

SUPERVISOR'S USE ONLY

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Cook Islands Māori 2024

91113 Demonstrate understanding of a variety of spoken Cook Islands Māori texts on familiar matters

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of spoken Cook Islands Māori texts on familiar matters.	Demonstrate clear understanding of a variety of spoken Cook Islands Māori texts on familiar matters.	Demonstrate thorough understanding of a variety of spoken Cook Islands Māori texts on familiar matters.

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 the margins (^{DO NOT WRITE} / ^{DO NOT WRITE}). This area will be cut off when the booklet is marked.

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

FIRST PASSAGE: *Rākei no te ‘epetoma o te tatau e te tātā* (Costume for literacy week)

‘Akarongo ki te komakoma‘anga i rotopū ‘ia Timi rāua ko Pua. ‘Akarongo ki te tua ‘ei pa‘u atu i te Uí‘anga Ta‘i.

Listen to Timi and Pua’s conversation. Refer to the passage in your answer to Question One.

Glossed vocabulary

Ma‘ine Mūrā	Little Red Riding Hood
‘akatūtū‘anga poto	short mime/skit

LISTENING NOTES

QUESTION ONE

(a) *E a'a a Pua i tãmanako atu ei kia Timi e koia te tangãta tĩpũ rãkau?*

Why did Pua suggest Timi should be the woodcutter?

(b) *E a'a te tũ vaerua ngãkau o Timi rãua ko Pua no tẽia 'epetoma o te tatau e te tãtã?
Tã'anga'anga'ia te tua tã'au i 'akarongo 'ei turu i tũ'ou manako.*

What attitude do Timi and Pua have towards literacy week? Use evidence from the passage to support your answer.

SECOND PASSAGE: *Au ngākau 'inangaro* (Willing hearts)

'Akarongo i tēia komakoma'anga i runga i te rātio. 'Akarongo ki te tua 'ei pa'u atu i te Ui'anga Rua.
Listen to the radio interview. Refer to the passage in your answer to Question Two.

Glossed vocabulary

taeake turuturu 'ua ana long-time supporter

LISTENING NOTES

QUESTION TWO

(a) *E a'a te tumu o tēia komakoma'anga?*
What is the reason for this interview?

(b) *E a'a te pu'apinga o te au tangāta ngākau 'inangaro kia tauturu mai i te 'anga'anga?*
Tā'anga'anga'ia te tua tā'au i 'akarongo 'ei turu i tō'ou manako.
Why is it important that people with willing hearts help out? Use evidence from the passage to support your answer.

THIRD PASSAGE: 'Āpi'i'anga ki runga i te 'ātui veka ao rangi (Teaching online)

'Akarongo ki te komakoma'anga terepōni i rotopū 'ia Eileen rāua ko Roy. 'Akarongo ki te tua 'ei pa'u atu i te 'Ui'anga Toru.

Listen to the phone conversation between Eileen and Roy. Refer to the passage in your answer to Question Three.

Glossed vocabulary

'ātui veka ao rangi	online
'ātui'anga	internet connection

LISTENING NOTES

QUESTION THREE

- (a) *E a’a rā, a Roy rāua ko Eileen e komakoma nei?*
 Why are Roy and Eileen having a conversation?

- (b) *I te ‘akatau’anga ka meitaki a Roy me āru aia i te ‘akamāro’iro’i’anga a Eileen? Tā’anga’anga’ia te tua tā’au i ‘akarongo ‘ei turu i tō’ou manako.*
 How likely is it that Roy will benefit from Eileen’s advice? Use evidence from the passage to support your answer.
