

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, 2018

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

9.30 a.m. Tuesday 18 September 2018 (New Zealand)

11.30 a.m. Monday 17 September 2018 (Cook Islands)

Credits: Five

Listen to THREE passages. You will hear EACH passage THREE times:

- The first time, you will hear the passage as a whole.
- The second and third times, you will hear the passage in sections, with a pause after each.
- As you listen, you may make notes in the LISTENING NOTES boxes provided.
- Before each passage begins, you will have 30 seconds per question to preview the questions.
- At the end of each passage, you will have time to review your answers.

You should attempt ALL the questions in this booklet.

Answer each question 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 2–11 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 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.
Overall level of performance		A

Achievement

FIRST PASSAGE: Ko Te Tita / Rubbish

ASSESSOR'S
USE ONLY

E tataanga teia no runga i a Mere e tona au manakonakoanga no runga i te Aorangi e koropini nei iaia. Ko te uianga tai kua akamouia te reira ki runga i teia akatangianga tai. Taangaanga i te manako taau i akarongo no te pau atu i teia uianga i roto i te reo Ingiriti, te reo Māori Nu Tireni me kore reo Māori Kuki Airani. E torungauru oou tekoni no te tataui i te uianga.

This is a story about Mere, who is thinking about the changes in the environment around her. Question One is based on this passage. Use the information you hear to answer the question in your choice of English, te reo Māori, and/or Cook Islands Māori. You now have 30 seconds to read the question.

Glossed vocabulary

taangaanga akaou

recycle

LISTENING NOTES

tita - rubbish

a

paratitiki

pupu

kaia vene vene

plastic -
paper -

awe! "look at this Rubbish"

kaia vene vene

plastic

paper

manamanga
-womedy

~~Rein~~ 2. Rubbish cant recycle

Matatanga

motoka - lots of car

pupu - group

recycle the rubbish
make bins?

②

①

③

kitepuke

group

school

Rubbish truck

QUESTION ONE

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- (a) Eaa ta Mere e manamanata nei i roto i te tua. Eaa te tumu i pera ei aia. Akamarama meitaki mai ma te taangaanga i te tua, ei turu i taau au pauanga.

Explain in detail what Mere was worried about, and why. Use examples from the passage to support your answer.

Mere was worried about the plastic and paper that would get thrown around because it will eventually overflow and people tend to throw it ^{away}. Also because they do not have dumps in the islands so there is no ^{place} ~~where~~ to put it. They also cannot recycle plastic and if there is no place to put rubbish, where will it all end up? ~~Also~~ The pollution will increase in the Cook Islands and there can be alot of down effects about it.

- (b) Akamarama mai i te au manakonakoanga o Mere no te tuatau ki mua tei taikuia i roto i te tua.
Using evidence from the passage, explain how Mere is going to change her ways.

Mere is going to try and recycle the rubbish she has. ~~Also make compost bins~~ To create bins where it can be recycle and reused again.

ASSESSOR'S
USE ONLY

A

SECOND PASSAGE: E ra maata teia no Tereapii / A big day for Tereapii

Kua riro katoa te ra maata o Tereapii ei ra taitaia no tona ngutuare tangata. Akarongo ki te akatangianga rua e oti pau mai i te au uianga. Ko te uianga rua kua akamouia teia ki runga i te rua o te akatangianga. Taangaanga i te manako taau i akarongo no te pau atu i teia uianga i roto i te reo Ingiriti, te reo Māori Nu Tirenī me kore reo Māori Kuki Airani. E torungauru oou tekoni no te tataui i te uianga.

Tereapii's big day also brought sadness to his family. Question Two is based on this passage. Use the information you hear to answer the question in your choice of English, te reo Māori, and/or Cook Islands Māori. You now have 30 seconds to read the question.

Glossed vocabulary

apii tetei

scholarship

peapa teitei no te pae o te ture

Law Degree

LISTENING NOTES

tamarii tamarii

Scholarship - bball

to orlando - nba

law degree - orlando

Grandmother speaking
waewae - legs

totu tamarii

use your eyes & legs

Neti atua

apii - school

kite - knew

metaki - good

Marae

motocar

mum - taught him

dad -

QUESTION TWO

ASSESSOR'S
USE ONLY

- (a) Eaa teia ra i riro ei ei ra maata no Tereapii? Oronga mai i tetai akaraanga mei roto mai i te tua.
Why is this a big day for Tereapii? Use examples from the passage to support your answer.

Because Tereapii just got a scholarship to Orlando for basketball and also ~~Law~~ got a Law degree.

- (b) Eaa te reo porokirokianga a tona nga tupuna e te au apinga aroa ta raua i oronga kia Tereapii? Oronga mai i tetai akaraanga mei roto mai i te tua.
What advice and gift does Tereapii receive? Use examples from the passage to support your answer.

To use his eyes to watch out for things and use his legs well. To always be good in school. He receives advice from his grandmother.

- (c) Eaa ta tatou i kite no runga i te pirianga o Tereapii ki tona kopu tangata? Oronga mai i tetai akaraanga mei roto mai i te tua.

What do we learn about Tereapii's relationship with his family? Use examples from the passage to support your answer.

That even though he is leaving, they are happy and proud of him. Without the teachings of his parents, he would of not got that scholarship to Orlando.

ASSESSOR'S
USE ONLY

A

THIRD PASSAGE: Uipaanga metua / Akarana

Te turanga ngata e te meitaki no runga i te oire ko Akarana. Akarongo ki teia akatangianga toru ma te pau mai i te au uianga i raro nei. Ko te uianga toru kua akamouia teia ki runga i te toru o te akatangianga. Taangaanga i te manako taau i akarongo no te pau atu i teia uianga i roto i te reo Ingiriti, te reo Māori Nu Tirenī me kore reo Māori Kuki Airani. E torungauru oou tekoni no te tataui i te uianga.

Listen to a passage about the challenges and positive aspects of living in Auckland. Question Three is based on this passage. Use the information you hear to answer the question in your choice of English, te reo Māori, and/or Cook Islands Māori. You now have 30 seconds to read the question.

Glossed vocabulary

mataara maata

motorway

LISTENING NOTES

School trip to New Zealand

Manukau M.O.T. ~~visited~~ visited

Market

tuketuke

motorway

matara

not too fast

a) school Auckland

visited the M.O.T. in Manukau, New Zealand.

School from the Cook Islands

b) pupu-group Auckland

motorway

pupuru ai

c) km

Understand
about

Cook's first time on a motorway

traffic

Speeding cars-

Different Speed limits

QUESTION THREE

- (a) Akamarama mai i tetai au manamanata e tupu ana i te au tamariki apii e noo ana ki te oire ko Akarana. Oronga mai i tetai akaraanga mei roto mai i te tua.

What are some of the **disadvantages** of staying in Auckland on exchange? Use examples from the passage to support your answer.

The Cook Island group is not use to the motorway because there is alot of traffic in Auckland as where in the islands there is hardly any. Also the speed limits are very different so the group is not use to driving fast which can make other drivers angry. There's also freiere in Auckland so keeping your stuff close by ~~even~~ will help. Lots of speeding cars. They have to get use to the traffic lights. a

- (b) Eaa tetai au apinga meitaki no runga i te oire ko Akarana te ka riro ei turuturu i tetai uatu tangata te ka noo ki reira? Oronga mai i tetai akaraanga mei roto mai i te tua.

What are the **advantages** of staying in Auckland on exchange? Use examples from the passage to support your answer.

There is more space on the road to drive which wont cause any crashes. The markets that they have and also the Manukau Technology Uni where you can explore new things.

A

Achieved Exemplar 2018

Subject	Cook Island Māori		Standard	91113	Overall grade	A
Q	Grade	Annotation				
1	A	The candidate has provided sufficient detail in their responses to answer why Mere was worried about the pollution, however did not offer the finer details as to Mere's proposed solutions or the greater effects of the pollution to the environment and global warming.				
2	A	The candidate provided a basic response to the question. Numerous details about Tereapii's scholarship, the advice given, and his relationship with his family were not offered.				
3	A	The candidate highlighted many examples from the text pertaining to the disadvantages of living on an exchange in NZ, however the candidate missed the key advantages that were in the text, instead offering their own ideas.				