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91116



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Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## Level 2 Cook Islands Māori 2024

**91116 Demonstrate understanding of a variety of written and/or visual Cook Islands Māori text(s) on familiar matters**

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of written and/or visual Cook Islands Māori text(s) on familiar matters.	Demonstrate clear understanding of a variety of written and/or visual Cook Islands Māori text(s) on familiar matters.	Demonstrate thorough understanding of a variety of written and/or visual Cook Islands Māori text(s) 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.

Pull out Resource Booklet 91116R from the centre of this booklet.

**You should attempt ALL the questions in this booklet.**

Answer in your choice of English, te reo Māori, and/or Cook Islands Māori. If you need more room for your 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.**

**Excellence**

**TOTAL 24**

## Page 1

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

Make sure you have the paper Resource Booklet 91116R.

### QUESTION ONE: *Te au 'Ehua o te Pae Tokerau (The Northern Group)*

*Tatau i te Tua A i runga i te kapi 2 e te 3 o te puka turuturu. Tā'anga'anga i te reira no te pa'u atu i te Ui'anga Ta'i.*

Read Text A on pages 2 and 3 of the resource booklet. Use the text to answer Question One.

- (a) *E a'a te 'enua tā'au ka tā'iku ki tēta'i tangāta 'ōu te ka tūroto atu no te taime mua i te Pā 'Ehua Tokerau e, e a'a te tumu? Tā'anga'anga i tei tātā'ia 'ei turu i tō'ou manako.*

Which island would you recommend to a first-time traveller to the Northern Group and why? Use evidence from the text to support your answer.

B I U ☰ ☷ ↶ ↷ ☹

I toku manakoanga te enua taku te ka taiku ia ki tetai tangata ou te ka turoto atu no te taime mua i te Pa Ehua Tokerau, koia oki ko te enua Te Fuinga O Niva, tona ingoa taito tera, Ko Manihiki tona ingoa i teia ra e kapiki te iti tangata. Te tumu i manako au i teia enua ko Manihiki, no te mea kua rongonui tikai teia enua no tona au poe parau kerekere, pera katoa ka tano te au akakoroanga tamataora mei te pai tai, tari tangata i runga i te poti rikiriki mei tetai oire ki tetai no te akarakaraanga i te au pamu parau. Ka rauka i te okoia tetai poe parau ei tano ki tetai tangata ou no te mea ka riro rae te reira ei apinga akamanea ia ratou mei te aao i runga i tona kaki, ei rakei akamanea no tetai uatu akakoroanga. Te rua o toku manakoanga, ka riro katoa te reira ei akonoanga apii ki te au turoto i te Peu Maori o te enua Manihiki, e ka kite ratou te puapinga o te peu, mei te ei rukuruku, te ruku oonu e te tautai ki te pae i te au ravakai no reira. E taime teia ei tauturu i te au turoto te akonoanga Maori, pera katoa i te tautai ika ei kai e tetai uatu kai i te mekameka o te moana.

- (b) *E a'a kāre koe e tā'iku atu i tēta'i mai 'enua? Tā'anga'anga i tei tātā'ia 'ei turu i tō'ou manako.*

Why wouldn't you recommend the other island? Use evidence from the text to support your answer.

B I U ☰ ☷ ↶ ↷ ☹

Te tumu i kore au e taiku atu i tetai mai enua, ko Te Ulu O Te Watu, me kare ko te enua Pukapuka no te mea kare ainei te turoto i rauka i te taangaanga te au akoroanga tamataora mei te pai tai. I roto i te tataanga, te karanga atu nei e, e tai rai ngutuare manuiiri i runga i te enua, e te akapapuanga teia e ka akono meitaki ia koe e te pu ngutuare e te enua tangata katoa. Ka akapeea oki e me ki te tai rai ngutuare manuiiri ki tetai ngutuare tangata mamaata, ka riro rae to ratou nooanga i korei tera atu ngai ei manata kia ratou mei te kare e rava te au ngai moe, ka roa te tiakianga me tae ki te taime o te pai. Noatu e kua tuke te reo, e kua puapinga rava atu ta ratou akonoanga peu maori, ka inangaroia te au turoto kia mataora i to ratou nooanga, e kia aere atu ratou i te taangaanga i te enua mei te pai tai i roto i te moana pera katoa kia akarakara atu ratou i te mekameka o te moana, e tetai uatu akaraanga mataora. Ka tano i te akonoanga maori kia apiia ki te au turoto ei kite marama no ratou inara ka tano te au akaoroanga tamataora ki te au tangata ou.

## Page 2

### QUESTION TWO: *Te muna a Pāpā To'u (Pāpā To'u's secret)*

*Tatau i te Tua B i runga i te kapi 4 o te puka turuturu. Tā'anga'anga i te reira no te pa'u atu i te Ui'anga Rua.*

Read Text B on page 4 of the resource booklet. Use the text to answer Question Two.

- (a) *E a'a ta Tioni i manako i te rave, e, e a'a te tumu? Tā'anga'anga i tei tātā'ia 'ei turu i tō'ou manako.*

What did Tioni **decide to do** and why? Use evidence from the text to support your answer.

B I U ☰ ☷ ↶ ↷ ⌚

Kua manako a Tioni i te aravei ia Papa Tou, tetai metua kite e te pakari i runga i te enua. Kua riro a Tioni i te taangaanga aia i te manako muna o Papa Tou ei tauturu i te oko i tona poti tautai, no te mea kua aite aia mei te au tangata e noo nei i te pa enua e kare a ratou e kimi puapinga. Te inangaro nei a Tioni i tetai poti tautai nona ei tautai ika maatamaata o te moana ei kimi puapinga nona. Inara ka inangaroia tetai moni ei oko i tona poti, no reira rae a Tioni i taangaanga i te manako o Papa Tou.

- (b) *E a'a ta Tioni i tāmou mai mei tāna komakoma'anga kia Pāpā To'u? Tā'anga'anga i tei tātā'ia 'ei turu i tō'ou manako.*

What did Tioni **learn** from his talk with Pāpā To'u? Use evidence from the text to support your answer.

B I U ☰ ☷ ↶ ↷ ⌚

I roto i te komakomaanga a Tioni raua ko Papa Tou, kua akamarama mai te tuatau mapu a Papa Tou e tona angaanga kite pakari no te kimi moni i te tutaki i tana au angaanga tuketuke. I roto i te tua kua komakoma raua i runga i te tumu rakau tei tauturu ia Papa Tou i tana kimianga puapinga noatu te maata te angaanga. Kua akamarama mai a Papa Tou tetai tuanga i te taangaanga ia te kata kikau ei maani purumu kia oko, tunu akari ei maani inu parai, maani kete nikau e te okooko nu. Ia Tioni e akarongo anga ia Papa Tou i tana muna, kua tamanako a Tioni i teia manako meitaki no te mea ka riro ei tauturu iaia i te maani moni ei tauturu no te oko i tana poti tautai. Kua tamou mai a Tioni e kare teia e apinga muna no te mea e tumu rakau ora. I toku manakoanga aiteite ta maua manako no runga i te taangaanga i te tumu rakau, no te mea ka tupu te turanga meitaki no korei i teia atu akakoroanga, e ka inangaroia tetai uatu ke tangata i te Pa Enuā i te oko i teia au apinga, ei tauturu ana ia ratou katoa, mei te apikepikē maki, te tama are, e vai kia inu, kia meitaki te kopapa.

## Page 3

### QUESTION THREE: *Te blog a Merio no runga i a Maunga 'Ikurangi (Merio's blog about Mount 'Ikurangi)*

*Tatau i te Tua C i runga i te kapi 5 o te puka turuturu. Tā'anga'anga i te reira no te pa'u atu i te Ui'anga Toru.*

Read Text C on page 5 of the resource booklet. Use the text to answer Question Three.

- (a) *E a'a ta Merio e 'inangaro nei i te rave, e, e a'a te tumu? Tā'anga'anga i tei tātā'ia 'ei turu i tō'ou manako.*

What was Merio hoping to do and why? Use evidence from the text to support your answer.

B I U ☰ ▼ ☷ ▼ ↶ ↷ ⓘ

Kua inangaro a Merio i te piki ki runga i te Maunga tana i mea navenave atu ko Ikurangi, no te mea kua akara uake aia i tetai tua akapapaanga teata teia kapikiia e ko Te Mekameka o te Pa Maunga. E teata teia no runga i tetai au maunga i te enua Rarotonga. Te tumu i inangaro ei a Merio i te piki ki runga i te Maunga Ikurangi no te mea ko tana umuumu tera no tetai ra e pera katoa kua maara rava aia i tona tupuanga e ka kite ua rai ia Ikurangi e tau uatu ki te tuatau e moe ei aia. Kare aia e manako ana e me ka rauka aia, inara ka papu aia i teia nei e pera tetai uatu te ka tauturu mai.

- (b) *E a'a tei tupu kia Merio i muri ake i tōna 'ākara'anga i te tua 'akapapa'anga teata? Tā'anga'anga i tei tātā'ia 'ei turu i tō'ou manako.*

What impact did watching the documentary have on Merio? Use evidence from the text to support your answer.

B I U ☰ ▼ ☷ ▼ ↶ ↷ ⓘ

Kua kite takere a Merio i te maunga ko Ikurangi mei tona tupuanga, inara, kua oti ake aia i te akatau i te akapapaanga teata e kua riro rae te teata ei tupuanga tuketuke no Merio. No te mea, kua tuke tona akaraanga mei tetai au ngai i runga i te enua pera katoa kua matakite atu i te aro toka o te maunga. Kua maara katoa aia i te ingoa e te aiteanga o teia maunga no te mea i tona kite pakarianga i roto i tetai tua, kua vavaia te ingoa ikurangi koia oki ko te iku o te rangi. I roto i te kite marama o Merio kua kite aia e kua rauka mai tona ingoa mei tetai uatu maunga i Tahiti, e kua akaamara katoa teia maunga e te maunga i Aotearoa. Kua tupu ia te meitaki kia Merio no te mea kua kite rae aia e kua atui ia te ui tupuna i tatou ki te ngai okotai.

**Subject:** Cook Islands Māori

**Standard:** 91116

**Total score:** 24

Q	Grade score	Marker commentary
One	E8	The candidate's response demonstrates a thorough understanding of the text and provides detailed analysis of the descriptions of both Manihiki and Pukapuka. The candidate effectively unpacks what each island offers to tourists, addressing aspects such as purchasing options, flight frequencies, opportunities to learn about culture and customs, outdoor activities, and enjoying the resources of the moana. They acknowledge Pukapuka's relative lack of activities compared to Manihiki, noting the limitation of having only one guest house and raising concerns about its potential occupancy, along with the implications of this. Overall, the response presents balanced reasoning and justification.
Two	E8	The candidate's response demonstrates a thorough understanding of the text, particularly Tioni's decision to speak with Papa To'u to learn his secret, use it to improve his position, and achieve his goal of buying a boat. The response reflects detailed comprehension by explaining how Papa To'u utilised the coconut tree to his advantage. During his conversation with Papa To'u, Tioni realizes that the tree's benefits extend beyond just making money – it can help everyone on the outer islands. Additionally, the response highlights Tioni's recognition of the coconut tree's broader value, reinforcing its role as the 'tree of life'.
Three	E8	The candidate's response shows that a thorough and detailed understanding of Merio's blog. The candidate explores Merio's change in perspective after watching the documentary, as well as the education it provides about the mountain's history, significance, and connection to Aotearoa and Tahiti. The response demonstrates detailed comprehension by showing how the documentary reinforces and validates Merio's long-held views of the mountain while highlighting her deepened appreciation for it at this stage in her life.