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91538



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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Level 3 Cook Islands Māori 2021

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

Credits: Five

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.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

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 2–8 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (XXXX). This area may be cut off when the booklet is marked.

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

FIRST PASSAGE: *Rā'ui* (Prohibition/conservation)

'Akarongo ki te korero e tā'anga'anga nei e rua aite'anga nō te rā'ui. 'Ākara ki te tua nō tā'au pa'uanga i te Ui'anga Tai.

Listen to the speech about rā'ui used in two different contexts. Refer to the passage in your answer to Question One.

Glossed vocabulary

tāporoporo	conservation
Koutu Nui	council of sub-chiefs

LISTENING NOTES

QUESTION ONE

- (a) *E 'a'a tei tupu i Nutireni nō tei tuku'ia te rā'ui?*
What happened in New Zealand as a result of the rā'ui?

- (b) *Kua tano ainei kia tā'anga'anga'ia te tuatua rā'ui no te maki KOVITI-19 i a Nutireni?*
Was it appropriate for the term rā'ui to be used for the New Zealand response to COVID-19?

- (c) *E 'a'a te tūkē 'i rotopū 'i te rā'ui tupuna ā te Kuki 'Airani ē te ra'ui a te Nutireni?*
What is the difference between the cultural practice of rā'ui in the Cook Islands and rā'ui in New Zealand?

SECOND PASSAGE: *E tāote va'ine vāvā'i uaua* (A female surgeon)

'Akarongo ki tēia uiui'anga ki a Lupe e tāote va'ine vāvā'i uaua. Ākara atu ki te tua nō tā'au pa'u'anga i te U'anga Rua.

Listen to the interview with Lupe, who is a vascular surgeon (or vein specialist). Refer to the passage in your answer to Question Two.

Glossed vocabulary

Rangatira Tamaine	Head Girl
utuutu	nurture
tāote vāvā'i	surgeon
katu i'i	kidney

LISTENING NOTES

QUESTION TWO

(a) *Ea'a te au 'ākara'anga i roto i te ora'anga o Lupe i 'iki mai ei 'aia i te anga'anga rapakau maki?*
What influences led Lupe to a career in medicine?

(b) *E 'a'a tōna manako nō runga i tāna 'anga'anga nō te tāote vāvā'i?*
How does she feel about her work as a surgeon?

(c) *E 'a'a tāna au manako e inangaro nei 'i te ōronga ki te au māpū?*
What messages does she want to give to young people?

THIRD PASSAGE: *Ko Maru (Maru)*

‘Akarongo ki te tua o Maru. Tuku mai tā‘au pa‘u‘anga nō roto mai ‘i te tua ei pau i te Ui‘anga Toru.
Listen to the story about Maru. Refer to the passage in your answer to Question Three.

Glossed vocabulary

para‘ara‘a	flat
ngūngū‘anga	grunting
tuā‘ivi	hill

LISTENING NOTES

QUESTION THREE

- (a) *E 'a'a te pu'apinga o Maru ki te oire tangata o Puaikura?*
Why was Maru important to the people of Puaikura?

- (b) *'Akamārama mai 'i 'akapē'ea te maunga 'i Aitutaki 'i te rauka'anga mai?*
How did the mountain in Aitutaki come to be there?

- (c) *E 'a'a te manako o te oire tangata o Puaikura 'i tō rātou kite'anga i tei tupu kia Maru ē, ea'a rātou i manako 'akapērā ei?*
How did the people of Puaikura feel when they found out what had happened to Maru? Why did they feel that way?

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

QUESTION
NUMBER

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