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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.

Excellence

TOTAL 23

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



SECOND READING



THIRD READING



LISTENING NOTES

Pua i tamanako mai ei kia Timi e koia te tangata tipu rakau.

-Ruko mei roto mai ite tua maine mura-tauturu tona mama e tona tuaine.

-Kare e maata te angaanga o te maani i te rakau

-kakau piro, puti, psre e te toki

kare e inagaro ite tanagata tui

-Ei patana no Pua-Ruko/Tangata tipu rakau

Tu vaerua ngakau o timi

-maani i tetati akatutuanga poto ei taki tua no to raua rakei.

-nagakau aroa to Pua i te tauturu ia Timi ite maani i tona rakei

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 mai a Pua kia Timi e koia te tangata tipu rakau i roto i te tua o Maine Mura no te me ko tona rakei, kote ruko mei roto i te tua o Maine Mura. E manako meitaki teia no Pua no te mea, kare e maata te angaanga i te maani i teia rakei. E kakau piro, puti, pare e te toki ua rai teka anoano ia kia taangaanga a Timi i te maani i tona rakei. Ka riro i reira a Timi ei patana no Pua, no te mea, mei roto mai to raua rakei e tai tua, koia oki kote tua o Maine Mura.

(b) *E a'a te tũ vaerua ngãkau o Timi rãua ko Pua no teia '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 ☰ ▼ ☷ ▼ ↶ ↷ ☹

Ko te tu vaerua ngakau o Timi raua ko Pua no teia epetoma o te tatau e te tata, koia oki kote ngakau mataora e te aroa. Ko te tumuanga, kua akamanako e kua parani meitaki tikai raua i to raua rakei no teia epetoma no to raua tu mataora. Kia papa to raua arakei, kua tamanako mai raua e kia maani i tetai akatutuanga poto ei taki tua no to raua rakei. Kua akaari mai a Pua i tona tu ngakau aroa na roto i te orongaanga i tetai rima tauturu kia Timi kia maani i tona rakei. Koia tikai te meitaki i teiavtu vaerua ngakau no Timi raua ko Pua no te mea, te vai ara tetai pae au tamariki apii, e kare e tupu ana to ratou inangaro i te maani i tetai rakei no teia au tutu akakoroanga.

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
Played  Section 3

THIRD READING

 Section 1  Section 2  Section 3

LISTENING NOTES

E a'a te tumu o teia komakoma'anga?
-norunga ite apii e tana patiangā no te akamata anga o te 3 o te tau
-patiangā akaaka kite au metua e te au tangata teka va i te tauturu i teia taeake long time supporter of the school.

Why is it important that people with willing hearts help

LISTENING NOTES

Why is it important that people with willing hearts help out? Use evidence from the passage to support your answer.

-tama io, maramarama, ngutupa, paruru,
ariki i te taua kite ariki tapoki
-oronga mai i tetai moni
-tana akameitakianga i te apii no tona tuatau i apii ei ki roto i teia apii
-

here for holiday-rest of the holiday to give money for paint
tauturu ite apii ite oronga i tana moni ei peni
tari mai i te kakau piro, pa, pia peapa, uru peni, na mama e papa, te tanagta inangaro akaetaeta uaua, or other people who want to help.
ana akameitakianga i te apii no tona tuatau i apii ei ki roto i teia apii

QUESTION TWO

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

What is the reason for this interview?

B I U ☰ ▼ ☷ ▼ ↶ ↷ ☹

Ko te tumuanga o teia komakomaanga, koia oki, kote patiangā a te Puapū Nui no te akamataanga o te 3 o te tau. Te patī akaaka nei a ia kite au metua, me kare ki tetai uatu tangata te ka va i te tauturu i te taeake turuturu ua ana o te apii. Te orote nei a ia i runga i te enua, e ka inangaro aia i te akapou i te tuatau o tana orote i te tauturu i te apii. Ko te tumuanga, te akaoki nei a ia i tana akameitakianga kite apii tei aere aia mei tona meangitianga. Kua oronga a ia i tetai moni ei oko peni ei akamanea i te apii ei parauanga na te katoatoa.

(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 apinga puapingā kia tauturu te au tangata ngakau inangaro no te mea, e nui te angaanga te ka anoanoia kia rave. Teia te karoanga, mei te tama io, maramarama, ngutupa, paruru, peni e te vai atura. Ka anoano katoa ia kia tari mai ratou i tetai kakau piro, pa, pia peapa, uru peni, purumu, uru e te vai atura. Te patī ia nei te au metua o te au tamariki mei te au mama, papa, me kare, tetai uatu au tangata te ka inangaro i te tauturu i te akamanea i te karoanga o te apii. Te anoano ia nei te au tangata ngakau oronga no te mea, kare ratou e tutaki ia kite moni no te raveanga i teia angaangaa. Ka riro rai teia ei tauturu i te au tamariki apii e pera katoa, te uki a muri mai.

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

SECOND READING

Section 1

Section 2

Section 3

THIRD READING

Section 1

Section 2

Section 3

LISTENING NOTES

-kua pou e 4 epetoma ia Roy i te apiianga no runga ite atuianga veka ao rangi
marie tana atuianga
-me mako te atuanga, mako te apii
-me kinokino te reva, kinokino rai te atuianga.

rekoti i tana ka apii, note mea ka kino tana atuianga e tetai ra, mekare ka tupu tetai apinga
-mataora i te apii mei te kainga
-mea puapinga-rongo i tona reo, e te kite ara i tona mata

-i roto i tona 2 mataiti i te apiianga i runga i te atuianga veka aorangi
-akamaroiroi kia rekoti i tana apii-ka kino tana atuianga me kare ka tupu tetai apinga tamanako kore ia

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 runga i ta raua apii i runga i te atui veka aorangi. Te komakoma nei a Eileen kia Roy no te mea e 4 o Roy epetoma i te raveanga i te reira e kua ui a ia e te peea nei te reira. Kua kite mai a Roy e, e tua kino e te meitaki ta te veka aorangi te ka riro akairi mai ki runga i tana i runga i te atui veka aorangi. Koia oki me mako te atuianga, ka mako rai te apii, e me kinokino te reva, ka kinokino rai te atuianga. E mataora ana a Roy i teia tutu apiianga, no te mea e mareka ana a ia i te apii no te kainga mai. Kare a ia e anoanoia i te tieni i tona kakau me kare kia pai, ko te apinga puapinga ua, kia rongo ia tona reo, e te kitea ia ara tona mata.

(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 ☰ ☷ ↶ ↷ ☹

Kua oronga a Eileen i tana reo akamaroiroianga kia Roy e kua akakite atura ki a ia e, kia rekoti i tana apii no te tuatau ki mua. Ko te tumuanga, te vai ara tetai ra e ka kino tana atuianga, me kare, ka tupu tetai apingaa tamanako kore ia. Ka riro teia ei tauturu ia Roy na roto i te akapapaanga i a ia no te au tuatau manamanata. Te vai ara te ra, e ka roko ia a ia e te maki, ka rauka i reia i a ia i te taangaanga i tana rekotianga. E mea puapinga kia akarongo a Roy i te reo porokiroki a Eileen no te mea e 4 ona mataiti i te raveanga i te apiianga i runga i te atui veka aorangi.

Subject: Cook Islands Māori

Standard: 91113

Total score: 23

Q	Grade score	Marker commentary
One	E8	<p>The candidate's response demonstrates a thorough understanding of the passage. It provides a detailed explanation of why Pua suggested Timi should be the woodcutter and how Timi's costume connects to Pua's wolf costume. The candidate discusses why the woodcutter costume is considered simple, highlighting the accessibility of the required items within the time they have.</p> <p>The candidate's response thoroughly explains Timi and Pua's positive and excited attitudes toward literacy week. The explanation is supported by their discussions, costume planning, and preparation, as well as their idea to act out a mime. It also exemplifies Pua's caring and thoughtful attitude in offering help to Timi, emphasising how her support was instrumental in helping him complete his costume and how it served as a positive influence.</p>
Two	E8	<p>The candidate's response demonstrates a thorough understanding of the passage and the principal's humble request for help to support a long-time supporter who seeks to revitalise and give back to the school he once attended. The response details the contributions and aspirations of the supporter and provides a comprehensive understanding of the importance of those with willing hearts assisting in this effort.</p> <p>This is conveyed through an awareness of the type of work required, including an itemised description of tasks. The concept of 'willing hearts' is further explored, emphasising that the work is unpaid and voluntary with benefits that extend not only to the present but also to future generations.</p>
Three	E7	<p>The candidate's response shows a thorough understanding of the passage and its language. It includes a detailed discussion of the purpose of Eileen and Roy's conversation, thoroughly explaining the details of their exchange about Roy's experiences with online teaching, including both its advantages and disadvantages.</p> <p>The response explores Eileen's advice about pre-recording lessons to address unexpected challenges, explaining how this approach can help Roy better prepare for unforeseen circumstances and why it is beneficial. Additionally, it asserts why Roy should heed Eileen's encouragement.</p>