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91116



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

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 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 16

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 'Enua 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 'Enua 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 ☰ ▼ ☷ ▼ ↶ ↷ ☹

E tika e nga enua manea e te meitaki i te are mua ei ngai ori aere, ina ra te ngao anga i toku inangaro i te aere koia oki o Pukapuka. Te tumu au ka inangaro i te aere ki reira no te mea e ngao rae manga natura i runga i te enua, pera katoa te au manga moana. No atu e kare te pa'i tai e te pairere e putuputu ana ki runga i tei reira enua ka mako ua tei reira, kua ora rae te ititangata o Pukapuka i te kai manga natura, no runga i te enua e raro i te tai. No atu e, e tuke to ratou reo e ta ratou akanoonoo anga, kua aka kitea mai e ka no'o pirimou rae te tai uatu tangata i ko ia ratou. E kua irinakia katoa au ki tei reira no te mea e nga puapii meitaki to matou no Pukapuka mai. E ngakau pumaana e te meitaki to raua.

- (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 au aere i taiku ei i te tai ake enua, no te mea e taime rae te tai i taikua mai e no toopu tuatau ka reka koe i te tau taiu mangaika naau. Pera katoa e enua poe parau kerekere a Manihiki. Are oku akakino no runga i tei reira, ina ra kua rauka ra iaku i te tamanako e te ngao anga o te manga i Manihiki e manga are e meitaki rava no toku kopapa.

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 ta manako a Tioni i te pati ia papa To'u tana muna. Te tumu i rave ei a Tioni i tei reira no te mea kua inangaro aia i te oko i noona poti ia tautai ika maatamaata o te moanna ei kimi puapinga noona.

- (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 ☰ ▼ ☷ ▼ ↶ ↷ ⓘ

Ta Tioni i tamou mai ei i taana komakomaanga ia papa To'u koia oki ta papa To'u moni na te pu nu e oronga mai na i tei reira, e tika ka ngao te angaanga, i na ra kare e pou toou taimē i te angaanga i te au ra katoa. Tiaau ua toou ou ra ka inangaro i te kimikimi i naau moni. Pera katoa are a Tioni i manako ana e ko tei reira pu nu ta papa To'u kimikimianga moni.

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 ☰ ☷ ↶ ↷ ☹

Ta Merio e inangaro i te rave koia oki kia piki te maunga, i toona rikirikianga kare katoa aia i manako ana e ka rauka, i teia nei kua irinaki aia e ka raku kiaia, ina ka inangaro katoa aia i te kite e ko ai rae te tai au tangata ka rauka ia ratou. E inangaro ana a Merio i te kimikimi no runga i to teia maunga oraanga.

- (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 tupu tetai apinga kia Merio i muri ake i tona akaraanga i te tuas 'akapapaanga teata'. I toku manako kua kite ana a Merio i teia maunga e kua tamata katoa aia i te puku. Ina ra are i piki ana, kua aere atu reira aia i te kimikimi apinga tei ka tauituru iaia te tamaou i te tai au apinga no runga i te maunga 'ikurangi'. Kua marama mai aia i toona ingoa, e toona akarakaraanga.

Subject: Cook Islands Māori

Standard: 91116

Total score: 16

| Q | Grade score | Marker commentary |
|-------|-------------|--|
| One | M6 | <p>The candidate's response demonstrates a clear understanding of the text and language. It makes a strong and balanced case for recommending Pukapuka, highlighting its natural resources, the abundance of food from the land and sea, and the opportunity to experience the island's unique language, culture, and traditions.</p> <p>The candidate does not recommend Manihiki, referencing the text's point that visitors would need to fish for their food. While the response shows depth in understanding how the text portrays the two islands, there is an imbalance in the level of detail provided between the discussions of Pukapuka and Manihiki.</p> |
| Two | M5 | <p>The candidate's response demonstrates a clear understanding of why Tioni wanted to speak with Papa To'u. It attempts to convey the idea that the coconut tree represents a constant resource but it is up to the individual to put in the effort to earn money when needed. The response also acknowledges Tioni's surprise at how Papa To'u earns his income, noting that while it was unexpected, it stemmed from the most obvious resource.</p> |
| Three | M5 | <p>The candidate's response demonstrates an in-depth understanding of Merio's blog, particularly how her thoughts about the mountain and climbing it have evolved. It highlights her long-standing curiosity about Ikurangi and how she now feels she truly understands it. The response also shows depth in explaining how the documentary influenced Merio and strengthened her determination to make her dream of climbing the mountain a reality. To achieve an M6, the candidate needed to communicate their ideas more clearly and unambiguously.</p> |