No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

SUPERVISOR'S USE ONLY

2

91113



Draw a cross through the box (☒) if you have NOT written in this booklet



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 (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

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.

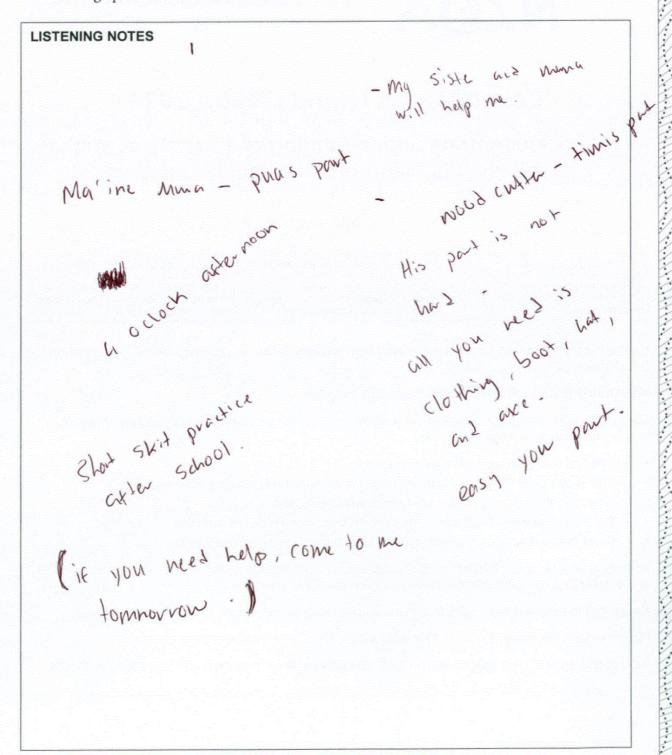
Glossed vocabulary

Ma'ine Mūrā

Little Red Riding Hood

'akatūtū'anga poto

short mime/skit



QUESTION ONE

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

Pur suggests the woodcutter for part to Fimi because its not to much work for him.

She says that his part is not hard, and that all he needs is wood cuttur 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.

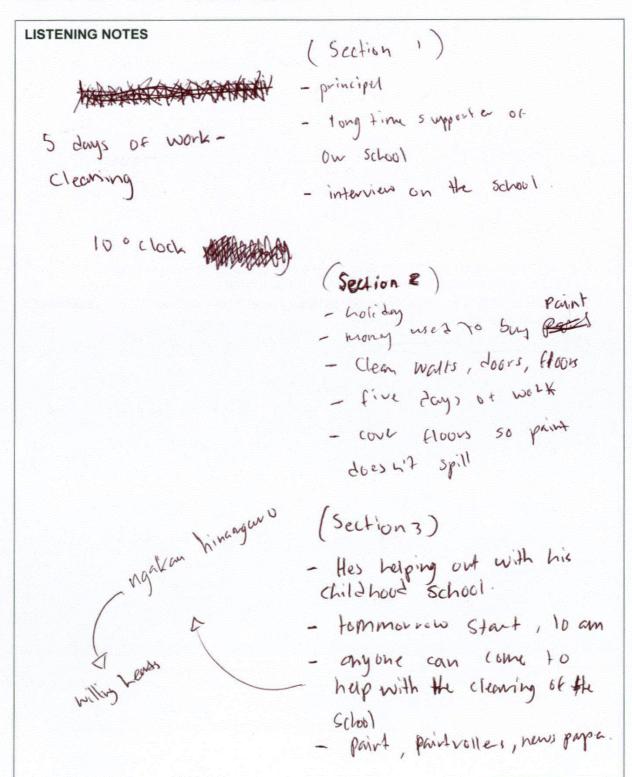
Propositive. Their affitude towards liferacy week was positive. We can see this because Timi and pun had spoken about helping each other out with their parts. Phn offers the Timi help if he needs it, and to meet up after school for a "akatutu'anga poto". They are trying to prepare were for literacy week, and also do the Sest 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



QUESTION TWO

- blong time supporter) (a) E a'a te tumu o tēia komakoma'anga? What is the reason for this interview? of when the school will Keporting on the time! be reterbished. And Jalso the acknowledgement as student who use to affail the School, during his time. He used mony but of his own pocket to help for paint to paint the wall", fto doors, and so on. also late welliaming others to come are nelp is they are willing to come and help at 10 am, for tive 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 on future generations. A long times "tacke furnitures "un ana" who had also attended the school in his time, paid to help out with the school dem up. supplying paint for the wons and and also paint vollers, for coverage of the floors, Willingress was the reason to why the school be cleaned up, and the inviting of others when my was to contribute by helping chan is also the heats os those whose willing mess will being 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.

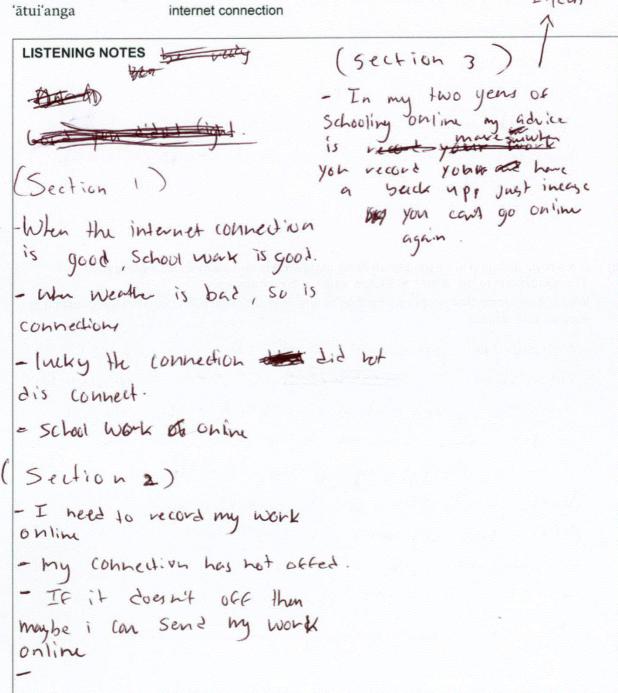
Listen to the phone conversation between Eileen and Roy. Refer to the passage in your answer to Question Three.

Glossed vocabulary

'ātui veka ao rangi

online

Eileen



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 and its going for each other. They expressed that when the weath when the weath is back online is also good. When the weath is back and it that disrupts the connection, its not so much good for his school work. Fileen says that she is lucky or "atm any a" didn't disconnect ("moth"), or erse she wouldn't be "alui were go rangi". The conversation is baged mainly around their of ahireka 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 "ative anga" to be a builded burden. She reminds him that when vectording two years work offine, to have a backup inst incase the connections interfear and you work will not be oble to will be assessed.

QUESTION	Extra space if required. Write the question number(s) if applicable.
NUMBER	
	Transfer to the production of
en e	

Subject: Cook Islands Māori

Standard: 91113

Total score: 18

Q	Grade score	Marker commentary
One	М6	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	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.
		To achieve excellence, the candidate could have explored the concept of 'willing hearts' more consistently.
Three	М6	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.