

To be completed by candidate and school

Name: _____

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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			<input type="text"/>

QUESTION ONE: *Te tua a Eitiare* (Eitiare's essay)ASSESSOR'S
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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.

<i>Tu 'ei e te au apinga e taangaanga ia ana</i> Types of 'ei and materials used	<i>Tuatau tau</i> Occasion used
1.	
2.	
3.	

- Explain the importance of 'ei' as part of the Cook Islands culture and identity. Use examples from the text.

QUESTION TWO: *Te tua a Jonathan* (Jonathan's story)ASSESSOR'S
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Read Text B on pages 4 and 5 of the resource booklet.

- (a) *Eaa te puapinga o Rusty?*

Why is Rusty important?

- (b) *Eaa te au taiianga ta Jonathan i na roto i te tautaanga kia tae a Rusty ki Rarotonga?*

What challenges did Jonathan encounter in bringing Rusty to the Cook Islands?

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

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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?

- (b) *Akamarama mai ite ngai angaanga a Tapita i te tuatau orote.*

Explain Tapita's holiday job.

- Is Tapita likely to apply for this job next holidays? Why/Why not?

Extra space if required.
Write the question number(s) if applicable.

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QUESTION
NUMBER

91116