

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.

# 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.**

**Excellence**

**TOTAL**

**21**

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 Rangī, na runga i te terepōni no te pa'u i te Ui'anga Tai.  
Listen to Tere and Rangī's telephone conversation and answer Question One.

**Glossed vocabulary**

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

**LISTENING NOTES**

(1)

Why

Kare ora potana, ringi 19  
Ina kare rai akatika, ko te  
Puke e te tipoti only. t tamariki rava  
- kite i te nataure, o tona au taeake i na roto.

(All (Terepōni)  
conversation)

Ball dance.  
Te ura Papa  
Maata ate Apii

Tere (nana i ringi)  
"a Rangī"

(2) Manamareto  
Kare ora  
Potana.

(3) Parani

(1) Why

(vaine) Rangī  
(Aore ora potana)  
Ina tona i pati ei  
(Kare ra i akatikaana.  
→ Sport  
- church only.  
- Kere i papu  
- Kare i pati ake i tona mata  
• Arai pakari i tona tū anga  
• Aore e monini tutaki i te  
Parai, etc  
• A matako neneva ki  
cere kapiti rava, o te  
matako a kere, vaine na  
tona au taeake.

(2) Manamareto  
Akapouanga  
moni.

(3) Parani.



## QUESTION ONE

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

Kua ringi a Tere ia Rangi, i te ului, i tuna monato no te aemanga ki te Ura papaa ngao a te Apiti. I tua hatai e rave iana teia te Ura papaa ngao a te Apiti, tei karanga ia into i te neo papaa e "Ball dance". Kua riro teia te ura, i te akarekareka i te vauva inangaro o te tamariki apiti, i te rave i tetahi anganga tuke atu rai, i tei matau ia e ratou i te rave, i te au ura katotua, nei te Ura Kuti Airani. I roto i te ha te akaiara te tataranga o ta raua.

- (b) Ea'a te au manamanatā ta Tere raua ko Rangi i aravei?  
What dilemmas did Tere and Rangi face?

Kua kitea te manamanata akapouanga Moni, tei riro ei ako apanga no tetahi tangata o Rangi i kore ei aia e akatikaia i te aere i te Ura papaa. Pera te manamanata patano kore no Tere, nei te mea kore a Ira i akatikarana e tona nga Metua i te au ia Tere, e tamariki raua oki a Ira. Iniraki au, e tpu ana teia aereanga manako o te Metua i ta ratou tamariki, kio kore e aere i teia te anganga.

- (c) 'Akamārama mai i ta raua parāni no te tataranga i teia au manamanatā.  
Explain their plans to solve these dilemmas.

Teia te manako o Tere "Akapeea, e, ko koe taku ko apai", "ka pati au i toou nga Metua, e katotua au i tetahi atu akapouanga moni te ka inangaro ia". Kua manamanata te aereanga manako o Rangi, nei te tane, vaine kio mahalo ia mai. Inara kua parani raua, e, a te Sabati<sup>i te orotere</sup> kio ~~era~~ mai a Tere e pati i te nga Metua o Rangi, mate kite kore e i tarataranga a Tere raua o Rangi i ta raua i parani. Ka oki Katua oki raua, mate pati i ta raua taokete (Ta Tere vaine, Ta Rangi Tane).



**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**

2 No Aukute 2020

akamata te reo maori  
Akamama mai i tetahi kumiti i te reo  
~~Parani~~ Maori i aotearoa.  
Akaora i te reo maori

P.1. Kupu ou (Taieri - Tech)

- Papa, i roto i te maori  
helped by (Are Taunga)  
ei te reo maori  
kia tau i te hanga  
hiti.

P.2 APinga huihira i te tautua i te apri

- Turi i tetahi o puapi  
- Akepapaanga (tata i tetahi mea oia)  
- Kane e apita i roto i te

Parani, kia tautua ia te apri.



## 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.

I tei rua no Aukute 2020, kua akanataia te  
epetanga neo Maori, no te akamārama i te kumiti  
'te rave i tetahi unanga neo Maori nei nō māi  
i te neo Papaa. Kia rima teia i te tauturu i te anau  
ta ratou kupu Maori e pera i te akamārama i te  
neo Maori kia kore e pōro.

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

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

Irinakianga ko ta te 'Are Ta'unga e umuūmu  
nei, koia kia tauturu ia te anau o Aotearoa,  
e fari nei i te uri i te neo Papaa i te neo  
maori. Kia akanoo ia Katua tetahi au  
parani i te turanga tauturu, nei te tereni  
anga i tetahi au pupu e tauturu i te ūki  
apii o Aotearoa, i nōto i te pupu i Tuarua,  
mekore i tetahi uatu apii.



- (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?

E meci pu'apinga te Are Taunga i Aotearoa, no te mea koia tetahi pou pou ngao rorua, e riro ana i te tauturu ma te akano i te reo Maori e taanga ana i Aotearoa. Kia maru, e te akatorereanga, te uriranga o te reo, kio tano i te uki o teia tuatahi, i ta ratou reo e taanga ana. Kia rauka te tauturu i te au apiti e ta'i nei i roto i te reo Maori. Kia tano katoa te akatangi anga o teia au kupu te ta uriranga i roto i te reo Maori.



matutu

aga

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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**

S1) Tu'anga <sup>mai</sup> (ao tūā) <sup>nga</sup> mea.  
 - mekameka - kite karapu  
 - Pea - Imene.  
 - Ura - no roto i tūā  
 - Reo - nga mea  
 Akaro ia, akarianga kite  
 kōwhiri, tata tūā

S3) Pea & Reo  
 Taea (i roto) ei toru tu'anga.  
 Turanga vaevae.  
 • Tangata uni reo  
 • Puapua i te reo  
 • Akatupu i te pupu ura  
 Tamau Imene & ura.  
 Akaro i roto i toru kōwhiri Tangata  
 i te kōwhiri i te reo meori

S2) Arii  
 Tangata ia  
 Meitaki te Arii ei (ei meua none i te future)  
 - Kia piri nei te Meua (anganga) kōwhiri nei  
 • Tūruturu i te arii (Tamariki)  
 • Tōreni no kōwhiri tōna meua vaevae  
 - Akaro mate tata,  
 i rangatira ei ara i tūā  
 Akameiteki i toru meua (family)



## 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: Kua apai mai teia tanaiti/tamaine, i tona mangato no te Tu'anga tei naroto mai i tanga Metua. Mei te mekameka, Peu, ura, imene ete reo. Kia riro teia, ki ngakouparauanga nana, Kia kore e ngaro. Kia tata ia, e kia porokiroki ia i te kataotua e ravenga paruru i te haki. Kia vai teia tu'anga tei rauka iaia e Atono i tona matakeinga e pera teuka a muri mai.

Student 2:

→ Kua makitiro marie aia i tona manako no <sup>tana</sup> Apii. e tarenia teia tei riro e tu'anga noko mai i tona Metua e pera i tona kopu tangata. Kua manono tona mangaro i te rave i tona

apii e Metua nana ate ai tatau ki mua. Kua riro oki te tauhinga e te mangaro i tona kopu tangata e pirianga o te kopu tangata e te au angaanga a te Apii te ka ravenga e tuituru i te ara. Ka akono, na te tata i tei rauka iaia, kia riro e matara no tetahi vatu e mangaro'ra i te ara.

Student 3:

→ E tawake tei Kitea'ia eia tei puepinga ia i te Peu e te Reo. E manako Peu e te Reo to teia tanaiti/tamaine no runga i te akatu'anga, tei apai mai i te manako mangaro i te rave i te ka puepinga ia, mei te riranga e Tangata uri reo no teia nei ao, pera e puepii no te reo.

Inara, Kua tupu tona manakanga, te akatu'anga i tetahi pupu ura nana, Kia tanoa ia te reo e te Peu, me oti tona apii. Ka akamaroirai katoa oki aia i te tana e te reo tona kopu tangata kia tona kato rai i te reo Maori.



- (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?

Kua opeina ia mai te Manako taporoporo'anga  
i to ratou ipukarea te Kūki Airani, na roto i te  
akianga i te kawatua, tataanga puka/tua,  
e te terenianga i tetahi uatu kea riro i  
taunga, mekore, ei puapui i te uri reo, tamouanga  
ete apiianga i te uki a muri mai i tei rautaki  
ia ratou. Iaku uaorai, e mea puapunga kia  
<sup>alcanopia</sup> ~~te~~ to tatou reo e ta tatou pei kia kore tei reira e  
peke i te matangi. Aki ia, tua ia, totōa ia,  
ei parauanga na Kūki Airani i tona Matatekanga  
"Kakano tika ra e au Ariki, me tauri tei runga  
i te ai tika". Teia tona urianga, kia natakiti,  
kia kaka to mata, kia ora to rima i te alcanopia  
i toa tarenī, pei Maori, pei Tupuna, toa mana  
Kūki Airani kia kore rava e ngaro.

~~Alcanopia~~

(Tata tua)

~~Akari i te kawatua.~~



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



<b>Subject:</b>	<b>L2 Cook Islands Maori</b>	<b>Standard:</b>	<b>91113</b>	<b>Total score:</b>	<b>21</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>			
1	E7	The candidate demonstrates thorough understanding of the text and the answers are fully supported by examples from the text. The response identifies the dilemmas that both students are facing and ways to overcome them. For example, both students have no partner to the ball but, although he is afraid of Rangi's dad, Tere will still face him to ask for Rangi to be his partner to the ball.			
2	M6	The candidate response demonstrates a clear understanding of the text. The response clearly states what happened on the 2 <sup>nd</sup> of August and that the Cook Islands Language Commission New Zealand will find ways to support the teaching of language and culture in Aotearoa.			
3	E8	The candidate provides enough evidence to reach Excellence. The explanation of how each student would preserve their heritage by gathering songs and stories, learning the language, getting a good education, and sharing with others reflects a very thorough and detailed understanding of the overall text.			