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SUPERVISOR'S USE ONLY

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91538



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 3 Cook Islands Māori 2024

91538 Demonstrate understanding of a variety of extended spoken Cook Islands Māori texts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended spoken Cook Islands Māori texts.	Demonstrate clear understanding of a variety of extended spoken Cook Islands Māori texts.	Demonstrate thorough understanding of a variety of extended spoken Cook Islands Māori texts.

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.

Achievement

TOTAL 11

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: *Ātui karere ā tē katoatoa* (Social media)

'Akarongo ki te komakoma ā Rima rāua kō Tini nō runga 'ī tē ātui karere ā tē katoatoa. Tā'anga'anga 'ī tē tua ki roto 'ī tā'au pa'u'anga ki te Ui'anga Ta'i.


Listen to Rima and Tini talking about social media. Refer to the passage in your answer to Question One.

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

 Full passage

SECOND READING

 Section 1

 Section 2

THIRD READING

 Section 1

 Section 2

LISTENING NOTES

>ko taau ka tuku ki runga ote atu
>tukati anga niuniu
>ka rauka ite kite ite au mea e tupu ia vao mai. ka rauka
>kota ai ite tuku i tana imene kia kite te katoatoa.

QUESTION ONE

- (a) *‘Akamārama mai i tē tū ō Tini kī tē ātui roro uira ā te katoatoa. Tā’anga’anga i tē tua ei turu i to’ou au manako.*

Explain Tini’s feelings towards social media. Use evidence from the passage to support your answer.

B *I* U     

Te reka nei ia tini ite ia mea e tuatua komakoma i runga ite atui karere e pera katoa te akameitaki nei ai i teia apinga note ka rauka ia koe ite komakoma ki toou ngutuare i vao. E tona au taeake i te au topiki ete tata apii i runga.

- (b) *Ē a’a te āpi’i’anga tē kā rauka mai ia Tini nō roto mai i tēia komakoma’anga nāna kia Rima? Tā’anga’anga i tē tua ei turu i to’ou au manako.*

What lessons can Tini take from her conversation with Rima? Use evidence from the passage to support your answer.

B *I* U     

ta raua mea e tuatua nei no runga ite ko anga a rima i runga ite puka mata, te akamatakite nei aia oki i tona manako tutaki anga niniu, e pera katoa ka rauka a tini ite tuku i tana imene kia kite te katoatoa, te akamarama oki ia rima ko taau ka tuku ki runga ite atui karere ka vai i runga ia e vai uaatu.

Page 2

SECOND PASSAGE: 'Kō te uiui ui'anga nō teta'i ngāi 'anga'anga (The job interview)

'Akarongo kia Jane ē uiui'ia nei nō runga 'ī tētā'i ngāi 'anga'anga. Tā'anga'anga 'ī tē tua ki roto 'ī tā'au pa'u'anga ki te Ui'anga Rua.


Listen to Jane's job interview. Refer to the passage in your answer to Question Two.

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

 Section 3

THIRD READING

 Section 1
59s

 Section 2
1m 5s

 Section 3
1m 11s

LISTENING NOTES

>te viviki a jane
>tiaki opeti
tama ite au kapu repo
tiaki pepa
te mataunei aia ite mono ite ia au angai.
kote akameitaki te ka no

QUESTION TWO

(a) *‘E a’a tikāi tē au ‘anga’anga i roto i tēia ngāi ‘anga’anga?*

What tasks does the job involve?

B *I* U     

Kote angaanga i roto i teia ngai angaanga e taangaanga ite rurui i roto ite opeti koteia angaanga ka kake aia ki runga. kote au angaanga oki e tiaki opeti, ete tiaki pepa, ete tama kapu repo. inara te matau ua nai aia ite monomono ite au va'a ia.

(b) *Ea’a tē irinaki’anga ē kā ōronga’ia tēia ngā’i ‘anga’anga kia Jane? ‘Akamārama mai mā tē tā’anga’anga i tē tua ei turu i tā’au pa’u’anga.*

How likely is it that Jane will be offered the job? Explain why, using evidence from the passage to support your answer.

B *I* U     

Ka aronga ia te angaanga kia jane i toku manako note mea te meitaki ite akara meitaki ka meitaki note au vaia ki mua, tana au parani ei kave inga nona ka meitaki aia kite angaanga note tauturu ite ngai angaanga e pera katoa te viviki aia ite akamau ite apii tei oronga ia.

Page 3

THIRD PASSAGE: *Te porokarāmu nā te au arataki ōu* (The rising leaders programme)

‘Akarongo kī te komakoma’anga i rotopū i teta’i ngā tamariki tei ‘iki’ia nō tē porokarāmu ā te au arataki ōu.

Tā’anga’anga i tē tua ki roto i tā’au pa’u’anga ki te Ui’anga Toru.

Listen to the conversation between two young professionals selected for the leadership development programme. Refer to the passage in your answer to Question Three.

Glossed Vocabulary


pēapa tūranga āpī i ē tē karape resumé / CV

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

THIRD READING

 Section 1

 Section 2

LISTENING NOTES

>pepa turanga
>30 tangata ka aere kite porokaramu.
>ka apii ite enua ite tauiaanga reva ete te au akate nitiniti
>ka riro ite aka manea
>ka riro ite tauturu ita rau au angaanga
ete oranga ete au mapu tupu o,ou

.e tikanga ite akakoukou

QUESTION THREE

(a) *Kā 'akapē'ea tē piri'anga o Ina rāua ko Toka kī tēia porokarāmu i te tauturu'anga i tē Kūki 'Airani?*

How will Ina's and Toka's participation in this programme benefit the Cook Islands?

B *I* U     

Kote taurutu a toka e ina ite porokaramu ate kuki airani ko ina oki tei roto ai ite korero ote orau tei apii ite au apii puapinga kite tangata mei te tauiaanga reva, te oranga epera katoa te au mapu tupu o'ou. ko ta raua teia ka apai mai kite kanga kai ote aronga teitei ite kuki airani ete au tangata kite pakari. kua umere katoa raua kua ikiia raua.

(b) *E a'a tā te au pa'u'anga ā Ina rāua kō Toka i'akaari mai nō runga i tō rāua tū i te āriki'anga'ia rāua ki roto i teia porokaramu?*

What do Ina's and Toka's responses to being accepted into the programme show about their characters?

Ina

B *I* U     

Te akameitaki nei ia ina note mea ko tana au angaanga e rave i roto ote korero ote orau, kota raua au apii rai e rave ana i roto ite porokaramu. Te karanga aia ka riro teia ite tauturu iana note angaanga ta raua ka rave.

Toka

B *I* U     

Te akameitaki oki ia toka ite ia au mea note akamanea i to raua pepa e to raua kite karape, te mea nei oki aia kia aravei me kore kite ite aronga mamaata ete aronga kite pakari. Note aere kimianga taurutuanga ia raua ite pae ote angaanga note au vaia ki mua. Kua mea mai oki iana e 30 tangata ka aere kite ia porokaramu note tauturunga ite kuki airani.

Subject: Cook Islands Māori

Standard: 91538

Total score: 11

Q	Grade score	Marker commentary
One	A4	<p>The candidate demonstrated a general understanding of the language and the text. Their response mentions that Tini likes working on social media as it is a good place for him to connect with his family who do not live close to him, and to speak with his friends about schoolwork.</p> <p>In the passage, Rima is reminding Tini about the public nature of posting online and its permanence. To secure a merit, the candidate could have further explored the risks of sharing online.</p>
Two	A4	<p>The candidate demonstrated a general understanding of the language and text and correctly identifies the tasks required of the role. The response asserts that Jane will be offered the job because she has suitable skills required, such as her organisational skills and an eye for detail.</p> <p>To secure a merit, the candidate might have explored in more detail the qualities that make Jane a suitable candidate.</p>
Three	A3	<p>The candidate demonstrated some understanding by stating that Toka and Ina will bring what they have learnt to support the young people for the Cook Islands. They identified how the program will improve Toka's CV and skills, and acknowledged how the program will support Ina in her work.</p> <p>To obtain an A4, the candidate might have explored Ina and Toka's responses to being accepted.</p>