

SUPERVISOR'S USE ONLY

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Draw a cross through the box (☒) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## Level 1 Te Reo Māori Kūki 'Āirani 2024

### 92043 Demonstrate understanding of spoken te reo Māori Kūki 'Āirani related to everyday contexts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of spoken te reo Māori Kūki 'Āirani related to everyday contexts.	Demonstrate sound understanding of spoken te reo Māori Kūki 'Āirani related to everyday contexts.	Demonstrate thorough understanding of spoken te reo Māori Kūki 'Āirani related to everyday contexts.

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 te reo Māori Kūki 'Āirani. You will hear each passage four times:

- The first time, you will hear it as a whole.
- The second, third, and fourth 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 te reo Māori Kūki 'Āirani. 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 (✂). 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: *Parāni nō te tuātau ‘ōrotē ‘ō te ‘āpi’i (Plan for the school holidays)***

*‘Akarongo ‘i te puka ‘i rotopū ia Tānia ‘i Aotearoa ‘ē tōna kātini ko Tiāki ‘i te Kūki ‘Āirani, na runga ‘i te terepōni. ‘Tā‘anga‘anga ‘i te tua mē pa‘u ‘i te Ui‘anga Ta‘i.*

Listen to a telephone conversation between Tānia in Aotearoa and her cousin Tiāki in the Cook Islands. Refer to the passage in your answer to Question One.

**Glossed vocabulary**

ngā‘i kanga‘anga vītio      games arcade

**LISTENING NOTES**

**QUESTION ONE**

- (a) *‘Ea’a te tūkē ‘i rotopū ‘i te au ‘anga’anga tā Tānia e tā Tiāki kā rave ‘i te tuātau ‘orotē? Ta’angaanga ‘i te tua ‘ei turu ‘i tā’au pa’u’anga.*

How will Tānia and Tiāki’s school holiday experiences be different? Use evidence from the text to support your answer.

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- (b) *‘Ea’a tā Tānia ka rave, nō tāna ‘orotē ‘i te tuātua ki mua? Akakite mai ‘i tā’au tāmananko’anga? What is Tānia likely to do for a future holiday? What makes you think this?*

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**SECOND PASSAGE: 'E pukapuka'anga nō runga 'i te 'āpi'i tuarua  
(A conversation about senior school)**

*'Akarongo atu 'i te tuatua a Kimi, 'e tamā'ine ka tomo atu ki roto 'i te pupu 'āpi'i ta'i nga'uru mā ta'i, 'ē Ann, 'e tamā'ine 'āpi'i nō mua ake iāia. Tā'anga'anga 'i te tua mē pa'u 'i te Ui'anga Rua.*

Listen to the conversation between Kimi, who is entering year 11, and an older student Ann. Refer to the passage in your answer to Question Two.

**LISTENING NOTES**

**QUESTION TWO**

- (a) *‘Ea’a te tumu ‘i taitaiā ei ‘a Kimi?*  
Why is Kimi concerned?

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- (b) *‘I ‘akapē‘ea ‘a Ann ‘i te tauturu‘anga ‘i te tamarū mai ‘i te taitaiā o Kimi?*  
How did Ann help ease Kimi’s concerns?

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**THIRD PASSAGE: Rangaranga (Weaving)**

*‘Akarongo atu ia Tāne rāua ko Rangī e komakoma ra, ia rāua e ‘anga‘anga kāpiti nō te raranga‘anga ‘i te rau ‘ara. ‘Tā‘anga‘anga ‘i te tua mē pa‘u ‘i te Ui‘anga Toru.*

Listen to Tāne and Rangī’s conversation as they work together making table mats from pandanus leaves. Refer to the passage in your answer to Question Three.

**Glossed vocabulary**

rau ‘ara      pandanus leaves, similar to flax leaves

**LISTENING NOTES**

**QUESTION THREE**

- (a) *‘Akamārama mai ē, ‘i ‘akapē‘ea ‘i tauī ei te tū o Tāne ‘i tōna ‘anga‘anga kāpiti‘anga kiā Rangi. Tā‘anga‘anga ‘i te tua ei turu ‘i tā‘au pa‘u‘anga.*

Explain how Tāne’s attitude changed when he was working with Rangi. Use evidence from the text to support your answer.

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- (b) *‘Ea‘a tā Rangi ‘i rave ei, ‘ei tauturu ‘i te tauī ‘i te tū o Tāne? Tā‘anga‘anga ‘i te tua ‘ei turu ‘i tā‘au pa‘u‘anga.*

What did Rangi do to help change Tāne’s attitude? Use evidence from the text to support your answer.

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