

To be completed by candidate and school.

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

Name: \_\_\_\_\_

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# 3

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NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

COMMON ASSESSMENT TASK

## Level 3 Cook Islands Māori 2020

### 91538 Demonstrate understanding of a variety of extended spoken Cook Islands Māori texts

9.30 a.m. Thursday 22 October 2020 (New Zealand)  
10.30 a.m. Wednesday 21 October 2020 (Cook Islands)  
Credits: Five

**You should attempt ALL the questions in this booklet.**

Each of the questions in this assessment requires you to listen to a passage in Cook Islands Māori. You will hear each passage three times:

- The first time, you will hear it as a whole.
- The second and third times, you will hear it in sections, with a pause after each.
- As you listen, you may make notes in the space provided.
- Before the passage begins, you will have 30 seconds to read the question.
- Once the passage has finished, you will have time to review your answers.

Answer in your choice of English, te reo Māori, and/or Cook Islands Māori.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–12 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

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Achievement Criteria		
Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended spoken Cook Islands Māori texts.	Demonstrate clear understanding of a variety of extended spoken Cook Islands Māori texts.	Demonstrate thorough understanding of a variety of extended spoken Cook Islands Māori texts.
Overall level of performance		<b>12</b>

**Achievement**

**FIRST PASSAGE: *Tapa'anga ingoa* (Giving of names)**

*Akarongo ki te vaa tuatua ma te akara akaou i te tataanga no taau pauanga i te Uianga Ta'i.*

Listen to the speaker and refer to the passage in your answer to Question One.

**Glossed vocabulary**

tā-tu'anga	to take turns
unounga	son- or daughter-in-law
akauruuru'anga	ceremony to elevate someone to a full title

**LISTENING NOTES**

- names.
- friend family.
- to connect to Ancestors.
- geneology.
- bible.
- abraham / david.
- when marrying into a new family.
- mate after a death.
- Roimat nooumou Aue / tangi.
- Ceremony to elevate someone.
- sports.
- 
- lost of connection.
- loose our land.

## QUESTION ONE

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- (a) Ea'a te tuatau akakoroanga e tapa'ia ana te ingoa ou? Akamarama mai te tumu i pera ai, akara ki te tataanga no taau pauanga.

On what occasions are new names given? Explain why, with reference to the passage.

- named after or in relation to our ancestors.
- After events
- named after the bib names in the bible for example; Abraham and David.
- when marrying into a new family the name of the son/daughter in law can change.
- If somebody passes away people can be named related to it. E.g = Roimata, Moumou or Aue.
- ceremony, when someone is granted a title of chief the name changes.

Please turn over ➤

- (b) Akamarama mai ea'a tikai te turanga puapinga i te tapa'anga ingoa ou ei akamatutu te akonoanga Kūki 'Āirani Māori? Akara ki roto i te tataanga no taau pauanga.

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Explain how giving new names is important to strengthen the Cook Islands Māori culture?  
Explain your answer with reference to the passage.

It is very important to give names with a lot of thought and reason, because it connects us to our Ancestors. It tells us where we come from and it helps others identify who we are and also who our family is. Names can carry connections to the future as well, names in the bible are used frequently like Abraham and David because the family wishes for the child to carry the Attributes of that person.

- (c) *Ea'a te tamanamanata nei i te tangata i tātā'ia ai teia tua, no te turanga o teia akono'anga, i te au tuātau ki mua?*

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What are the speaker's concerns about the future of this naming practice?

They are worried that because nowadays people are not using the traditional and Cook Island names when naming their children, and are instead using mainstream names. They feel that this has weakened the Cook Island culture and because they are disconnected.

**SECOND PASSAGE: Te basileia-kore (The refugee)**

*E tangata Kiribati a Ioane Teitiota, te pati nei aia i te Nūtirēni paruruanga. Akara akaou i te tataanga no taaupauanga i te Uianga Rua.*

Ioane Teitiota is from Kiribati and in 2013 applied for protection in New Zealand. Refer to the passage in your answer to Question Two.

**Glossed vocabulary**

oro'anga	take to court of law
apiapi	crowded
tauetono	social tension
kake'anga o te tai	rising sea-level

**LISTENING NOTES**

- Refugee.
- United Nations.
- didn't know what to do about rising sea levels.
- crowded on Tarawa.
- Problem RSL.
- Social tension.
- take to court @ UN.
- help.
- Ioane and people
- No
- \$2,000
- \$2013



## QUESTION TWO

- (a) Ea'a te manamanata e tupu nei i te pae tonga o Tarawa, e, no te a'a i perā ai?  
What are the problems in South Tarawa, and why have these arisen?

The island is overcrowded because of the rising sea levels. There is also social tension because of this. There is not enough resources for people to live comfortably thus there is social tension about who will survive. The increase of people in Kiribati is people from other Islands that are going through the same problems.

- (b) Ea'a a loane i karanga ei e, tangata basileia-kore rāi aia?  
Why does loane say he is a refugee?

He say

- Because he is applying for protection from New Zealand.

- His own homeland has been overcrowded by people from other Islands.

He does not know what to do, thus he seeked help.

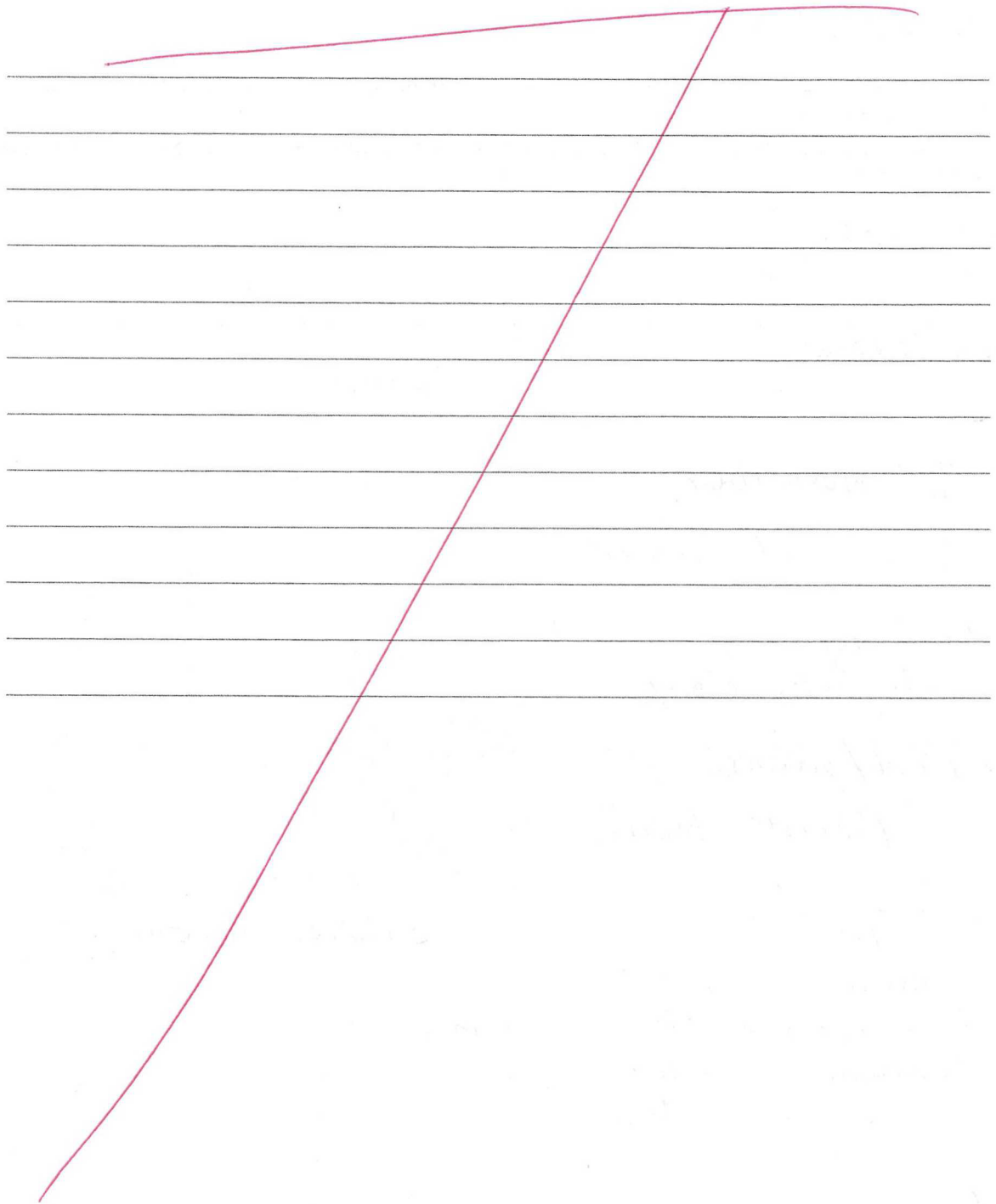
Please turn over ►

- (c) Ea'a tikai te puapinga ma'ata i teia tuku'anga ture no te aronga basileia kore no te tuatau ki mua?

Why was the ruling important for future refugee claims?

It was important so that they could survive. The UN committee came together to try and discuss ways to resolve the problems regarding the rising sea levels. From this plan, many many lives can be saved or made better. //





**THIRD PASSAGE: Tūrama**

Te uriuri manako nei a Aunty Ina raua ko Rangi no te Tūrama apopo. Akara akaou i te tataanga no taau pauanga i te Uianga Toru.

Aunty Ina and Rangi are discussing plans for the Tūrama tomorrow. Refer to the passage in your answer to Question Three.

**Glossed vocabulary**

menema

grave

**LISTENING NOTES**

—

- 1<sup>st</sup> November.

- beautiful flowers.

2<sup>nd</sup> Nov

all sales day.

- Dad/mum.

Parents home.

- Kai/food.

- umu.

- uto

- Kiko mamoe - mairi vai inu

- tūtūmā - Ika mata.

- taro.

Kanara.

children meeting

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Tare Maori.

Christmas

ei tipani.

children.

Prayer.

grave.

## QUESTION THREE

(a) Akamārama mai i te aite'anga o te Tūrama, e no te a'a teia anga'anga?

Describe the practice of Tūrama and what it is for.

- To put the <sup>beautiful</sup> flower eis and kanara on the graves.

- 1<sup>st</sup> November.

2nd November = all souls day.

~~It is for~~

~~workshop for ch~~

(b) Ea'a te au teateamamao'anga kua inangaro'ia no te Tūrama?

What preparations were needed for the Tūrama?

- need to prepare the food in the umu
- and to ~~prepare~~ the go out and pick the flowers and make the eis.

This <sup>food</sup> includes:

- Flowers:

- Kiko mamoe.
- Tiare Maori
- Ika mata
- and tipani.
- taro/uto

- workshop for children.

- sports for the children.

- Christmas.

~~g~~

## Achievement Exemplar 2020

Subject	Cook Islands Maori		Standard	91538	Total score	12
Q	Grade score	Annotation				
1	M5	The response shows sound understanding. For example: “A lot of thought and reasoning - connects us to our ancestors – sense of identity – the family wishes for the child to carry the attributes of that person”.				
2	A4	The response describes the current situation well. “- rising sea levels leading to over-crowding and social tension”.				
3	A3	Several key points from the text were identified to show basic understanding.				

Confirmation of check	Y / N
This exemplar has been checked for similarities with current online exemplars.	Y