē 'inangaro katoa nei au 'i te 'anga 'anga ki roto 'i te ngā 'i o te au tūroto.

Miss Taina — Aaaa meitaki, 'ea 'a tā 'au ka inangaro kia kite koe? Te au tūroto oki, tei a rātou te pāngika moni.

Michael — Ok rā e Miss, 'inangaro au kia kite 'i te au tuatua 'aka 'ārāvei 'anga, te au kupu 'ei tauturu 'iāku me 'aere au ki kō 'i te toa, ki te māketē, 'ē tē vai atūra

Miss Taina — Ok rā, kua pāpū iākoe? 'Akapē 'ea tō 'ou ngā metua, kua kite rāua i tā 'au parani? 'Ei a 'a koe kaimoumou 'i tōku taime?

Michael — Kāre e Miss. 'Āpi 'i 'ia āu. 'Akapāpū atu nei au ē kāre koe ē kaimoumou 'i tō 'ou taime. Nōku te 'inangaro 'ināra kā turu pakari rāua.

Miss Taina — Ok rā, kāre e kino tē 'akamata nei tāua. 'E manako meitaki tikāi tō 'ou. Ko tē rēira tā 'au 'anga 'anga ka 'inangaro 'i te rave? I 'nā aere ki mua.

Michael — 'E tano ei. Tūmeke rāi koe e Miss.

#### Context and text type

Michael, a learner of Cook Islands Maori, is discussing language and identity and possible career opportunities with his teacher, Miss Taina.

Text type

Conversation, semi-formal. Interactive.

#### Examples showing how the student is:

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

Michael uses formulaic phrases to express an idea, for example:

- Pōpongi e, Ok rā.

Michael responds to questions from his teacher and communicates his ideas and opinions through extended text:

- Pōpongi e Miss Taina. E Miss te 'inangaro nei au 'i te 'āpi 'i 'i te reo Māori Kūki 'Airani nō te mea 'e tere tōku ka 'aere ki Rarotonga 'a tēia mata 'iti ki mua. Tē 'inangaro katoa nei au 'i te 'anga 'anga ki roto 'i te ngā 'i o te au tūroto.

He uses a mix of simple and compound sentences to convey his opinions about learning Cook Islands Māori:

- 'Āpi 'i 'ia āu. 'E Miss te 'inangaro nei au 'i te 'āpi 'i 'i te reo Māori Kūki 'Airani nō te mea 'e tere tōku ka 'aere ki Rarotonga 'ā tēia mata 'iti ki mua.

Michael is able to vary sentence structure; for example, this sentence pattern is different from others that he uses:

- Nōku te 'inangaro 'inā rā ka turu pakari rāua.

Exploring the views of others

As Michael interacts with the teacher and responds to her questions, he explores his views and clarifies his beliefs about the decisions he has made:

- nō te mea 'e tere tōku ka 'aere ki Rarotonga 'ā tēia mata 'iti ki mua. Te 'inangaro katoa nei au 'i te 'anga 'anga ki roto 'i te ngā 'i o te au tūroto.

The students who read or listen to this interaction will be exploring their own views as they hear what the teacher and Michael have to say. They will be relating the information, ideas, and beliefs that they hear to their own prior knowledge, understandings, and beliefs.

Developing and sharing personal perspectives

Michael shares his views about wanting to travel and work in the tourism industry:

- ... nō te mea 'e tere tōku ka 'aere ki Rarotonga 'ā tēia mata 'iti ki mua. Tē 'inangaro katoa nei au 'i te 'anga 'anga ki roto 'i te ngā 'i o te au tūroto.

Michael shares information about what he needs to do to improve his language knowledge, for example, learn vocabulary and phrases:

- 'inangaro au kia kite 'i te au tuatua 'aka 'ārāvei 'anga, te au kupu 'ei tauturu 'iāku me 'aere au ki kō 'i te toa, ki te māketē, 'ē tē vai atūra.

Justifying own ideas and opinions

Michael justifies his decision to learn the language:

- ... 'ei tauturu 'iāku me 'aere au ki kō 'i te toa, ki te māketē, 'ē tē vai atūra.

He reassures his teacher that her time will not be wasted on teaching him the language:

- 'Akapāpū atu nei au ē kāre koe ē kaimoumou 'i tō'ou taime.

Supporting or challenging the ideas and opinions of others

Michael disagrees with his teacher's view that his career choice may be a waste of time:

- Kāre e Miss. In this way he challenges her ideas.

Michael acknowledges his teacher's advice:

- 'Āpi 'i 'ia āu. In this way, he recognises that his teacher supports his thinking even if she challenges some of his ideas.

Michael supports his teacher's views:

- 'E tano ei. Tūmeke rāi koe ē Miss.

Engaging in sustained interactions and producing extended texts

Michael responds to his teacher's questions. These questions maintain a focus on the topic and assist in sustaining the interaction:

- Ok rā kua pāpū iākoe? Ko tē rēira tā 'au 'anga 'anga ka inangaro 'i te rave?

Michael produces extended text in response to his teacher's interest and questions:

- Pōpongi e Miss Taina. E Miss, te 'inangaro nei au 'i te 'āpi 'i 'i te reo Māori Kūki 'Āirani nō te mea 'e tere tōku ka 'aere ki Rarotonga 'ā tēia mata 'iti ki mua. Tē 'inangaro katoa nei au 'i te 'anga 'anga ki roto 'i te ngā 'i o te au tūroto.

Exploring how linguistic meaning is conveyed across languages

Michael responds to his teacher's formulaic greeting in a socially appropriate way:



- Pōpongi e Miss Taina. Formulaic greetings are found across languages.

While the teacher–student relationship can be formal, the language in this interaction indicates a more relaxed, quite close relationship; for example:

- 'E tano ej; Tūmeke rāi koe ē Miss.

Michael uses the familiar expression 'Ok rā'. Although 'OK' is English in origin, many Cook Islands people use it in conversation instead of 'Ae' (Yes). It has become structurally embedded in te reo Māori Kūki 'Āirani through the addition of 'rā'.

'OK' is transliterated in Cook Islands Māori as 'ōkē. This is then abbreviated to Ok in the written form of spoken text. Abbreviating words is a phenomenon found across languages.

Other words in the text transliterated from the English include 'pāngika' (bank), 'moni' (money), and 'taime' (time). English speaking students will find that, when they encounter words transliterated from the English, they can often guess the meaning. Similarly, students who know other Polynesian languages will be able to guess the meanings of words that are similar in form to the word in their own language. For example, a speaker of Māori will recognise that aere is related to 'haere'.

Analysing how the use of the Cook Islands Māori expresses cultural meaning

The use of a 'bank' metaphor expresses the reliance of the Cook Islands on tourism for capital:

- Te au tūroto 'oki, tei a rātou te pāngika moni.

The use of formulaic expressions of encouragement to support Michael's future endeavour is an expression of aro 'a in te peu Kūki 'Āirani:

- 'Inā 'aere ki mua.

Although the relationship between Miss Taina and Michael is semi-formal, Michael demonstrates tā 'aka 'aka when he addresses her:

- Tumeke rai koe e Miss.

### Opportunities for developing intercultural communicative competence

Students could explore how people express relationships (for example, through levels of language), and 'aro 'a' (interest, encouragement, compassion) in different contexts and text types in te reo Māori Kūki 'Āirani. They could relate their findings to how relationships are expressed in comparable text types and contexts in English and other known languages.

How might students use the knowledge they have gained to interact more knowledgeably with other speakers of Cook Islands Māori and to make meaning from oral, written, and visual texts in the language?

- [Assessment for qualifications: Level 8](#)
- [Cook Islands Māori L8 context elaborations: Example 1](#)
- [Cook Islands Māori L8 context elaborations: Example 3](#)

Last updated October 3, 2013

[Print](#)

## Cook Islands Māori L8: Example 3

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

### Example 3: Te Auē a te Matiroeroe

Tei 'ea tā rātou ta 'unga tei 'ea tō rātou pēpa teitei?  
Tei 'ea te au 'anga 'anga tei mātau 'ia 'i te rave?

'E rima 'inangaro kia 'anga 'anga  
Māro 'iro 'i 'i te kimi pū 'apinga  
Kua moe te tangi āmara,  
Kua moe te tangi rākau  
Kua moe te 'uru pēni  
Kua no 'o pūa 'apinga-kore 'ua te au rima.

Ōmai 'i te 'anga 'anga kia rave te rima  
Tūtaki kia tau 'i tā te rima rave 'anga  
Ōmai 'i te ngāteitei kia tau 'i tōna ta 'unga  
'Anga 'anga 'akatū 'are, 'anga 'anga pēni 'are  
'Anga 'anga ma 'ani 'apinga ... tei 'ea kotou.

Kāre e meitaki, kua pakari, ma 'ata roa te mata 'iti  
Kāre e moni, kāre e peke a pāpā mā 'i te tūtaki.

Ora 'anga mei tō te manu, kua ko 'i 'i te moni meangiti  
Mei te suori kāre 'e urunga upoko,  
Mei koia katoa te ora 'anga moe ki raro ake 'i te 'ana  
Ora 'anga kai parākai, tuitārere 'i te 'enua ō tēta 'i ke  
Tei 'ea te tangata Samaria ... tei 'ea te aro 'a.

Taku 'akaperepere' tei 'ea koe kare aku  
Māri 'ua ko taku 'inangaro iakoe  
Taku ānau tei 'ea kōtou kāre a pāpā  
Māri 'ua ko te ngākau aro 'a 'ia kōtou  
Ko taku reo aue, ko taku reo kapiki  
Te tūoro atu nei 'oki mai 'oki mai 'oki mai  
Tika rava te tuatua, 'i ruperupe ana te ora 'anga  
Tika rava te tuatua, 'i tiratirātū ana te tūranga'  
Kua kite 'ia ana te kauraro, te ngāteitei  
Kua kite 'ia ana te pararauare 'ō te mekameka.

'I teia rā kua kite 'ia te ngere, kua kite 'ia te puta 'ua  
Kia tau 'i te reo 'o te ipukarea 'e tuatua nei  
"Te tangi nei 'i teia tū."

Tangi Upu (used with permission of author)

### Context and text type

The poem shows compassion for highly qualified, experienced workers who have lost their jobs as a result of the economic downturn. It highlights the effects of these changed circumstances on their lives and families.

Text type

Poem. Receptive.

### Observations a student might make concerning

Information, ideas, and opinions communicated in the text

The poet uses repetition to communicate information, for example, repetition of metaphors:

- Kua moe te tangi 'āmara  
Kua moe te tangi rākau  
Kua moe te 'uru pēni

The poet uses well-known sayings to communicate her message to her audience, for example:

- Ora 'anga mei tō te manu ... Mei te suori kāre 'e urunga upoko.

The different stanzas of the poem convey how people feel about being unemployed, for example:

- Mei kōia katoa te ora 'anga moe ki raro ake 'i te 'ana  
Ora 'anga kai parākai, tuitārēre 'i te 'enua ō tēta 'i kē.

The poet uses a simile to compare the lives of people and animals:

- Ora 'anga mei tō te manu, kua ko'i 'i te moni meangiti.

A poem is written to be read aloud, so features such as pronunciation, intonation, rhythm, speed, audibility, and stress all have a bearing on the effectiveness of the communication and need to be considered.

The body language of the reader (for example, facial expressions) will also convey meaning to the hearer.

How the poet explores the views of others

The poet explores the views of others by giving voice to their concern that their skills are not being used:

- E rima 'inangaro kia 'anga 'anga  
Māro 'iro 'i 'i te kimi pū 'apinga  
Kua no 'o pūa 'apinga-kore 'ua te au rima.

The poet refers to the response of employers towards job applicants:

- Kāre e meitaki, kua pakari, ma'ata roa te mata 'iti  
Kāre e moni, kāre e peke 'a pāpā mā 'i te tūtaki.

How the poet develops and shares personal perspectives

The poet shares her personal feelings about the effects of unemployment on families:

- Taku 'akaperepere tei 'ea koe kāre aku  
Māri 'ua ko taku 'inangaro iākoe  
Taku 'anau tei 'ea kōtou kāre a pāpā  
Māri 'ua ko te ngākau aro 'a 'ia kōtou.

The poet uses repetition to intensify her description of her feelings and arouse compassion and sympathy in her audience; for example:

- Kua moe te tangi 'āmara  
Kua moe te tangi rākau  
Kua moe te 'uru pēni.

The poet expresses the view that workers should be rewarded according to their contribution:

- Tūtaki kia tau 'i ta te rima rave 'anga.

She expresses the view that employers can be biased against applicants on account of their age:

- Kāre 'e meitaki, kua pakari, ma 'ata roa te mata 'iti.

She describes the impact of hands made idle due to unemployment:

- Kua no 'o pua 'apinga-kore 'ua te au rima.

How the poet justifies their own ideas and opinions

The poet uses Manitia's response to explain the consequences of being unemployed:

- Kāre 'e meitaki, kua pakari, ma 'ata roa te mata 'iti, kāre e moni, kāre e peke a pāpā mā 'i te tūtaki.

She uses repetitive structures to reinforce the severity of poverty; for example:

- 'I teia ra kua kite 'ia te ngere, kua kite 'ia te puta 'ua.

She puts the final line in inverted commas to further emphasise how sad the situation is:

- "Te tangi nei 'i teia tū."

The poet paints a picture of fruitfulness and success to provide a contrast to her picture of unemployment:

- Tika rava te tuatua, 'i ruperupe ana te ora 'anga  
Tika rava te tuatua, 'i tiratiratū ana te turanga.

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

The poet describes the impact of unemployment on a person:

- Taku 'akaperepere tei 'ea koe kāre āku  
Māri 'ua ko taku 'inangaro iākoe  
Taku 'ānau tei 'ea kōtou kāre a pāpā.

She uses questions to introduce her subject and challenge the reader:

- Tei 'ea tā rātou ta 'unga tei 'ea tō rātou pēpa teitei?  
Tei 'ea te au 'anga 'anga tei mātau 'ia 'i te rave?

She emphasises how employers can be biased towards applicants on account of their age:

- Kāre e meitaki, kua pakari, ma 'ata roa te mata 'iti.

The poet's view may challenge the views of others, especially employers.

The poet responds personally to the devastating effects of unemployment on families. As she explores her feelings, painting a word picture of the impact of unemployment, her listeners/readers are challenged to explore their own views on the subject.

How linguistic meaning is conveyed across languages

The poem uses the conventions of written text, for example, macrons to indicate a long vowel sound (pū'apinga, āmara, Ōmai) and the glottal stop used to replace the 'h' which was once part of the word (tei'ea, ta'unga, rave'anga).

There is no 's' in the Cook Islands Māori alphabet; nevertheless, it is used in Bible words. So readers will recognise the Biblical references when they see words with an 's'; for example, 'Mei te suori (fox) kāre e urunga upoko' and 'Tei'ea te tangata Sāmāria' (Samaritan). Because they know the Bible, many readers will understand these allusions.

Tangi, expressive of sympathy and sorrow, is a cognate of 'tangi' in te reo Māori, and its use in the poem connects the listener/reader to other Pacific languages that use this word. While tangi carries this meaning in the last line of the poem, it has many meanings. For example, it conveys the idea of 'ringing out' or 'making a sound' when used in these lines:

- Kua moe te tangi 'āmara  
Kua moe te tangi rākau.

Readers who know 'tangi' is commonly used in New Zealand to refer to the practices associated with expressing sympathy or sorrow at someone's death may need to have their attention drawn to its other meanings when used in different contexts.

The poem illustrates the use of features that are typical of this genre, for example:

- Similes:
  - Mei te suori kāre e urunga upoko.

- Metonymy:
  - Kua moe te tangi 'āmara,
  - Kua moe te tangi rākau
  - Kua moe te 'uru pēni
- Repetition:
  - 'oki mai 'oki mai 'oki mai, Tika rava ... Kua kite 'ia nā ...
- Rhyming:
  - 'anga 'anga, rave 'anga, ora 'anga.

How language is used in the text to express cultural meanings

In Cook Islands culture, Bible phrases are often used by a speaker to illustrate or explain points. For example, in this poem, the poet refers to the parable of the good Samaritan, 'Tei'ea te tangata Samaria', to illustrate 'aro 'a', the kind of compassion that is needed. This story would be known to most Cook Islands people because of the place Christianity has within the culture. By referring to the Bible story, the poet intensifies her description of how unemployment affects families, and highlights the compassion and assistance required.

In referencing the Bible, the poet demonstrates tā'aka'aka, the value of respect. 'Tā 'aka 'aka' involves honouring others, especially elders and those of senior status. It implies humility, and not placing oneself ahead of or before others. It also encompasses respect for God.

Formal language is used to convey the seriousness of the subject:

- I teia rā kua kite 'ia te ngere, kua kite 'ia te puta 'ua
- Kia tau 'i te reo 'o te ipukarea 'e tuatua nei
- 'Te tangi nei 'i tēia tū
- Mei te kāre 'e urunga upoko.

The poem refers to particular features of Cook Islands society, for example, 'te ngāteitei, ipukarea'. Learners of Cook Islands Māori may need help interpreting these words in the context.

### Opportunities for developing intercultural communicative competence

Students could explore how people express grief and sympathy in different situations, how these sentiments are conveyed in different text types, and the particular linguistic and cultural features of such texts. They could compare these texts with comparable texts in English, and in other languages known to students.

Students could investigate the more common forms of poetry in Cook Islands Māori and compare these with their counterparts in English and other known languages. What similarities and differences in terms of form and purpose can students observe?

Students could apply their knowledge to composing their own poems in te reo Māori Kūki 'Āirani on suitable themes.

- [Assessment for qualifications: Level 8](#)
- [Cook Islands Māori L8 context elaborations: Example 1](#)
- [Cook Islands Māori L8 context elaborations: Example 2](#)

Last updated January 16, 2013



## NCEA Level 3 Languages

### Conditions of Assessment

#### General Information

<b>Subject Reference</b>	Cook Islands Māori
<b>Domain</b>	Cook Islands Māori
<b>Level</b>	3

---

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**

<b>Achievement Standard Number</b>	<b>3.2</b>
<b>Title</b>	Give a clear spoken presentation in COOK ISLANDS MĀORI that communicates a critical response to stimulus material
<b>Number of Credits</b>	3
<b>Version</b>	1

This achievement standard involves explaining and justifying a viewpoint in culturally appropriate spoken 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.

It is suggested that the presentation be approximately 2-3 minutes.

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

### **Collection of Evidence**

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

## Prompts

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

Aids to memory such as those suggested above should 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.

<b>Achievement Standard Number</b>	<b>3.3</b>
<b>Title</b>	Interact clearly using spoken COOK ISLANDS MĀORI to explore and justify varied ideas and perspectives in different situations
<b>Number of Credits</b>	6
<b>Version</b>	1

This achievement standard involves finding out about, evaluating, accounting for and sustaining own views, and giving explanations or evidence to support or challenge the ideas and perspectives 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.

Four to five minutes is a suggested guideline for appropriate length.

Where an interaction involves more than one person being assessed, each person will be assessed individually.

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 recording.

### **Feedback and Feed Forward**

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

<b>Achievement Standard Number</b>	<b>3.5</b>
<b>Title</b>	Write a variety of text types in clear COOK ISLANDS MĀORI to explore and justify varied ideas and perspectives
<b>Number of Credits</b>	5
<b>Version</b>	1

This achievement standard involves accounting for and sustaining own views and finding out about, evaluating and giving explanations or evidence to support or challenge the ideas and perspectives of others

### **Evidence**

A range of commonly used resources may be used to support drafting and reworking. These include search engines, word lists, spell and grammar checkers, pamphlets, dictionaries, text books, grammar notes, people – friends, family, native speakers. Students need to write texts to fulfil communicative intents that are as realistic as possible.

### **Sufficiency of Evidence**

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

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

500 words, 1000 kana or 500 Cook Islands Māori characters is a suggested guideline for this standard.

### **Collection of Evidence**

Evidence of at least two text types should be collected. This ensures that the assessor has sufficient evidence to attest that a student is working at the specified level reasonably consistently rather than accidentally and occasionally. Selection of evidence would be made by the student. 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

<b>Subject Reference</b>	Cook Islands Māori 3.2		
<b>Title</b>	Give a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material		
<b>Level</b>	3	<b>Credits</b>	3
		<b>Assessment</b>	Internal
<b>Subfield</b>	Languages		
<b>Domain</b>	Cook Islands Māori		
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	4 December 2012

This achievement standard involves giving a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Give a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material.</li> </ul>	<ul style="list-style-type: none"> <li>Give a clear, convincing spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material.</li> </ul>	<ul style="list-style-type: none"> <li>Give a clear, effective spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 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, 2012 at <http://seniorsecondary.tki.org.nz>.
- Give a clear spoken presentation* involves explaining and justifying a viewpoint in culturally appropriate spoken Cook Islands Māori. Communication is achieved overall despite inconsistencies in, for instance:
  - language features
  - pronunciation
  - intonation
  - gesture
  - rhythm patterns
  - delivery speed or audibility
  - stress patterns

- tones.

*Give a clear, convincing spoken presentation* involves explaining and justifying a viewpoint, in Cook Islands Māori that is generally credible and connected. 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 a clear, effective spoken presentation* involves explaining and justifying a viewpoint, in Cook Islands Māori that is controlled and integrated. A range of language and language features are capably selected and successfully used that are fit for purpose and audience. Communication is not hindered by inconsistencies.

- 3 *Clear* refers to language that gives no doubt as to intended meaning.
- 4 *Critical response* refers to a presentation which includes analysis, interpretation, or evaluation of stimulus material.
- 5 *Stimulus material* refers to any linguistically and culturally appropriate material used as a starting point for a spoken presentation, such as text, poster, music video, lyrics, literature, TV, film, personal experience and the observation of cultural practices. Contexts may be concrete or abstract. The stimulus material may either be chosen by the student or provided by the assessor.
- 6 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

---

### Replacement Information

This achievement standard replaced unit standard 16738 and AS90553.

---

### 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

NZQA  
Approved

## Internal Assessment Resource

### Languages Level 3

This resource supports assessment against:

Achievement Standard 91539

Give a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material

**Resource title: Reviewing a cultural activity**

3 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 2 To support internal assessment from 2017
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number: A-A-03-2017-91539-02-6381
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 91539:** Give a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material

**Resource reference:** Languages 3.2A v2 Cook Islands Māori

**Resource title:** Reviewing a cultural activity

**Credits:** 3

---

### Teacher guidelines

---

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

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Languages 91539. 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 the student to give a clear oral presentation in which they review a school or class trip relating to a cultural activity, or another type of cultural activity that they have participated in.

The school or class trip could be, for example, to the movies, a restaurant, a museum or art gallery exhibition, speciality shops, visiting historical places, live performances, or a festival. The cultural activity could take place inside or outside the classroom and could include, for example, a cooking class, a guest speaker, craft making, or a festival celebration.

The cultural activity could also take place within another curriculum area but it must be related to the Cook Islands culture.

Ensure that the cultural activity chosen offers plenty of scope for students to engage with ideas in ways that are expected at level 8 of the curriculum.

This resource material should be read in conjunction with:

- the Senior Secondary Teaching and Learning Guides for languages  
<http://seniorsecondary.tki.org.nz/>
- NCEA Level 3 Languages Conditions of Assessment  
<http://ncea.tki.org.nz/Resources-for-aligned-standards>

### Conditions

This Standard assesses the student's ability to speak to an audience and has effective communication as its focus.

You will need to specify the amount of class time that the student has to prepare their presentation.

The students may work in pairs or in groups for their initial preparation and brainstorming but they will give their presentations and be assessed individually. The presentations will be recorded for assessment purposes.

Provided a student's presentation meets the communicative purpose of the task, the length may vary. A length of about two to three minutes is suggested. However, at all times quality is more important than length.

### **Resource requirements**

Audio and video recording equipment.

### **Additional information**

None.

## Internal Assessment Resource

**Achievement Standard Languages 91539:** Give a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material

**Resource reference:** Languages 3.2A v2 Cook Islands Māori

**Resource title:** Reviewing a cultural activity

**Credits:** 3

Achievement	Achievement with Merit	Achievement with Excellence
Give a clear spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material.	Give a clear, convincing spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material.	Give a clear, effective spoken presentation in Cook Islands Māori that communicates a critical response to stimulus material.

## Student instructions

### Introduction

This assessment activity requires you to give a clear oral presentation in Cook Islands Māori that reviews a Cook Islands Māori cultural activity that you have taken part in.

Teacher note: You will need to add information about the cultural activity the students will take part in. You will also need to let them know how their presentations will be recorded and stored.

You may work in pairs or in groups for your initial preparation and brainstorming. But you will give your presentation and be assessed individually.

You can use prepared notes, cue cards, props, photos, and other supporting material but you must not read directly from your notes. If you read directly from your notes, you will not meet the Standard.

Your presentation must be your own work. If you include extracts from external sources, you must acknowledge those sources. Any extracts will not contribute towards your final grade.

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

You will need to record your presentation for assessment and moderation purposes.

The suggested length for your presentation is about two to three minutes. However, quality is more important than quantity.

You will be assessed on how effectively you communicate your response to the cultural activity.



## Task

Prepare and give a clear spoken presentation in Cook Islands Māori in which you review a Cook Islands Māori cultural activity that you have participated in. Your review must be more than a description of what you saw or what happened: “a critical response” will include analysis, interpretation, or evaluation.

Whether you are expressing your own viewpoint or supporting or challenging the ideas or opinions of others, explain and justify your thinking.

In your presentation you could include, for example:

- a description of the cultural activity (who, when, where, what)
- your impressions and reactions (how you felt and what you thought before, during, after the activity)
- what you learnt from the experience (about protocols, values, traditions, the way of life)
- what you have learnt on a personal level from the experience (for example, has it led to a change of opinion?)
- a comparison between cultural elements in the activity and relevant aspects of your own culture
- a balanced evaluation of the benefits of such an experience
- whether you recommend taking part in a similar cultural activity.

The suggestions above are just some of the ways in which you could communicate a critical response to the cultural activity. In your presentation, you may want to comment on different aspects and in different ways.

In your presentation, aim to:

- structure your points, in a coherent sequence
- use a range of language and language features that are fit for the purpose of the presentation and the audience
- minimise inconsistencies (for example, in vocabulary, expressions, sentence structures, pronunciation, intonation, rhythm patterns, delivery speed, audibility, stress, and tones) that could hinder communication
- use gestures and body language as appropriate in Cook Islands Māori.

## Assessment schedule: Languages 91539 Cook Islands Māori – Reviewing a cultural activity

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student gives a clear spoken presentation in Cook Islands Māori in which they review a cultural activity that they have participated in.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material.</p> <p>The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.</p> <p>The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:</p> <p><i>E aere koe e akara i teia teata tei neneiia ki Varaani. E teata teia no runga i te inangaro o tetai tane e tana vaine. Me e reka ana koe i te teata e maata te akatutu me kare te akamatakutaku e ngari ake koe i reira i te noo ki te kainga.</i></p> <p>Communication is achieved overall despite inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>The student gives a clear, convincing spoken presentation in Cook Islands Māori in which they review a cultural activity that they have participated in.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material</p> <p>The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.</p> <p>The language is generally credible and connected.</p> <p>The student selects and uses a range of language and language features that are fit for the purpose and the audience.</p> <p>The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:</p> <p><i>Ka anoano maata ia koe kia akara i teia teata me e tangata inangaro koe i te au peu o te akainangaro ei akangaropoinaanga naau i te au apinga e tupu nei. E teata teia no te inangaro mua o te nga tangata no raua te teata. Te vai nei rai tetai papaki tei tuatua e, e teata maani ua teia, i na ra ko tetai papaki kua patoi ratou i teia tuatua. E meitaki ake e naau rai e akara i teia teata kia rauka i a koe i te iki i taau uarai i manako.</i></p> <p>Communication is not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>The student gives a clear, effective spoken presentation in Cook Islands Māori in which they review a cultural activity that they have participated in.</p> <p>The student communicates a critical response to stimulus material, that is, the presentation includes analysis, interpretation, or evaluation of stimulus material</p> <p>The presentation explains and justifies a viewpoint, for example, the student shares personal perspectives and explores the views of others.</p> <p>The language is controlled and integrated.</p> <p>The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience</p> <p>The student includes New Zealand Curriculum level 8 communication skills, language, and cultural knowledge that are appropriate for the task and the intended audience, for example:</p> <p><i>I toku manako, ko teia tetai teata umere ka anoanoia koe kia akara. No atu e teata akainangaro, e maata ra te au apinga tei riro i te akareka i te teata. Ka aru toou manako e toou vaerua i te tua mei te akamataanga o te teata. E nga tangata karape katoa te nga tangata i akatutu ei i te reira e, e tua numero tai no te oraanga inangaro. I aku, kua riro teia teata i te akaari mai i te turanga meitaki o te au tu teata o Varaani e ko teia katoa tetai teata numero tai o te mataiti.</i></p> <p>Communication is not hindered by inconsistencies (in, for example, language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p><i>The examples above relate to only part of what is required, and are just indicative.</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 3 Languages

### Presentation

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

### Give a clear spoken presentation that communicates a critical response to stimulus material

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 explaining and justifying a viewpoint and communicating a critical response. This includes analysis, interpretation, or evaluation of the stimulus material.

Students need to ensure that there is a clear link between their presentation and the stimulus material.

The best presentations are to the point and close to the allocated times. Development does not equal length. Suggested time for a level 3 presentation is two to three 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. rhetorical questions, imperatives, use of pauses for emphasis etc.

#### 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

<b>Subject Reference</b>	Cook Islands Māori 3.3		
<b>Title</b>	Interact clearly using spoken CIs Māori to explore and justify varied ideas and perspectives in different situations		
<b>Level</b>	3	<b>Credits</b>	6
		<b>Assessment</b>	Internal
<b>Subfield</b>	Languages		
<b>Domain</b>	Cook Islands Māori		
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	4 December 2012

This achievement standard involves interacting clearly using spoken Cook Islands Māori to explore and justify varied ideas and perspectives in different situations.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Interact clearly using spoken Cook Islands Māori to explore and justify varied ideas and perspectives in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Interact clearly using convincing spoken Cook Islands Māori to explore and justify varied ideas and perspectives in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Interact clearly using effective spoken Cook Islands Māori to explore and justify varied ideas and perspectives in different situations.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 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, 2012 at <http://seniorsecondary.tki.org.nz>.
- Interact clearly using spoken Cook Islands Māori* involves taking an active part in discussion with a degree of fluency and spontaneity. Taking an active part in discussion may be demonstrated by accounting for and sustaining own views. Spontaneity refers to the ability to maintain and sustain an interaction without previous rehearsal. Interaction may be hindered in some places by inconsistencies in, for instance:
  - language features
  - pronunciation
  - intonation
  - rhythm patterns

- delivery speed or audibility
- stress patterns
- tones.

*Interact clearly 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.

Interaction is not significantly hindered by inconsistencies.

*Interact clearly using effective spoken Cook Islands Māori* involves interaction showing:

- successful 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.

Interaction is not hindered by inconsistencies.

- 3 *Clearly* refers to language that gives no doubt as to intended meaning.
- 4 *Explore and justify varied ideas and perspectives* involves finding out about, evaluating, and giving explanations or evidence to support or challenge the ideas and perspectives of others.
- 5 *Different situations* refers to a range of culturally appropriate contexts in spoken Cook Islands Māori eg informal and formal, social, conversational, cultural, familiar and impromptu or unrehearsed contexts. Interactions may be face-to-face or technologically facilitated.
- 6 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.
- 7 The quality of the selection of interactions, considered as a whole, is more important than the length.
- 8 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

---

### Replacement Information

This achievement standard replaced unit standard 16737 and AS90554.

---

**Quality Assurance**

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

Consent and Moderation Requirements (CMR) reference

0233



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

NZQA  
Approved

## Internal Assessment Resource

### Languages Level 3

This resource supports assessment against:

Achievement Standard 91540

**Standard title:** Interact clearly using spoken Cook Islands Māori to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

**Resource title:** Teenage life

**Resource reference:** Languages 3.3A 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	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-03-2017-91540-03-6383
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:** 91540

**Standard title:** Interact clearly using spoken Cook Islands Māori to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

**Resource title:** Teenage life

**Resource reference:** Languages 3.3A 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

This assessment requires students to present recordings of a minimum of two interactions in Cook Islands Māori in which they discuss topics related to teenage life.

The scenarios used should reflect the interests of your students. For example, if it is more relevant, include a debate about cellphone use in schools in New Zealand and in The Cook Islands instead of the impact of technology on education.

This assessment activity could be used in conjunction with Achievement Standard 91542 *Write a variety of text types in clear Cook Islands Māori to explore and justify varied ideas and perspectives*. In other words, students could be assessed for their interactive speaking and their writing using the same learning context. If this is done, ensure that the students are not achieving double credit for simply reusing the same ideas and language.

This resource material should be read in conjunction with:

- the Senior Secondary Teaching and Learning Guides for languages  
<http://seniorsecondary.tki.org.nz/>
- NCEA Level 3 Languages Conditions of Assessment  
<http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

### Conditions

The context for each assessment piece must be different (and involve different participants) so that students have the opportunity to use a variety of language and language features in Cook Islands Māori. Consult with students when making



decisions about participants or media (for example, whether the interaction is face-to-face or using communication technology).

The interactions should be digitally recorded for marking and moderation purposes. Methods include videoing, digitally recording in a computer lab, or using a digital voice recorder, cellphone, or MP3 player. Recordings must be safely stored and of good enough quality for all participants to be heard and distinguished clearly.

Your overall judgement will be made on the basis of the total evidence contained in the recordings, and should embody confidence that the student is working at that level reasonably consistently rather than accidentally and occasionally.

Note that the technology context used here is very similar to that used in assessment resource 3.5B. If students are being assessed using both resources, change one of these contexts.

## **Resource requirements**

Recording equipment.

## **Additional information**

Students will need to store their recordings in a safe place, for example, in a folder on a classroom computer or the teacher's laptop or on a class blog or wiki.

## Internal Assessment Resource

**Achievement standard:** 91540

**Standard title:** Interact clearly using spoken Cook Islands Māori to explore and justify varied ideas and perspectives in different situations

**Credits:** 6

**Resource title:** Teenage life

**Resource reference:** Languages 3.3A v3 Cook Islands Māori

### Student instructions

#### Introduction

This assessment activity requires you to take part in and digitally record a minimum of two interactions in Cook Islands Māori about teenage life.

In your interactions, you should:

- express, explore, and justify (with explanations or evidence) your own ideas and perspectives
- explore and support/challenge (with explanations or evidence) the ideas and perspectives of others
- use language and language features that are fit for purpose and audience.

You will be assessed on how effectively you use spoken Cook Islands Māori to explore and justify varied ideas and perspectives.

#### Conditions

Your teacher will give you dates for your interactions and instructions on how the recordings should be stored.

You will be assessed individually.

It is suggested that your interactions total about four to five minutes, but quality is more important than quantity.

You may not use cue cards or count a pre-learnt role-play or dialogue as an interaction, but you may use materials that are authentic and appropriate to the context (for example, a map or an image).

All work must be your own. You may not use any language from the language samples in the assessment schedule unless it has been significantly reworked. Because this Standard assesses interaction, the language you use should fit naturally into the discussion.

#### Task

The following scenarios provide contexts for three interactions. The bullet points for each scenario are only suggestions about what you might discuss.

Teacher note: For each scenario, assign (or consult with students about) suitable pairs, groups, and media (for example, face-to-face or using technology).

### ***Is the grass really greener?***

An exchange student from the Cook Islands or New Zealand has joined your class. He/she is really interested in the differences and similarities between teenage life here and back in their country. Have a discussion about the pros and cons of being a teenager here in your country as opposed to being a teenager growing up in the exchange student's country. You could consider the following:

- the possible advantages and disadvantages of growing up in your country as compared to the exchange student's country
- what you wished your country had here but is something that is easily accessible in the exchange student's country (such as access to a variety of shows)
- comparisons and contrasts between life in the Cook Islands and in New Zealand
- future employment prospects.

You could do this as part of a group discussion in class, with your teacher and another student, with a native speaker and another student, or through the use of a social networking tool such as Skype.

### ***Technophile or technophobe?***

The exchange student has commented on the way technology is used in the classroom is different to back in their country. This has prompted the class to debate the moot that "Technology has had a positive impact on education". You and your two other teammates are brainstorming ideas. You could consider the following:

- the differences between the way technology is used in the Cook Islands and in New Zealand
- the positive and negative impacts of technology use in education
- whether technology is creating better educated students
- what technologies you use in your own education
- how language teaching and learning benefit from technology
- what side of the moot you hope your team gets.

### ***Remember the days of the old school yard***

Your teacher either grew up or has spent time as an exchange student in the Cook Islands or New Zealand. It has been a few years since they have lived there and, like anywhere, life has changed. Your teacher and the exchange student had a passionate discussion about why their respective era is the better era to have grown up in. They have asked you to take sides and explore the opposing person's view.

You could consider the following in your discussion:

- daily life in the different eras
- different approaches to education and schooling
- socialising and interests (for example, sports and other leisure activities)
- the arts (for example, literature, music, architecture)
- food and drink.

You could do this as part of a group discussion in class, one-on-one with your teacher, or one-on-one with an exchange student.

If you choose to do the discussion with your teacher you will need to be prepared to lead the discussion in order to show that you can maintain and sustain the conversation using language features and strategies.

---

In your interactions, aim to:

- speak clearly, so that your meaning is understood
- demonstrate a degree of fluency and spontaneity (that is, maintain and sustain interactions without previous rehearsal)
- use appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification
- make appropriate use of cultural conventions such as courtesies and gestures.

As far as possible, avoid inconsistencies that might hinder communication (for example, inconsistencies in language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).

## Assessment schedule: Languages 91540 Cook Islands Māori – Teenage life

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using spoken Cook Islands Māori.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student's participation is characterised by:</p> <ul style="list-style-type: none"> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting agreement or disagreement, seeking clarification</li> <li>• appropriate use of cultural conventions such as courtesies and gestures.</li> </ul> <p>The student uses appropriate New Zealand Curriculum level 8 communication skills,</p>	<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using convincing spoken Cook Islands Māori.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student's participation is characterised by:</p> <ul style="list-style-type: none"> <li>• use of a range of language that is fit for purpose and audience</li> <li>• generally successful selection from a repertoire of language features and strategies to maintain the interaction</li> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting</li> </ul>	<p>The student has produced a portfolio containing a selection of recordings of at least two spoken interactions. The student's overall contribution to the total interactions is about four to five minutes.</p> <p>Across the recordings, the student has interacted clearly using effective spoken Cook Islands Māori.</p> <p>The student has taken an active part in the interactions, exploring and justifying varied ideas and perspectives.</p> <p>The student accounts for and sustains their own views.</p> <p>The student provides explanations or evidence to support or challenge the ideas and perspectives of the other participants.</p> <p>The student's participation is characterised by:</p> <ul style="list-style-type: none"> <li>• successful use of a range of language that is consistently fit for purpose and audience</li> <li>• skilful selection from a repertoire of language features and strategies to maintain the interaction</li> <li>• a degree of fluency and spontaneity (that is, they can maintain and sustain an interaction without previous rehearsal)</li> <li>• use of appropriate interactive strategies such as fillers, asking unprepared questions and discussing interesting details, interrupting, recognising cues, prompting, thanking, repeating, inviting</li> </ul>

<p>language and cultural knowledge, for example:</p> <p><i>E Jean, kare koe i kite. Kua inangaro koe i te noo ki konei no te mea kare e maata ana te tangata?</i></p> <p><i>Ae, māmā ua rai. Kare e maata ana te poitini, te motoka e tetai atu au apinga no te mea kare e maata ana te tangata.</i></p> <p><i>No te aa, no te aa. Te maromaroa nei au no te mea te aere nei koe. Eaa ra taau e tuatua nei? I toku manako, kare e maata ana te tangata. Me maata te tangata ka matutu te turanga kimi puapinga.</i></p> <p><i>Kare au e inangaro i te tuatua no runga i te turanga kimi puapinga! Kare e ngaropoina i aku e kare rava au e tu ana ki roto i te raini i konei i te tiaki e pera katoa i a taua i te paetaatai ko taua anake ua a reira.</i></p> <p>Communication is achieved overall, although interactions may be hindered in some places by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p><i>The examples above are indicative samples only.</i></p>	<p>agreement or disagreement, seeking clarification</p> <ul style="list-style-type: none"> <li>• appropriate use of cultural conventions such as courtesies and gestures.</li> </ul> <p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p><i>E Jean, e māmā ake tena au manako i toku. Ko te akakoroanga tikai i inangaro ei koe i te noo ki konei no te mea kare e maata ana te tangata.</i></p> <p>.</p> <p><i>E te tika. Māmā ua rai. No te kore oki e maata ana te tangata kare i reira e poitini e kare katoa e motoka.</i></p> <p><i>Ae, te maromaroa nei au no te mea te aere nei koe, i na ra, kua marama koe i taau apinga e tuatua nei? Me kare e maata ana te tangata ka paruparu te tuanga kimi puapinga.</i></p> <p><i>Eaa taua ka tuatua ei no runga i te tuanga kimi puapinga! Kare rava au i tu ana i konei ki roto i tetai raini i te tiaki e, e akapou ana au i toku taime ki taatai te ngai e kare atu e tangata, ko au anake ua – ko teia te au apinga kare e ngaropoina ana i aku. Aere mai atoroia au i Varaani kia kite koe.</i></p> <p>Interactions are not significantly hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p>	<p>agreement or disagreement, seeking clarification</p> <ul style="list-style-type: none"> <li>• appropriate use of cultural conventions such as courtesies and gestures.</li> </ul> <p>The student uses appropriate New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</p> <p><i>E Jean, kare koe i kite. Ko te tumu tikai i inangaro ei koe i te noo ki konei no te mea kare e maata ana te tangata.</i></p> <p><i>Kare atu e tumuanga, māmā ua rai. Me kare e maata ana te motoka, kare rai e maata te poitini</i></p> <p><i>No te aa, no te aa, te maromaroa nei au, no te mea te aere nei koe, i na ra kia kite koe – me kare e maata te tangata ka tauturu teia i te akaparuparu i te tuanga kimi puapinga.</i></p> <p><i>Kare e ko te moni te apinga puapinga rava atu. Ko taku apinga e reka ana au, kare oki au e tu ana ki roto i tetai raini i konei. Kare e ngaropoina i aku to taua taime i te paetai – ko taua ua e te tapa taatai. E aere mai koe i te atoro i aku i Varaani kia marama tikai koe.</i></p> <p>Interactions are not hindered by inconsistencies (in, for example, language features, pronunciation, intonation, rhythm patterns, delivery speed or audibility, stress patterns, or tones).</p> <p><i>The examples above are indicative samples only.</i></p>
---	---	--

	<i>The examples above are indicative samples only.</i>	
--	--	--

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 clearly to explore and justify varied ideas and perspectives 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.

The standard at level 3 requires evidence of spontaneity, i.e. the ability to maintain and sustain an interaction without previous rehearsal

Features and strategies such as pausing, negotiating meaning, prompting, seeking clarification etc. can only be 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 to five minutes interaction in total for level 3.

#### 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 3, students need to move beyond simply providing information and into exploring and justifying a variety of ideas and perspectives. This will involve evaluating, explaining and providing supporting evidence. Students could also support or challenge the ideas and perspectives of others.



## Achievement Standard

<b>Subject Reference</b>	Cook Islands Māori 3.5		
<b>Title</b>	Write a variety of text types in clear Cook Islands Māori to explore and justify varied ideas and perspectives		
<b>Level</b>	3	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	Languages		
<b>Domain</b>	Cook Islands Māori		
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	4 December 2012

This achievement standard involves writing a variety of text types in clear Cook Islands Māori to explore and justify varied ideas and perspectives.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Write a variety of text types in clear Cook Islands Māori to explore and justify varied ideas and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in clear convincing Cook Islands Māori to explore and justify varied ideas and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in clear effective Cook Islands Māori to explore and justify varied ideas and perspectives.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 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, 2012 at <http://seniorsecondary.tki.org.nz>.
- Write a variety of text types in clear Cook Islands Māori* involves organising text in a linguistically and culturally appropriate format and style, and organising informed content which is fit for purpose and audience. 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 clear convincing Cook Islands Māori* involves developing ideas and perspectives in Cook Islands Māori which is generally credible and connected. 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 clear effective Cook Islands Māori* involves developing ideas and perspectives in Cook Islands Māori which is controlled and integrated. Language and language features are capably selected and successfully used that are fit for purpose and audience. Communication is not hindered by inconsistencies.

- 3 *Variety of text types* refers to a range of different text types which have been created for different audiences and purposes.
- 4 *Clear* refers to language that gives no doubt as to intended meaning.
- 5 *Explore and justify varied ideas and perspectives* involves evaluating and giving explanations or evidence to support own ideas and perspectives as well as supporting or challenging those of others.
- 6 The quality of the texts, considered as a whole, is more important than length.
- 7 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

---

### Replacement Information

This achievement standard replaced unit standard 16740, unit standard 16741, unit standard 16749, and AS90556.

---

### 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

NZQA  
Approved

## Internal Assessment Resource

### Languages Level 3

This resource supports assessment against:

Achievement Standard 91542

**Standard title:** Write a variety of text types in clear Cook Islands Māori to explore and justify varied ideas and perspectives

**Credits:** 5

**Resource title:** On exchange

**Resource reference:** Languages 3.5A 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	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-03-2017-91542-03-6385
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:** 91542

**Standard title:** Write a variety of text types in clear Cook Islands Māori to explore and justify varied ideas and perspectives

**Credits:** 5

**Resource title:** On exchange

**Resource reference:** Languages 3.5A 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

This activity requires students to imagine they are going on exchange to one of the Cook Islands or New Zealand. In this context, they produce a minimum of two pieces of writing, either a formal letter, a personal blog entry, or a magazine article.

Adapt or replace any of the suggested scenarios that are not appropriate or sufficiently real for your students. For example, the personal blog entry could be about cellphone use in schools instead of the impact of technology on education.

This assessment activity could be used in conjunction with assessment for Achievement Standard 91540 *Interact clearly using spoken Cook Islands Māori to explore and justify varied ideas and perspectives in different situations*. In other words, students could be assessed for their interactive speaking and their writing using the same learning context. If this is done, ensure that the students are not achieving double credit for simply reusing the same ideas and language.

This resource material should be read in conjunction with:

- the Senior Secondary Teaching and Learning Guides for languages  
<http://seniorsecondary.tki.org.nz/>
- NCEA Level 3 Languages Conditions of Assessment  
<http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

### Conditions

Your overall judgement will be made on the basis of the total evidence contained in the pieces of writing. The evidence should be sufficient to demonstrate that the student is working at the level reasonably consistently rather than accidentally and occasionally.

## **Resource requirements**

You could support students with accessing and using a range of resources to help them draft and revise their writing, for example, search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, textbooks, and grammar notes.

## **Additional information**

None.

## Internal Assessment Resource

**Achievement standard:** 91542

**Standard title:** Write a variety of text types in clear Cook Islands Māori to explore and justify varied ideas and perspectives

**Credits:** 5

**Resource title:** On exchange

**Resource reference:** Languages 3.5A v3 Cook Islands Māori

### Student instructions

#### Introduction

Imagine you are an exchange student to one of the Cook Islands or New Zealand. In this context, you are required to produce a minimum of two written texts in Cook Islands Māori within the following scenarios:

- a formal letter of application
- a personal blog entry
- an article in a school magazine.

Write in a format and style that is linguistically and culturally appropriate. Ensure that the content is clear, informed, well organised, and fit for the purpose and audience.

All work must be your own. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final judgement. Language from the language samples may not be used unless it is significantly reworked.

There is no word limit but it is recommended that, across the texts, you write a total of about 400–500 words. Quality is however more important than quantity.

You may draft and revise your writing. You may use resources such as search engines, word lists, spelling and grammar checkers, pamphlets, dictionaries, text books, and grammar notes to help you when you are drafting and revising. Only your final versions will be assessed.

You will be assessed on how effectively you use Cook Islands Māori to explore and justify a variety of ideas and perspectives in your pieces of writing.

#### Task

Imagine that you are an exchange student to one of the Cook Islands or New Zealand. Within this context write a minimum of two texts, in Cook Islands Māori, within the following scenarios: a formal application letter, a personal blog entry, or a school magazine article.

In your writing, you should:

- express, explore, and justify (with explanations or evidence) your own ideas and perspectives

PAGE FOR STUDENT USE

- explore and support/challenge (with explanations or evidence) the ideas and perspectives of others
- use language and language features that are fit for purpose and audience
- include some ideas and information from sources other than your own direct experience (for example, articles, films, or discussions with native speakers).

Use the following scenarios as the basis for your written texts. The bullet points are suggestions only.

Use your language and cultural knowledge to organise each text so that it is appropriate for the purpose and audience.

### ***Formal application letter***

After discussion with your classmates about the pros and cons of going on an exchange to one of the Cook Islands or New Zealand, you have decided that you would like to spend a year there as an exchange student.

Write a formal letter in Cook Islands Māori to a student exchange organisation, applying to go on an exchange programme to one of Cook Islands or New Zealand. In your letter, you could discuss:

- your personal background, history of learning Cook Islands Māori, and your motivation for visiting one of Cook Islands or New Zealand
- the linguistic, cultural, and social advantages of spending a year as an exchange student in one of the Cook Islands or New Zealand
- the challenges that you expect to encounter and your strategies for overcoming them
- your expectations, hopes, or plans for the year of being an exchange student
- how you see yourself benefiting from the experience.

### ***Personal blog entry***

You are on exchange in one of Cook Islands or New Zealand. Your class has had a debate on the moot that “Technology has a positive impact on education”. After the debate, you feel strongly about this issue and write an entry for your personal blog. In your blog entry, you could include some of the following:

- your reflections on some of the perspectives voiced by participants in the debate
- descriptions of technological tools (for example, computer, laptop, cellphone, digital camera, i-pod) used in teaching and learning, and how they are used
- consideration of the effectiveness of technology used for teaching and learning (Does it make lessons more interesting? Does it help students learn better?)
- some advantages and disadvantages of using technology in teaching and learning
- comparisons between the impact of technology on education in one of the Cook Islands and in New Zealand.

### ***School magazine article***

You have spent a year in one of the Cook Islands or New Zealand as an exchange student. At the end of your stay, you have been invited to write an article for the school magazine that explores and challenges some cultural stereotypes.

In your article, you could discuss some of the following:

- common perceptions or stereotypes of certain cultural practices in the Cook Islands or New Zealand
  - whether your first impression of the Cook Islands or New Zealand has confirmed or challenged these stereotypes
  - how your understanding and perceptions of Cook Islands culture or Kiwi culture have changed throughout the year
  - advice to future exchange students on how to deal with issues relating to cultural stereotypes.
- 

Across the texts, aim to:

- write clearly, so that you communicate your intended meaning
- use language in a way that is controlled and integrated
- make appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge.

As far as possible, avoid inconsistencies that might hinder communication (for example, inconsistencies in format, spelling, lexical choice, level of formality, language conventions, or language features).



## Assessment schedule: Languages 91542 Cook Islands Māori – On exchange

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>In clear Cook Islands Māori, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 400–500 words.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives. They do this by:</p> <ul style="list-style-type: none"> <li>evaluating and giving explanations or evidence to support their own ideas and perspectives</li> <li>supporting or challenging the ideas and perspective of others.</li> </ul> <p>Their writing:</p> <ul style="list-style-type: none"> <li>is organised in a linguistic and culturally appropriate format and style</li> <li>consists of content that is informed and fit for the purpose and audience</li> <li>makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</li> </ul> <p><i>Ko te noo ki tetai enua ke no tetai tai mataiti, e moemoea ia na tetai ua atu tangata. I apii ana au i aku kia kite i te reo Varaani no tetai 5 mataiti, e, e inangaro ua ana rai au i te aere ki Varaani. Ko tetai oku akakoroanga ko ia oki ko te akarakara teata e te tatau puka i roto i te reo Varaani e kia marama katoa au i te reira.</i></p>	<p>In clear, convincing Cook Islands Māori, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 400–500 words.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives. They do this by using language that is generally credible and connected to:</p> <ul style="list-style-type: none"> <li>evaluate and give explanations or evidence to support their own ideas and perspectives</li> <li>support or challenge the ideas and perspectives of others.</li> </ul> <p>Their writing:</p> <ul style="list-style-type: none"> <li>demonstrates use of a range of language and language features that are fit for the purpose and audience</li> <li>is organised in a linguistic and culturally appropriate format and style</li> <li>makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</li> </ul> <p><i>Eiaa ka tamouia ai tetai reo ke? I aku uarai, e pera tetai au pae tamariki, ko te apinga puapinga, kia kite i te tuatua i roto i tetai reo ke e te tere ki tetai au enua ke. E inangaro ua ana rai au i te noo ki roto i tetai ngutuare i Varaani, aere ki tetai apii tuarua e kia tuatua Varaani i te au ra katoatoa. Me tupu teia, ka ngoie ua i aku i te oora</i></p>	<p>In clear, effective Cook Islands Māori, the student has produced at least two written texts of various types for the agreed scenarios. The total length of the texts is approximately 400–500 words.</p> <p>Across the texts, the student explores and justifies varied ideas and perspectives. They do this by using language that is controlled and integrated to:</p> <ul style="list-style-type: none"> <li>evaluate and give explanations or evidence to support their own ideas and perspectives</li> <li>support or challenge the ideas and perspectives of others.</li> </ul> <p>Their writing:</p> <ul style="list-style-type: none"> <li>demonstrates capable selection and successful use of a range of language and language features that are fit for the purpose and audience</li> <li>is organised in a linguistic and culturally appropriate format and style</li> <li>makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example:</li> </ul> <p><i>Kare rava au i manako ana e noo nei i roto i toku pupu apii o te reo Varaani e ka tae au ki teia enua a tetai ra. E 13 oku mataiti i teia taima. No atu oki i tamou ana au i te reo Varaani e 5 mataiti, kare rai au i tukatau meitaki ake i te tuatua i teia reo. Ka rekareka maata au me ka tuku koe i aku kia noo ki rotopu i tetai ngutuare e kare ratou e</i></p>

<p><i>Ka maranga mai toku turanga ki runga i muri ake i te tai mataiti i Varaani, e ka meitaki teia, no te mea, ka inangaro au i te aere ki te apii tuatoru.</i></p> <p>Communication is achieved overall despite inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p> <p><i>The examples above are indicative samples only.</i></p>	<p><i>i toku au manako i roto i te reo Varaani. Ka inangaro katoa au kia riro mai au ei puapii no te reo Varaani, e no reira, ka anoano maata ia au kia tukatau meitaki i te tuatua i teia reo.</i></p> <p>Communication is not significantly hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p> <p><i>The examples above are indicative samples only.</i></p>	<p><i>tuatua papaa ana kia meitaki mai taku reo Varaani. Me oki mai au, ka parani au i te apai ua atu rai i te apii reo Varaani i roto i te apii tuatoru e kia riro mai au ei puapii no te reo Varaani.</i></p> <p>Communication is not hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</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 explore and justify varied ideas and perspectives

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 explore and justify varied ideas and perspectives. This involves evaluating and giving explanations or evidence to support their own ideas and perspectives as well as supporting or challenging those of others. 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**

There is no word limit for this standard. The sample tasks suggest the following approximate word/character/kana count for level 3: 500 characters for Chinese, 1000 kana for Japanese, or 500 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 - L3](#)

# Assessment Specifications

## Level 3 Cook Islands Māori 2019

### General information

Domain	Cook Islands Māori
Mode of Assessment	Written examination
Standards	<a href="#">91538</a> <a href="#">91541</a>

### 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 extended written and spoken Cook Islands Māori texts.

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

Texts may develop a line of argument relating to concrete and abstract matters of social interest. Topics may include matters beyond candidates' immediate experience, for example:

- education and employment
- media and entertainment
- travel and tourism
- historical events.

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 8 of \*The New Zealand Curriculum\*](#)
- the [Teaching and Learning Guide for Languages](#)
- Level 8 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

<b>Standard</b>	<b>91538</b>
<b>Title</b>	Demonstrate understanding of a variety of extended spoken Cook Islands Māori texts
<b>Version</b>	2
<b>Number of credits</b>	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 spoken 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.

<b>Standard</b>	<b>91541</b>
<b>Title</b>	Demonstrate understanding of a variety of extended written and/or visual Cook Islands Māori texts
<b>Version</b>	2
<b>Number of credits</b>	5

## Format of the assessment

Candidates will read and respond to three written texts of different text types in a resource booklet. The texts will contain up to 1500 words in total.

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

Copyright © New Zealand Qualifications Authority

# 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](mailto: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 <b>17 Oct</b>	<b>School-marked assessments:</b> 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> ). <b>Cluster-marked assessments:</b> 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	<b>All:</b> 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. <b>Cluster-marked assessments:</b> 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](mailto:orders@thechair.miinedu.govt.nz)

If you have any questions, please contact

Gill McLean  
National Assessment Facilitator  
Secondary Examinations, NZQA  
[Gill.mclean@nzqa.govt.nz](mailto:Gill.mclean@nzqa.govt.nz)  
Ph 04 463 4388

## Achievement Standard

<b>Subject Reference</b>	Cook Islands Māori 3.4		
<b>Title</b>	Demonstrate understanding of a variety of extended written and/or visual Cook Islands Māori texts		
<b>Level</b>	3	<b>Credits</b>	5
		<b>Assessment</b>	External
<b>Subfield</b>	Languages		
<b>Domain</b>	Cook Islands Māori		
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	4 December 2012

This achievement standard involves demonstrating understanding of a variety of extended written and/or visual Cook Islands Māori texts.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of extended written and/or visual Cook Islands Māori texts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate clear understanding of a variety of extended written and/or visual Cook Islands Māori texts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate thorough understanding of a variety of extended written and/or visual Cook Islands Māori texts.</li> </ul>

### Explanatory Notes

- 1 This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 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, 2012 at <http://seniorsecondary.tki.org.nz>.
- 2 *Demonstrate understanding* involves making meaning of written and/or visual Cook Islands Māori by responding in own choice of English/Te Reo Māori and/or Cook Islands Māori to the information and varied perspectives in the Cook Islands Māori read and/or viewed.

*Demonstrate clear understanding* involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.

*Demonstrate thorough understanding* involves expanding on relevant information and varied perspectives from the texts with supporting detail. Evidence shows understanding of the implied meanings or conclusions, where relevant, within the texts.

- 3 *Written and/or visual Cook Islands Māori texts* refers to a variety of Cook Islands Māori texts eg media extracts on topics of social interest, short stories, articles, blogs, images, advertisements, diagrams, posters, programmes, and reports. The texts reflect the relationship between language and culture and are adapted as appropriate.
  - 4 *Extended texts* refer to developed texts on both concrete and abstract matters. This may include texts that develop a line of argument.
  - 5 Evidence may include:
    - clarifying information, ideas and opinions
    - summarising information, ideas and opinions
    - producing, annotating, amending, or 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/subjects/>.
- 

### Replacement Information

This achievement standard replaced unit standard 16739, unit standard 16743, and AS90555.

---

### 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

<b>Subject Reference</b>	Cook Islands Māori 3.1		
<b>Title</b>	Demonstrate understanding of a variety of extended spoken Cook Islands Māori texts		
<b>Level</b>	3	<b>Credits</b>	5
		<b>Assessment</b>	External
<b>Subfield</b>	Languages		
<b>Domain</b>	Cook Islands Māori		
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	12 December 2013

This achievement standard involves demonstrating understanding of a variety of extended spoken Cook Islands Māori texts.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of a variety of extended spoken Cook Islands Māori texts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate clear understanding of a variety of extended spoken Cook Islands Māori texts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate thorough understanding of a variety of extended spoken Cook Islands Māori texts.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 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, 2012 at <http://seniorsecondary.tki.org.nz>.

- Demonstrate understanding* involves making meaning of spoken Cook Islands Māori by responding in own choice of English, Te Reo Māori and/or Cook Islands Māori to the information and varied perspectives in the Cook Islands Māori heard.

*Demonstrate clear understanding* involves selecting relevant information and varied perspectives from the texts and communicating them unambiguously.

*Demonstrate thorough understanding* involves expanding on relevant information and varied perspectives from the texts with supporting detail. Evidence shows 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 social interest, conversations, interviews, short stories, reports. The texts will reflect the relationship between language and culture and be adapted as appropriate.
  - 4 *Extended* refers to developed texts on both concrete and abstract matters. This may include texts that develop a line of argument.
  - 5 Evidence may include:
    - 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, 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/subjects/>.
- 

### Replacement Information

This achievement standard replaced unit standard 16736 and AS90552.

---

### 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