

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.

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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.

ASSESSOR'S USE ONLY		
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		15

Merit

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

- Tapeka ia tatou i to tatou Kopu tangata, uitupuna, taeake, taonga.
- Ta-tu'anga ia te tapa ingoa *
- Me anau ia tetai pepe ka tapa ia toona ingoa tei ki ia noona
- Tapa ia no roto mai i te: Puka tapu
 - Angaanga tei tupu
 - Aronga tei takake
- Toou ingoa e ora ai te uitupuna.
- Teremoana
- Ingoa akaipoipo i te unounga
Vaerua o tei takake atu
- Akauruuruanga A Tavanga Ariki
 - Mono
 - Akauruuruanga
- Kare kate anau e marama ana i te
peu o te tapa'anga ingoa.

QUESTION ONE

ASSESSOR'S
USE ONLY

- (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.

~~Me anau ana tetai tama me~~
 Me anau ia mai ana tetai pepe ou,
 Ka tapa ia toona ingoa tei iki ia noona.
 Ka tapa ia no roto mai i te puka tapu,
 A angaanga tei tupu i roto i te kopu
 tangata, akaraanga e pera ka toa tei
 takake atu. Kua irinaki ratou e na te
 ingoa o tei mate tei tapa ia i runga
 i tetai pepe e akaora mai i te vaerua
 o tei takake atu.

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.

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

ASSESSOR'S
USE ONLY

Te puapinga o te tapa'anga ingoa koia
oki ~~ke~~ te ka riro tei reira i te tapeka
ia tatou i to tatou uitupuna, kopu
tangata, taeake e te taonga. Na roto
i te tapa'anga i te au pepe ou me kore
tetai uatu mema i roto i te kopu tangata,
i tetai ingoa tano e te ingoa kopa
tate kopu tangata i iki. ~~Ka~~ i teia ra
e taangaanga ana te amu i te ingoa
o tetai tangata rongonui no tetai au
enua ngangao mai e are e aiteanga
e te ~~to~~ toto piri mou i teia au tangata.
Ka riro teia i te ta ngaro i te peu
maori o te tapa'anga ingoa.

- (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?*

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

me ka taangaanga oki te tangata i te
 ingoa o tetai tangata ~~puapi~~ rongonui o
 teia nei a o, kare rava e piri'anga ~~te~~ i te
 kopu tangata, ka ngaro te peu Kuki Airani
 o te tupa'anga ingoa no roto mai i te Kopu
 tangata, ~~te~~ to tatou uitupu i te akaoraora
 i to roto ~~veru~~ vaerua i roto i te kopu
 tangata.

SECOND PASSAGE: Te basileia-kore (The refugee)

E tangata Kiribati a Ioane Teitiota, te pati nei aia i te Nūtīrēni paruruanga. Akara akaou i te tataanga no tauu pauanga 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

- Kake'anga tai
- Akaruke te tangata
- Apiapi i te tangata
- Oraanga ta e te tauetono
- Tikaanga oraanga tau
- Taulanga reva
- Matakū i te mate
- 2050 are e meitaki i te noo ia e te tangata.
- Are e malutu ana taonga
-

QUESTION TWO

ASSESSOR'S
USE ONLY

- (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?

Kua neke te tangata e noo ana i Kiribati i Tarawa no te mea kua kake te tai e ka tapoki ia Kiribati. Kua ta e kua tauetono teia nga basileia. Kua apiapi te tangata i Tarawa, kua neke oki mai oki te iti tangata Kiribati e kua tamangmata i teia iti tangata Tarawa.

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

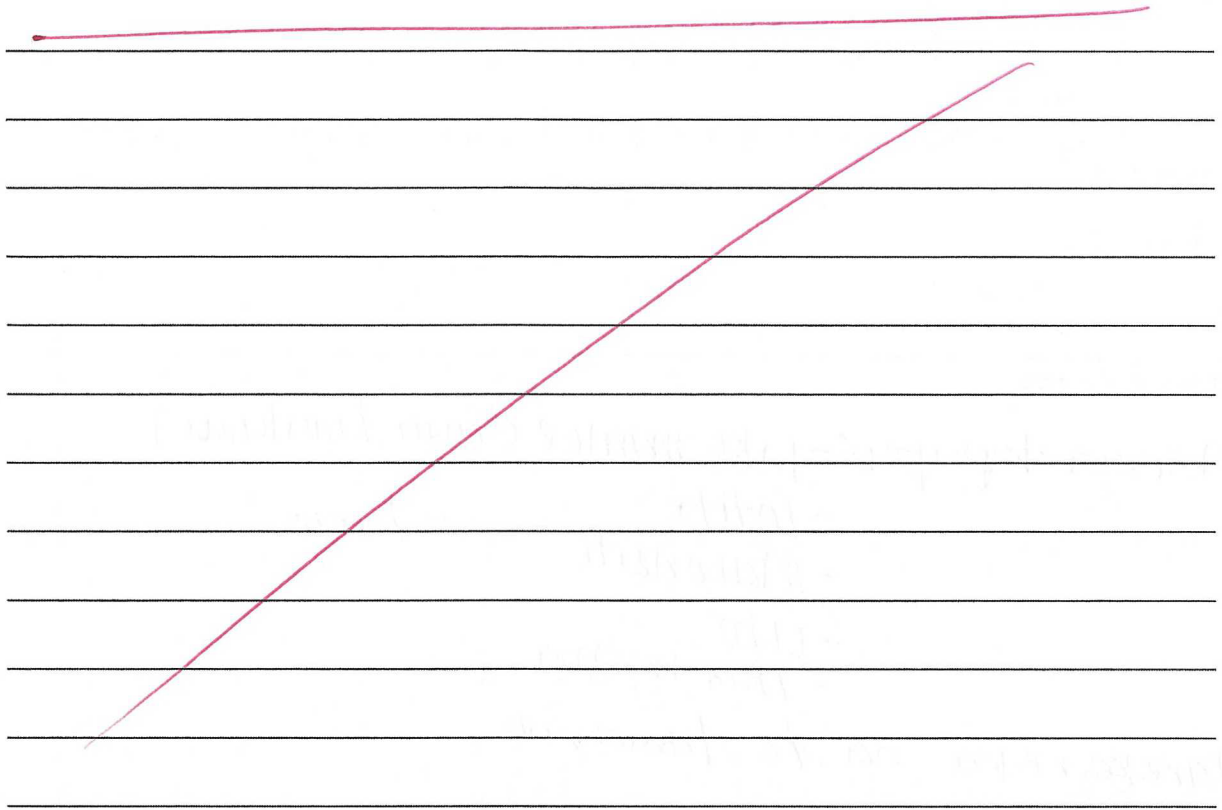
Te tumu i tara ei aia i teia, te tumu oki ore aia i ~~teia~~ taana oroanga e matutu ana. Ko teia tumu kōia oki kua neke ratou e basileia ke no tei tupu i Kiribati te ngā no reira mai aia. Kua tupu te tauetono e kare oki aia i kite eā taana ka rave. no reira aia i tara ai i teia, kare aia i kite e ka aere aia i ia.

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?

Kia kore rava tetai tauetono'anga e tupu i rotopu i tetai nga basileia. Kia kimi ia tetai ravenga no te paruru'anga i tei reira kia kore e tupu.



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

- Manga tapapa :- kiko mamoe (auri tunutumu)
 - Totiti
 - Maioneiti
 - Uto
 - Ika mata
- Tarekareka na te tamariki

TURAMA

- 1 Noema, taekake tei takake - Akamanea
 - Peni
 - Tiare
 - Kanara (2 Noema)
- Metua tane - Vaine tei takake
(tanu mia - kainga metua)
- Ukui
- Ra akamaaraanga no papa
- Iriiri i te menema
- mori kitimiti
- Tiare maori caaki)
- Matapuke te tiare
- Kua papa me ngaro ake au kua
ko e akapeea.

QUESTION THREE

ASSESSOR'S
USE ONLY

- (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.

Ko te tūrama koia oki i te akamāramaanga, i te
au taeake te takake atu. I tei ra i o Noema,
ko teia te tuatani e rave ia ana tei anga'anga
ko te tūrama.

- (b) Ea'a te au teatamamao'anga kua inangaro'ia no te Tūrama?
What preparations were needed for the Tūrama?

Me mua kua ukui ia te menema kia
ma, peni e te akamārama atu, i tei reira
kia manea. Me po i reira ku aka'ka te
kanara kia mōrama. Rave ia tetahi
tuanga pure, e te kai kai kopu tangata.

Merit Exemplar 2020

Subject	Cook Islands Maori		Standard	91538	Total score	15
Q	Grade score	Annotation				
1	M6	Understanding of the important concepts are well shown. The language used to explain the concepts is sound. " <i>Ka riro te reira ei tapeka ia tatou ki to tatou ui tupuna.</i> "				
2	A3	The response provides enough evidence about the current situation to show basic understanding. " <i>...kua tupu te tauetono</i> ".				
3	M6	A clear understanding of the text is shown by the way the candidate has used their own words to describe detailed tasks.				

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