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SUPERVISOR'S USE ONLY

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91113



911130

Draw a cross through the box (X) 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 (Kia whiri i te taha). 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.

Merit

TOTAL 18

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

LISTENING NOTES

Ma'ine Mūa - Pua's part

4 o'clock afternoon

Short skit practice after school.

(if you need help, come to me tomorrow.)

- My sister and Mūa will help me.

His part is not hard -

all you need is clothing, boot, hat, and axe.

easy you part.

QUESTION ONE

- (a) E a'a a Pua i tāmānako atu ei kia Timi e koia te tangāta tīpū rākau?
Why did Pua suggest Timi should be the woodcutter?

Pua suggests the woodcutter ~~for~~ part to Timi because it's not too much work for him. She says that his part is not hard, and that all he needs is woodcutter like clothes, boots, hat and an axe. It is a easy part.

- (b) E a'a te tū vaerua ngākau o Timi rāua ko Pua no tēia 'epetoma o te tatau e te tātā?
Tā'anga'anga'ia te tua tā'au i 'akarongo 'ei turu i tō'ou manako.

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

~~Pua's attitude was positive.~~ Their attitude towards literacy week was positive. We can see this because Timi and Pua had spoken about helping each other out with their parts. Pua offers to Timi help if he ~~not~~ needs it, and to meet up after school for a "akatutu'anga poto". They are trying to prepare well for literacy week, and also do the best they can with their parts.

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

'Akarongo i tēia 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

LISTENING NOTES

(Section 1)

~~XXXXXXXXXXXXXXXXXXXX~~
5 days of work -
cleaning

- principal
- long time supporter of our school
- interview on the school

10 o'clock ~~XXXXXXXXXXXX~~

(Section 2)

- holiday
- money used to buy ^{Paint} ~~Paint~~
- Clean walls, doors, floors
- five days of work
- cover floors so paint doesn't spill

ngākau 'inangaro
willing hearts

(Section 3)

- Hes helping out with his childhood school.
- tomorrow start, 10 am
- anyone can come to help with the cleaning of the school
- paint, paint rollers, news paper.

QUESTION TWO

- (a) E a'a te tumu o tēia komakoma'anga?
What is the reason for this interview?

Reporting on the time of when the school will be refurbished. And also the acknowledgment of ~~an~~ a student who use to attend the ~~school~~ school, during his time. He used money out of his own pocket to help ^{pay} for paint to paint the walls, ~~the~~ doors, and so on. also ~~the~~ welcoming others to come and help if they are willing to come and help at 10am, for five days.

- (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.

To help the community and also our future generations. A ~~long time~~ "tacke" furniture "ua ana" who had also attended the school in his time, paid to help out with the school clean up. Supplying paint for the walls and doors, and also paint rollers, ~~the~~ news papers for coverage of the floors. His willingness was the reason to why the school could be cleaned up, and the inviting of others whom may want to contribute by helping clean is also the hearts of those whose willingness will bring ~~posit~~ positivity to the school and community.

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

Eileen

LISTENING NOTES

~~Section 1~~

~~When the internet connection is good, school work is good.~~

(Section 1)

- When the internet connection is good, school work is good.

- When weather is bad, so is connection.

- Lucky the connection ~~didn't~~ did not disconnect.

- School work ~~is~~ online

(Section 2)

- I need to record my work online

- My connection has not ~~offed~~ offed.

- If it doesn't off then maybe I can send my work online

-

(Section 3)

- In my two years of schooling online my advice is ~~record your work~~ ^{make sure} you record your work and have a back up just in case ~~if~~ you can't go online again.

QUESTION THREE

- (a) E a'a rā, a Roy rāua ko Eileen e komakoma nei?
Why are Roy and Eileen having a conversation?

They are talking about how their schooling online is going for each other. ~~They~~^{Roy} expresses that when ~~the~~ the "atui'anga" is good, his ~~sko~~ schooling ~~the~~ online is also good. When the weath is bad and it ~~that~~ disrupts the connection, its not so much good for his school work. Eileen says that she is lucky as "atur'anga" didn't disconnect ("motu"), or else she wouldn't be "atui'anga rangi". The conversation is based mainly around their ~~at~~ online school work.

- (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.

Very likely. Eileen expresses that in her two years of online school, its important to be prepared for the "atui'anga" to be a ~~burden~~ burden. She reminds him that when recording ~~the~~ your work online, to have a backup just incase the connections interfere and you work will not be able to ~~be~~ be assessed.

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

QUESTION
NUMBER

91113

Subject: Cook Islands Māori

Standard: 91113

Total score: 18

Q	Grade score	Marker commentary
One	M6	The candidate's response demonstrates an in-depth understanding of the text. It explains why Pua suggested Timi should be the woodcutter, linking this to the time and effort required. The response also explores Timi and Pua's positive attitudes toward literacy week, supported by relevant examples from the text, such as their willingness to help and dedicating time to rehearse.
Two	M6	<p>The candidate's response shows an in-depth understanding of the passage. It explains the various reasons for the interview, including the school's refurbishment, acknowledging a long-time supporter, and requesting listener support to revamp the school. The response provides a clear exploration of how individuals with willing hearts can contribute.</p> <p>To achieve excellence, the candidate could have explored the concept of 'willing hearts' more consistently.</p>
Three	M6	The candidate's response shows an in-depth understanding of Roy and Eileen's conversation about online teaching. It clearly establishes that Roy is highly likely to benefit from Eileen's advice and effectively pulls out the reasons supporting this conclusion.