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2

91113



911130

NZQA EXEMPLAR

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Tick this box if you
have NOT written
in this booklet

Level 2 Cook Islands Maori 2021

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

Credits: Five

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

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 2–12 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.

Merit

TOTAL

17

ASSESSOR'S USE ONLY

FIRST PASSAGE: Te 'Ura Papa'ā Ma'ata a te 'Api'i (The school ball)

'Akarongo ki te pukapuka'anga a Tere rāua ko Rangi, na runga i te terepōni no te pa'u i te Ui'anga Tai.
Listen to Tere and Rangi's telephone conversation and answer Question One.

Glossed vocabulary

'ura papa'ā ma'ata	school ball
akapouanga	expenses

LISTENING NOTES

- Ka aere koe i te ura. - Aore o Tere patana.
- Arai pakari - Inangaro aia i te kite i teia mataora.
- Aore e moni - Pona e - Ka manako te tangata e tane vaine raua.
- tamaka
- Inangaro a Tere i te aere i teia angaanga.
- Pāti i te ngametu
- Teatea mamo moni nō te akapouanga.
- ~~E mēta~~
- auraka e akakite i ta raua pukapuka anga.
- E matakū ana a Tere i te papa o Rangi; Ka akangaropoina a Tere i te reira.
- ora 1 i te arotea tapati, kua oki mai te kopu tangata o Rangi nō te pure.

QUESTION ONE

- (a) Ea'a te tumu i ringi ei a Tere iā Rangi?

Why did Tere call Rangi?

Te tumu a Tere i ringi ei ia Rangi, no te ui atue iaia me ka aere rai aia i te ura papa maata, aore oki o Tere patana, kua inangaro aia i te pati ia Rangi, o raua e aere ei i te ura. Me ko au rai teia ka tautā pakari au kia pini au i noku patana note ura, ei kore au e akama.

- (b) Ea'a te au manamanatā ta Tere raua ko Rangi i aravei?

What dilemmas did Tere and Rangi face?

Ko te au manamanatā, ta Tere raua ko Rangi i aravei. Koia oki ko te tureture o te nga metua o Rangi, kua manako katoa oki raua, ka karanga mai te tangata, e ture vaine raua. Kare katoa e peko ia Rangi te akapungu note tamaka e te Pora. E matakū katoa ana oki a Tere i te ~~Papa~~ papa o Rangi.

- (c) 'Akamārama mai i ta rāua parāni no te tatara'anga i teia au manamanatā.

Explain their plans to solve these dilemmas.

Kua parani a Tere raua o Rangi, ka aere a Tere i ko i tona kainga ka pati i te nga metua o Rangi ei patana ia Rangi kite ura. Ka aere aia i te ora i te tapati, te tuatua kua oki mai to Rangi ngutuare tangata no te pure. Aua katoa a Tere e akakite i ta raua pukapuka anga i runga i te tariponi. I to ~~irirangi~~ ^{irirangi} ka mako ta raua parani.

SECOND PASSAGE: Te 'Are Ta'unga o Aotearoa (Cook Islands Language Commission New Zealand)

'Akarongo ki te peretiteni o te 'Are Ta'unga no te pa'u atu i te Ui'anga Rua.

Listen to the response from the president of the 'Are Ta'unga and answer Question Two.

Glossed vocabulary

poupou	pillars
tekinoreti	technology

LISTENING NOTES

- akamata te opetoma Kuki airani
 akamana i te ~~kamaiti~~ kamiti
 - ~~Pen~~ aka
 ravenga akaora i te ^{akaora} reo kuki i Ao tearoa
 anga i tetai
 P- Puapinga oten kupu oai taienu
 tura i te reo papua tekintoti
 kite reo Kuki Airani
 2 P- anga i tetai au qinga turaturu
 tuatua
 - puapii Maori apii iroto i te au qii
 - ka riro te Are taunga i te ~~aka~~ tuku parani
 - ka re e qii ia ana i roto i te
 Pen e te ipukarea
 Tata aka papanga au.
 papanga kopu tangata

QUESTION TWO

- (a) 'Akamārama mai ea'a tei tupu i te ra 2 no Aukute 2020.

Explain what happened on the 2nd of August 2020.

Ko tei tupu i te ra 2 no Aukute 2020, kua akamata te epetoma Kuki Airangi ki Aotearoa, e kua akamana katoa ia te kumiti akatere o te putuputuanga Are Ta'unga. Kua mātara mātara ia au i te akaranga anga e, te rave nei a Aotearoa i tetahi parani no te akamatutu i to tatou reo Kuki Airani.

- (b) Ea'a ta te 'Are Ta'unga e umuumu nei?

What are the 'Are Ta'unga's aims?

Ko ta te Are Ta'unga e umuumu nei, koia oki, i te kimi i tetahi raverangi no te akatara i te reo Kuki Airani i Aotearoa. E toru a ratou au apinga puapinga e umuumu nei, koia te puapinga i te anga i tetahi au kupu ou no te reo Kuki Airani, e i tura i te reo papaa kīkī reo Kuki Airani. Te rua, anga i tetahi au putuputuanga e i tura i te reo Kuki Airani ki Aotearoa. E te mea openga, no te pei e te ipukarea kia akamatutuia, ki Aotearoa.

- (c) Ea'a te pu'apinga o te 'Are Ta'unga i Aotearoa nei?
Why is it important to have the 'Are Ta'unga in Aotearoa?

I mea puapinga kē Are Ta'unga i Aotearoa,
ia riro e i akamatutu i to tatou reo i
Aotearoa, no kē mea te ngaro aere uatara
kē reira, kua akamata ratou i te tuatua
i kē reo o te papa. I toku manako
e mea puapinga kia ~~aka~~ akamatutu i to
tatou reo i Aotearoa, no kē mea, me ngaro
ana kē reira, kua ngaro rai to tatou pakareka.

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The examination continues on the following page.**

THIRD PASSAGE: Ko tāku tu'anga no te tuātau ki mua (The future is my inheritance)

'Akarongo ki te 'uri'uri'anga manako i rotopu i teia au tamariki e toru no runga i te tu'anga.

Listen to three students discussing what they will inherit in the future and answer Question Three.

Glossed vocabulary

tu'anga	inheritance
turanga vaevae	foundation

LISTENING NOTES

- 1) - Rauka no roto mai i te au metua. - akono
 - Tata tua - akapere, pere
 - ~~Tereia pupu uta e te pupu inene.~~
- 2) - apii - meitaki i te oraanga
 - piri e metua i te pae apii
 - tumu tumu i te tamariki apii
 - Tama i te kite karape. - akono e te tama.
 - okira i te taeake.
- 3) Peu e te Reo
- Ko to tatou ^{reo} turanga vaevae
 - riro e uri reo
 - Puapii no te reo
 - akawaroiroi i te ngutuare. kia matua i te reo.
 - akatupe i etai putiputanga na te wapa.
 - tama i te reo na roto i te
 uia e te inene.

QUESTION THREE

- (a) Ea'a te manako o te au tamariki no runga i te akatu'anga?

How did the students view the idea of inheritance?

Student 1: Ki tona irinakianga ka rauka mai tona kite e te pew Kuki Airani na roto mai i tona ~~uanga~~ nga metua. Ka tauta aia i te akono e te akaperepere i tei reira pew na roto i te tata tua e te ~~akakite~~ akakite atu i tona au taaké.

Student 2:

Kua ~~akamou~~ te rua o te tamaiti i tona manako ki runga i te apii eia ^{meitaki} ~~uanga~~ no toona oraanga. Ka inangaro aia kia piri mai te au metua i te apii note turuturu i tona ratou tamariki i te tamou i te reo Kuki Airani

Student 3:

Ko te manako i kia tamaiti, no runga i te ^{pew} ~~re~~ e te reo Kuki Airani, kua irinaki aia, ko to tatou reo, e turanga vaeve tei reira no tatou penei ka riro tatou ei tangata uri reo, puaapi note reo Maori. Ko taana e uuuuuu ra, me oti taana apii, ka akatupu aia i tetai putuputu anga nate mapu, no te tamou i te reo Kuki Airani na roto i te uua e te imene.

- (b) Ka a'kape'ea te au tamariki i te taporoporo'anga i to ratou ipukarea, te Kūki 'Airani?
How will the students preserve their Cook Islands heritage?

Ka rauka i te tamariki i te taporoporo i to ratou ipukarea Kuki Airani na roto i te akono e te tamou i te ka api ia mai kia ratou e te au puapi, e to ratou au metua. Penei ka rauka katoa i te tatai tetai tua no te ipukarea ~~Aaer~~ Kuki Airani. I toku manako, e mea puapunga rae to tatou reo, penei are tatou e kite i toona puapunga i kia taima, a teia tuatau ra e ngangao mai ei tatou, ~~ka~~ ka riro to tatou reo ai tauturu ia tatou i te kimi anganga mei te tangata fai tau reo ki ~~Aotea~~ Aotearoa e tetai au enua. E mea puapunga kia akono tatou i to tatou ipukarea ~~reo~~ Kuki Airani.

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

QUESTION
NUMBER

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

QUESTION
NUMBER

91113

Subject:	L2 Cook Islands Maori	Standard:	91113	Total score:	17
Q	Grade score	Annotation			
1	M6	The candidate's response demonstrates a clear understanding of the text. The response clearly explains the dilemmas that both students faced with supporting evidence from the text. To gain Excellence, the candidate could have explained the need for Tere to seek Rangi's father's permission with evidence from the text to support their answer.			
2	M6	The candidate shows clear understanding of the text in the response but did not include a number of details from the text. For example, the response did not include an explanation of why it is important to have the Te 'Are Ta'unga o Aotearoa" in New Zealand.			
3	M5	The candidate provides sufficient connected ideas and details for a Merit. The response describes the three students' ideas of inheritance and how they would preserve these for the future, reflecting a clear understanding of what the text is about.			