

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 _____

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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 2 Cook Islands Māori 2020

91116 Demonstrate understanding of a variety of written and/or visual Cook Islands Māori text(s) on familiar matters

9.30 a.m. Tuesday 20 October 2020 (New Zealand)

10.30 a.m. Monday 19 October 2020 (Cook Islands)

Credits: Five

Make sure you have Resource Booklet 91116R.

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 written and/or visual Cook Islands Māori text(s) on familiar matters.	Demonstrate clear understanding of a variety of written and/or visual Cook Islands Māori text(s) on familiar matters.	Demonstrate thorough understanding of a variety of written and/or visual Cook Islands Māori text(s) on familiar matters.
Overall level of performance		12

Achievement

QUESTION ONE: Te tua a Eitiare (Eitiare's essay)

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

- (a) Iki e toru au tu 'ei e to ratou au apinga e taangaanga ia ana e pera katoa te tuatau tau no te rakei i te reira. Tuku i te pauanga ki roto i te au pia.

Describe three different types of 'ei, including materials used and the occasion it may be used for. Answer in the table provided.

Tu 'ei e te au apinga e taangaanga ia ana Types of 'ei and materials used	Tuatau tau Occasion used
<p>1. Puiku //</p> <p>Ko te puiku // ei koa oia E taangaanga ia ana te poto, uru maku, reira E te poto, E poto // Kuaanga ia ana E // ko te poto. E puiku // oia oia E me reira me reira me reira me reira</p>	<p>ko te poto // ei //</p> <p>reira oia oia //</p> <p>reira ei poto //</p> <p>reira ei te reira //</p>
<p>2. Reira //</p> <p>ko reira // ei E reira reira no re reira reira E re reira.</p>	<p>reira reira reira //</p>
<p>3. Reira //</p> <p>ko reira // ei E reira reira no re reira reira E re reira.</p>	<p>reira reira reira //</p> <p>reira reira reira //</p> <p>reira reira</p>

1. pushing or

pulling or pushing or pulling

pushing or pulling or pushing or pulling

pushing or pulling or pushing or pulling

pushing or pulling or pushing or pulling

pushing or pulling or pushing or pulling

pushing

QUESTION TWO: Te tua a Jonathan (Jonathan's story)

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

- (a) Eaa te puapinga o Rusty?
Why is Rusty important?

Ko te puppinga o Rusty koia

oki, kua riro na koia

hono no te whakawhiri tangata

mei te mahiti 2012

- (b) Eaa te au taianga ta Jonathan i na roto i te tautanga kia tae a Rusty ki Rarotonga?
What challenges did Jonathan encounter in bringing Rusty to the Cook Islands?

Ko teia tangata koia oia

maite i te tangata i teia

peepa tikanga no te aha

ia Rusty i te kuki rirangi

i aha kua i te aha e te

whakawhiri i te aha kua

te aha i te aha o te

opati no teia tangata kua

maia i te Rusty i te

kuki rirangi

2. The first part of the paper is devoted to the
study of the properties of the function $f(x)$.

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Let us assume that the function $f(x)$ is continuous on the interval $[a, b]$.
We shall show that the function $f(x)$ is uniformly continuous on this interval.
Let $\epsilon > 0$ be an arbitrary number. We shall find $\delta > 0$ such that
for any $x, y \in [a, b]$ with $|x - y| < \delta$ we have $|f(x) - f(y)| < \epsilon$.
Let $x_0 \in [a, b]$ be an arbitrary point. By the definition of continuity,
for any $\epsilon > 0$ there exists $\delta_1 > 0$ such that for any $x \in [a, b]$ with
 $|x - x_0| < \delta_1$ we have $|f(x) - f(x_0)| < \epsilon/2$.
Let $\delta_2 > 0$ be such that for any $x, y \in [a, b]$ with $|x - y| < \delta_2$
we have $|f(x) - f(y)| < \epsilon/2$. Let $\delta = \min\{\delta_1, \delta_2\}$.
Let $x, y \in [a, b]$ with $|x - y| < \delta$. Then $|x - x_0| < \delta_1$ and
 $|y - x_0| < \delta_1$. Therefore $|f(x) - f(x_0)| < \epsilon/2$ and
 $|f(y) - f(x_0)| < \epsilon/2$. Hence $|f(x) - f(y)| < \epsilon$.
Thus the function $f(x)$ is uniformly continuous on the interval $[a, b]$.
The second part of the paper is devoted to the study of the
properties of the function $f(x)$ on the interval $[a, b]$.
We shall show that the function $f(x)$ is uniformly continuous on this interval.
Let $\epsilon > 0$ be an arbitrary number. We shall find $\delta > 0$ such that
for any $x, y \in [a, b]$ with $|x - y| < \delta$ we have $|f(x) - f(y)| < \epsilon$.
Let $x_0 \in [a, b]$ be an arbitrary point. By the definition of continuity,
for any $\epsilon > 0$ there exists $\delta_1 > 0$ such that for any $x \in [a, b]$ with
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Let $\delta_2 > 0$ be such that for any $x, y \in [a, b]$ with $|x - y| < \delta_2$
we have $|f(x) - f(y)| < \epsilon/2$. Let $\delta = \min\{\delta_1, \delta_2\}$.
Let $x, y \in [a, b]$ with $|x - y| < \delta$. Then $|x - x_0| < \delta_1$ and
 $|y - x_0| < \delta_1$. Therefore $|f(x) - f(x_0)| < \epsilon/2$ and
 $|f(y) - f(x_0)| < \epsilon/2$. Hence $|f(x) - f(y)| < \epsilon$.
Thus the function $f(x)$ is uniformly continuous on the interval $[a, b]$.

QUESTION THREE: Te komakomaanga a Tapita e tona nga tupuna
(Tapita's conversation with her grandparents)

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

- (a) I akapeea a Tapita i rauka mai ei teia ngai angaanga?
 How did Tapita find out about the holiday job?

ko rauka i roto i te bua ma
 noo kapii raua e hikina raua
 mai ki kapii i te kapii raua
 raua okei ki ki ki
 ko i taua nga raua raua

- (b) Akamarama mai ite ngai angaanga a Tapita i te tuatau orote.
 Explain Tapita's holiday job.

ko te raua raua i taua
 i te raua raua okei ikei
 okei ko te okei raua
 meite ikei raua i te
 raua raua i kei raua raua
 i te raua raua i kei i te
 raua raua okei no raua raua
 i te raua raua raua raua
 i te raua raua raua

Subject	Cook Islands Maori	Standard	91116	Total score	12
Q	Grade score	Annotation			
1	A4	The candidate has identified different types of éi, and described how éi connects us to the environment. It further explained how éi is a sign of “aroa” in Cook Islands customs.			
2	A4	The candidate has identified why Rusty is important and the challenges that Jonathan experienced in trying to get Rusty to Rarotonga.			
3	A4	This response described how Tapita got her job, and gives two reasons why Tapita would apply for this job again. E.g. The holiday job is paid \$20 per hour which is good money and it is a good way to earn money during the holidays.			

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