

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: \_\_\_\_\_

NSN \_\_\_\_\_

School Code \_\_\_\_\_

# 3

SUPERVISOR'S USE ONLY



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

### 91541 Demonstrate understanding of a variety of extended written and/or visual 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

Make sure you have Resource Booklet 91541R.

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

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 2–8 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 written and/or visual Cook Islands Māori texts.	Demonstrate clear understanding of a variety of extended written and/or visual Cook Islands Māori texts.	Demonstrate thorough understanding of a variety of extended written and/or visual Cook Islands Māori texts.
Overall level of performance		<b>15</b>

**Low Merit**

### QUESTION ONE: Job interview

ASSESSOR'S  
USE ONLY

Read Text A on page 2 and 3 of the resource booklet.

- (a) *Akamarama mai ea'a to Ngamata irinaki'anga i te vaine ei tangata tāmāte a'i?*  
Explain what Ngamata believes about women as firefighters.

In the text Ngamata says that it is up to the women to strive and encourage themselves to be a fire fighter. If they have passion for being a fire fighter they must keep pushing themselves to get or achieve what they ought to achieve. As women you must be prepared to take up any responsibilities as fire fighters. She believes women can do it but they just have to try hard. //

- (b) *Ea'a tikai ta Ngamata e umuūmu nei nona i te aereanga ki mua?*  
What does Ngamata want for herself in the long term?

In the long term Ngamata wants to go back to school to get her degrees and achieve her goal to become a leader/manager of the fire fighters. Ngamata tends to be a person who aims high. She wants to be a leader, one that leads by example. And in order for her to get to that stage she wants to go to school and have high education, high degrees to pursue what she is aiming for. //



- (c) Ka ariki koe kia akatikaia a Ngamata ei vaine tāmāte a’i? Akakite mai te au tumu no taau pauanga no roto mai i te tataanga.

Do you think Ngamata should be accepted as a firefighter? Give reasons for your answer, based on the text.

ASSESSOR'S  
USE ONLY

In my own personal, I think that she should be accepted as a firefighter, because not many women want to be a firefighter. Also she is very courageous to take up such risky job whether she was a woman or not she believes in herself that she can do it. She has such high expectations of herself, to do what she enjoys seeing happen around. She is willing to help those in need when there is a fire incident, it's her passion to be a firefighter and help the community. //

## QUESTION TWO: Article about climate change

ASSESSOR'S  
USE ONLY

Read Text B on pages 4 and 5 of the resource booklet.

- (a) *Ea'a te iriirikapua i raveia ai?*  
Why was the workshop held?

The workshop was held because the climate society is wanting to discuss about the things that will happen to the sea, the land. and everything natural and beautiful in the Cook Islands. When global warming happens. They wanted to find ways to help people of the Cook Islands be aware of global warming and its damages //

- (b) *Ea'a te au manamanata tei uriuri'ia ē ea'a te tumu i akapera ei teia au manamanata?*  
What problems were discussed, and what were the causes of these problems?

During the workshop they discussed about the problems caused by global warming and what causes them. The beauty of the land will ~~not be~~ will slowly look dull and the tourist will not come for a vacation is a problem caused by global warming. Taro patches will catch a salty soil and houses on land will be destroyed caused by too many cyclones and hurricanes. The sea will lose its goodness this will destroy the living creatures of the sea that we eat, tourist will not like it //



When all of these things happen  
it will affect our tourism and living  
expenses. Businesses may not live well.  
They may close down. But most importantly  
Communities may experience difficulties //

- (c) Akamarama mai i te akatanotano'anga tei tamanakoia no roto mai i te iriirikapua ei tauturu ia ratou?

Explain how the solutions that were suggested at the workshop will help the people.

Solutions provided at the workshop will  
help in many ways such as: Tourists  
may keep coming

\* We will enjoy the foods of the lands  
and of the sea

\* No houses will be blown away and  
destroyed and so much more.

\* Help communities understand to  
be prepared and protect themselves //

### QUESTION THREE: Story about unveiling headstones

ASSESSOR'S  
USE ONLY

Read Text C on pages 6 and 7 of the resource booklet.

- (a) *Ea'a tikai te iti tangata Kūki 'Āirani e rave nei i teia akonoanga E'eu'anga Toka?*  
Why do Cook Islands people practise unveiling headstones?

Because it is their way of conveying their respect to the one who has passed on. It is a way for us to remember our forefathers. //

- (b) *Ea'a te turanga angaanga a te Orometua?*  
What role does the minister have?

As a ministry his job is to explain the purpose of holding an unveiling ceremony with a verse from the bible to support the Unveiling of a loved one. He will also be the one to ~~to~~ bless the headstone. ~~for the~~ //



- (c) *Ea'a ta te tataanga e akakite mai nei no te akonoanga E'eu'anga?*  
What does the text tell us about the practices of Unveiling?

the text is telling us that having an Unveiling is just as good for us, and for our kids, grandkids, great grand children and all the family to remember who our fore fathers are. The headstone is for us to remember him or her even if they are not with us. //

## Merit (Low) Exemplar 2020

Subject	Cook Islands Maori		Standard	91541	Total score	15
Q	Grade score	Annotation				
1	M6	The response identifies most key points from text and uses the candidate's own words to explain and connect the intended meaning from text				
2	M5	Some of the meanings are identified and explained in the candidate's own words				
3	A4	The candidate has identified several key points from text and in most cases communicated meaning using words from text.				

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



To be completed by candidate and school

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

NSN

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ASSESSOR'S USE ONLY			Achievement Criteria
Achievement	Achievement with Merit	Achievement with Excellence	
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Overall level of performance			<b>18</b>

**High Merit**

# QUESTION ONE: Job interview

ASSESSOR'S  
USE ONLY

Read Text A on page 2 and 3 of the resource booklet.

- (a) Akamarama mai ea'a to Ngamata irinaki'anga i te vaine ei tangata tāmāte a'i?

Explain what Ngamata believes about women as firefighters.

I toona uorai manako, mau valne  
e anuanu kia taenia e koe teia torange  
eia ra e akate iakoe ki te tane;  
E pera ia akamatutu i toou inangaro  
i taau e rave nei la nro mai koe  
ei valne tamate ai. //

- (b) Ea'a tikai ta Ngamata e umuumu nei nona i te aereanga ki mua?

What does Ngamata want for herself in the long term?

Ko ta Ngamata e umumu nei nona  
i te aereanga ki mua koia aia  
kia nro mai aia ei valne tamate ai  
e pera kia noou matutu tona tura  
o vaka, no te mea kua kite aia kote  
ngai tamate ai koteia tetai ngai  
angaanga rongonui tetai i te ekaaranga  
a te iti tangata katoatoa, e pera  
ko teia rae toana e inangaro uana i te  
rave mei tona tuatahi e aere ara  
i te arii. //



- (c) Ka ariki koe kia akatikaia a Ngamata ei vaine tāmāte a’i? Akakite mai te au tumu no taau pauanga no roto mai i te tataanga.

Do you think Ngamata should be accepted as a firefighter? Give reasons for your answer, based on the text.

I toku uorai manako, e mea tau ia  
 Aniki ratou i te patiangā a Ngamata,  
 note mea oia aiterite atu taau ka  
 rave i roto i te Putuputunga o  
 Waka e te ngai tamate ai. E pera  
 te kite nei au me piki ana i te  
 ngai anganga, ka anganga pakari  
 atu aia na roto i te tauturu  
 anga i te au tangata tei o i roto  
 i te manamānata. E pera kua  
 matutu toona Inakianga i roto  
 i teia Putuputunga. E pera te kite  
 ara aia ko teia ta tona ~~aga~~ tungane  
 e rave nei, e vaine tauta pakari aia  
 i te tunanga ngateitei i roto i tana  
 e rave ana, no reira e mea tau ia  
 oia ratou i roto tikaanga. //



## QUESTION TWO: Article about climate change

ASSESSOR'S  
USE ONLY

Read Text B on pages 4 and 5 of the resource booklet.

- (a) *Ea'a te iririkapua i raveia ai?*

Why was the workshop held?

Kia noo teatea mamaro va reiti tangata  
kuki Airani, e pera i te pati moni  
no te taangaanga i tela parani no  
te tuatav tauanga reva. E pera  
e tuatua alamanakite tela ki te  
iti tangata kuki Airani no toto mai  
i te tuanga Taporopono. Me kane  
tela ravena e rave viviki'a ka ngaro  
to tatou enua, ta tatou akonoanga,  
tupuna e ta tatou pev. //

- (b) *Ea'a te au manamanata tei uriuri'a ē ea'a te tumu i akapera ei teia au manamanata?*

What problems were discussed, and what were the causes of these problems?

Kua uriuri manako ratou no runga  
i te cuto ~~manamanata~~ <sup>tamanamanata</sup> ta te  
koropo maana e te Tavianga reva  
ka akatupu ki runga i to ratou  
enua e ka akapeea ratou i te  
akatanoano i to ratou Oraanga ki  
teia manamanata. E pera i'a noo  
tapapa va ratou ia kite eaa  
ta ratou ka rave e vake topu  
tela manamanata. //



- (c) Akamarama mai i te akatanotano'anga tei tamanakoia no roto mai i te iriirikapua ei tauturu ia ratou?

Explain how the solutions that were suggested at the workshop will help the people.

Kua riro te iriirikapua i te taorotai  
mai i te au mata o te pa enua e te mea  
puapunga tei rauka mai ko to ratou  
au manako akamatutu i ta ratou  
parani ia rato i te tuatahi korepu  
maana e te tavianga rewa. E pera  
ka riro te iriirikapua i te akamatutu  
i to tatou iti tangata kia noo  
kapiti tatou mate i ti tangata olotai  
e kia riro tatou i te mea tau i te  
tauturuanga i to tatou iti tangata.  
E pera ia paruru ia to tatou iti tangata  
i te tuatahi unia ei tuku atu ki roto  
i ta ratou Cook Islands Climate Change  
Adaptation plan. E pera kia noo papa  
ua tatou mei ta ratou e riro uara  
koti oti ka tapaka to ratou tau  
kia mau i te tuatahi unia //



### QUESTION THREE: Story about unveiling headstones

ASSESSOR'S  
USE ONLY

Read Text C on pages 6 and 7 of the resource booklet.

- (a) *Ea'a tikai te iti tangata Kūki 'Āirani e rave nei i teia akonoanga E'eu'anga Toka?*  
Why do Cook Islands people practise unveiling headstones?

koteia tetai pevu ei akangateitei  
 anga e te tapani tetai ngai ei  
 akamaana no to ratou au taake me  
 kore tetai tangata no roto mai  
 i te kopu tangata, te takake atu.  
 E pera kia Okeria te kopu tangata  
 i to ratou inangaro i te tangata  
 tei takake atu //

- (b) *Ea'a te turanga angaanga a te Orometua?*  
What role does the minister have?

kote Orometua naana e rave mai  
 tetai inava ei akamarama i te akakoro  
 anga, me kare e riro ana aia i te  
 alatuera i te akakoroanga. E  
 pera e riro katoa ana te Orometua  
 naana e e'eu ana i te i te Parai  
 mua iunga i te toka. //



- (c) *Ea'a ta te tataanga e akakite mai nei no te akonoanga E'eu'anga?*  
What does the text tell us about the practices of Unveiling?

ko ta te tataanga e akakite mai nei no  
te akonoanga E'eu'anga toka koia oki  
ia kite tatou i ti tangata kulci Airani  
e ko teia tetai pev e rave putuputua  
na tatou na rotou i te akonoanga  
i tetai ~~ke~~ tangata tei takake atu.  
Na nofo i teia ka apai mai tana e  
tana navaui ei tauturo i te  
akukonoanga. ko tate tataanga e  
apii mai nei kia rave tatou i teia  
pev note meq ko teia tetai ravenga  
tei matau ia e tatou te rave //

## Merit (High) Exemplar 2020

Subject	Cook Islands Maori		Standard	91541	Total score	18
Q	Grade score	Annotation				
1	M6	Clear concepts are used to emphasise a way of doing things, e.g. concept of 'aruaru' or try and strengthening of self "akamatutu" to reach success. The candidate has shown clear understanding, using their own words to explain and be informed by the text.				
2	M5	The candidate has used their own words most of the time but has tended to relate to the text rather than extending or expanding on the intended meaning in their own words.				
3	E7	The response extends and appropriately justifies selected evidence. Complex ideas are explained, and the sequence of activities and events is explained and justified with links to the text.				

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