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SUPERVISOR'S USE ONLY

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91113



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 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 (KŌHĀ WHĀTE I MĀI / KŌHĀI WHĀTE). 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.

Achievement

TOTAL 12

Page 1

Answer in your choice of English, te reo Māori, and / or Cook Islands Māori.

INSTRUCTIONS

You may listen to each passage three times using the audio player. The first reading is the entire passage, and the second and third readings split the passage into sections. Complete your audio listening before continuing to the next page.

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 Ui'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

AUDIO PLAYER: First passage

Read the question before you begin listening to the passage.

Each section can be played ONCE only, and cannot be paused or stopped.

FIRST READING

 Full passage

SECOND READING

 Section 1

 Section 2

 Section 3

THIRD READING

 Section 1

 Section 2

 Section 3

LISTENING NOTES

e luko ia Pua no loto mai i te tua
ka maata te angaanga no te maani i tona lakei

te kimikimi nei a Timi eea tona lakei
kare e maata te angaanga no te maani i te lakei o te
tangata tipu lakau
kakau pilo, puti, pale e te toki
alavei ki te kainga o Pua i te ola 4

QUESTION ONE

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

Why did Pua suggest Timi should be the woodcutter?

B I U ☰ ▼ ☷ ▼ ↶ ↷ ☹

Kua tamanako a Pua kia Timi e koia te tangata tipu rakau, no te mea kare e maata te angaanga no te maani i te rakei o te tangata tipu rakau.

Ko tana ka inangaro no te rakei o te tangata tipurakau koia oki kakau piro, puti, pare ete toki.

(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 tã'ou manako.*

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

B I U ☰ ▼ ☷ ▼ ↶ ↷ ☹

Te tu vaerua o Timi raua ko Pua koia oki e tu tauturu peia taokotai.

Kua karanga a Pua ki Timi me ka inangaro tauturu ia Timi no te maani i tona rakei kia akakite a Timi kia Pua ka inangaro tauturu aia.

Page 2

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

'Akarongo i teia 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

AUDIO PLAYER: Second passage

Read the question before you begin listening to the passage.

Each section can be played ONCE only, and cannot be paused or stopped.




FIRST READING

 Full passage

SECOND READING

 Section 1  Section 2  Section 3

THIRD READING

 Section 1
50s  Section 2
57s  Section 3
50s

LISTENING NOTES

komakomaanga no runga i te apii no te akamataanga no runga i te tau toru e patiangā akaaka ki te au metua tauturu au taeake no te turuturu i te apii

kua anoano i te vaoo i tana olote i te tauturu i te apii kia peni i te apii kia tama maramarama, rak kia kore a ko tana akameitakianga na mama e papa teia angaanga e te au tanagata akaetaeta

QUESTION TWO

(a) *E a'a te tumu o teia komakoma'anga?*

What is the reason for this interview?

B *I* U     

Ko te tumu o teia komakomaanga no runga i te akamataanga o te apii no te tau toru, peia no runga i te tauturu a te taeake i te turuturu i te apii.

(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.

B *I* U     

E mea puapinga te au tangata ngakau inangaro kia tauturu i te angaanga no te mea kia kua anoano te taeake i te vaoo i tana orote no te tauturu i te peni i te apii kia manea, ko tana akameitakianga rai teia no te vaia nai te apii ai iana.

Page 3

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

AUDIO PLAYER: Third passage

Read the question before you begin listening to the passage.

Each section can be played ONCE only, and cannot be paused or stopped.

FIRST READING

Full passage
3m 12s

SECOND READING

Section 1

Section 2

Section 3

THIRD READING

Section 1

Section 2
1m 15s

Section 3

LISTENING NOTES

kua pou e 4 epetoma te apiianga i runga

me mako te atuianga mako te apii, me kinokino te reva kinokino rai te atuianga rekoti i tana apii penei ua ake motu te atuianga

te mea puaping kia rongu i te reo ete kite ana i tona mata me takataka tana apii ka mako ua

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 U

Te komakoma nei a Roy raua ko Eileen no lungu i te apiianga a Roy i runga i te atui veka ao rangi.

(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.

B I U

Ka meitaki a Roy me aru aia i te akamaroiroianga a Eileen no te mea me motu te atui veka ao rangi ka mau i te onoono ki te rekoti no runga i tana apii.

Te akamaroiroi nei a Eileen ia Roy kia rekoti i tana apii me ua ake ka motu te atui veka ao rangi.

Achievement

Subject: Cook Islands Māori

Standard: 91113

Total score: 12

Q	Grade score	Marker commentary
One	A4	<p>The candidate's response demonstrates a general understanding of the text and correctly identifies why Pua suggests Timi should be the wood cutter. There is a straightforward discussion of Timi and Pua's positive attitudes and how they showed this through their actions.</p> <p>To gain merit, the candidate could have provided more detailed insights about Timi and Pua's enthusiasm for literacy week.</p>
Two	A4	<p>The candidate's response summarises the purpose of the interview between the host and the principal. While not detailed, the response provides a general explanation of the importance of those with willing hearts showing up to support a long-time contributor / supporter of the school. It emphasises that this participation is a way of giving back to the school that helped shape who they are today.</p>
Three	A4	<p>The candidate's response shows a straightforward understanding of the text. It identifies that Roy and Eileen are discussing online teaching, in particular Roy's online teaching. There is a clear position that Roy will benefit from Eileen's advice, backed up with evidence from the text.</p>