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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.**

Merit

TOTAL 17

## 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 i tē ātui karere ā tē katoatoa. Tā‘anga‘anga i tē tua ki roto i tē āu 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



1m 17s

### LISTENING NOTES

atui karere a te katoatoa

QUESTION ONE

- (a) *‘Akamārama mai ʻI tē tū ō Tini kī tē ātui roro uira ā te katoatoa. Tāʻangaʻanga ʻI tē tua ei turu i toʻou au manako.*  
Explain Tini's feelings towards social media. Use evidence from the passage to support your answer.

B I U   ↶ ↷ ?

Ko te tu o Tini ki te atui uira a te katoatoa, koia e reka ana aia i te reira. Kua karanga a Rima kia Tini e ko ratou te au tamariki e aere nei ki runga ite atui roro uira i te au taima ravarai i te tamanamanata i te katoatoa. E reka ana a Tini ite atui roro uira no te mea e ravenga teia ite komakoma atu kite au kopu tangata, taeake e te vai atura. Te karanga atu ara a Rima ki a Tini e akatupu maata ta teia roro uira ki toou orange, e kare ra a Tini e akarongo. E mataora katoa atu te reira i te tata apii ngutuare.

- (b) *Ē aʻa te āpiʻiʻanga tē kā rauka mai ia Tini nō roto mai ʻI tēia komakomaʻanga nāna kia Rima? Tāʻangaʻanga ʻI tē tua ei turu i toʻou au manako.*  
What lessons can Tini take from her conversation with Rima? Use evidence from the passage to support your answer.

B I U   ↶ ↷ ?

Ko te apiianga te ka rauka mai ia Tini no roto mai i ta raua komakoma'anga nana kia Rima e, ko te au mea tana e tuku nei ki runa ite roro uira ka vai rai te reira e mutukore uatu. Te rekareka nei oki a Tini e te tuku nei aia i tana au imene ki runga e ka kite te batileia katoatoa.

## 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 'i tētā'i ngāi 'anga'anga. Tā'anga'anga 'i tē tua ki roto 'i 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

1) jane- tetai ngakau ou te ka kite ite tangaagn ite roro uira kia anganaga ki roto ite opati ka kake atu ite turanga i runga ake. e rave ana aia ite roro uira ite apii meitaki ite akakiki ete tata ite au tataang e pera ite akakiki i roto ite apata.akakiki apata note apara i roto ite toa oko kai e meitaki aia ite angaanga e pera te tuatua.

2) y u want to work in the office kimi nei aia ite kimi i tetai angaanga tinamou angaanga i roto ite pupiu e pera angaanga tuketuke reka ana au te angaanga maata reka ite angaanga maata kote au anaga tiaki ite opati tauturu ite neinei ite au peapa orei kapu repo kua maata roa au ite matau ite mono ite vaa i roto ite toa mamata meitaki tona tu ite tangata noatu eaa te angaanga ka tauturu ua au

3) turanga meitaki meitaki ite akara meitaki ka riro te reira ite tauturu kia kare e ravenga ke apinga taau manako ite akameitaki au atu i mua ake i te ra te ka inangaro ia akaapapa meitaki itetai au mea akanoo kia meitaki viviki aia ite tamou ite au mea ou ei tangata oui ki ta kotou putuputu anga

## 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     

Ko te au angaanga tikai i roto i teia ngai angaanga koai kote tiaki ite opati, tauturu ite nenei ite au peapa e pera ite orei ite au kapu repo. Inara i mua ake ka oronga ia atu ei teia taoanga angaanga kiakoe, ka inangaro ia koe ite akakite mai i toou maroiroi ete akapeea koe rave anga ite reira, toou maroiroi e toou paruru (strength and weakness). Kua riro i reira a Jane ite akakite i teia au mea katoatoa kite pu ote ngai angaanga.

(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     

Kua irinaki au kua tae ria te au tuanga te ka tano note angaanga ki a Jane. Te kimi nei oki aia i tetai angaanga tinamou, angaanga i roto ite pupu e pera angaanga tuketuke. Kua maata roa aia ite matau ite mono ite vaa i roto ite toa mamata. E meitaki oki te tu ite tangata ua e noatu eaa te angaanga ka tauturu ua aia. Kua fiti a Jane i te rave i teia au angaanga. E vahine maroiroi aia. E meitaki aia ite akara meitaki e ka riro te reira ite tauturu ki a kare e tarevake. E viviki aia ite tamou ite au mea ou e pera te tangata ou i roto ite putuputu anga

## 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 āpi’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

newspaper CI program utuutu ite au arataki mataora tikai tona i teia tikaanga i tana ka rave kare oki au i manako ana e ka o atu au i roto, e 30 tangata i mei roto ite moana pacifica te ka aere mai ki teia program tano e ka riro tangata puapinga te au akaere bitinite ote program te ka tauturu ia taua

kare ko te reira ua inara ka riro te reira ite akameitaki atu i to taua karape.  
ka riro te reira ite akamanea i to taua peapa apii ete karape apii pae moana e pe  
ka piri vaitaa teia au taku angaanga korero ote au orau kete poro tue poro patupatu poro mapu tupu ou i roto  
iaku uaorai te akara ua atu nei au aravei ite au taeake patifika pu te au ngai angaa tika anga ite tatai akakoukou no ttou kuki airani ka rauka akaari ite au mananaata tuketuke e ite amaani ite tai au tuanga meitaki.  
pera te au pu

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

Ko te piri’anga o Ina raua ko Toka ki teia porokarami i te tauturu ite Kuki Airani ite au manako te ka uriuri ia ki roto i teia porokaramu arataki ou ei manako anga na i te kave atu anga kite au tamariki ote Kuki Airani. E mataora tikai to raua no te mea kua o atu raua ki roto i teia porokaramu, kare oki tetai o raua i manako ana e ka rauka ia raua teia turanga. E 30 tangata mei roto ite moana pacifica te ka aere mai ki teia porokaramu. Irinaki au e ka riro te au tangata puapinga te au akaere bitiniti te ka aere mai ite tauturu ia 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

Ko tetai au pauanga ta Ina i akaari mai no runga i tona tu i te arikianga’ia aia ki roto i teia porokaramu e kua poitirere aia ite kite anga i tona ingoa i roto ite newspaper e kua o aia ki roto. Kare oki aia i manako ana pera e ka iki ia mai aia. Inara kua tu katau aia i te kave i teia angaanga i te mata anga ite Kuki Airani i roto i teia porokaramu na te au arataki ou. Kua papa aia i te aravei i te au aronga te ka tomo ki roto i teia porokaramu.

Toka

B I U

Ko Toka irinaki au e tangata tiratira tu e te tu katau ki mua i te tangata. I te akaite mai anga a Ina e ko raua tei iki’ia ite mata atu ite Kuki Airani kua mataora oki aia. Kua akakite aia ki a Ina ite au me te ka tupu ki roto i te reira porokaramu. Te karanga ara oki a Toka e ka riro teia porokaramu ta raua ka tomo ki roto ite akameitaki atu i to raua karape. Ka riro katoa te reira ite akamanea i to raua peapa apii e te karape apii pae moana. Ka piri vaitata katoa teia ki tana angaanga Korero o te Orau, kete poro, tue poro, patupatu poro ite au mapu tupu ou i roto i reira.

**Subject:** Cook Islands Māori

**Standard:** 91538

**Total score:** 17

Q	Grade score	Marker commentary
One	M5	<p>The candidate demonstrated some clear understanding of the language and text. They selected relevant evidence from the passage to support their answer. They stated that Tini likes social media, even when Rima advises that young people use it all the time. The response acknowledges this, but then identifies that for Tini, it is a way for him to communicate with his family and his friends and that he enjoys social media more than homework.</p> <p>In the passage, Tini learns that whatever he posts on social media remains there forever. To secure a high merit, the candidate might have elaborated on important lessons that Tini learns from his discussion with Rima.</p>
Two	M6	<p>The candidate explained the tasks that Jane will be doing in her potential new job, and that Jane was able to explain both her strengths and weaknesses in the interview. The candidate identified and pulled together Jane's qualities in detail as a way to prove that she should be employed.</p> <p>To secure an excellence, the candidate might have looked at why these qualities make Jane a good fit for the role.</p>
Three	M6	<p>The candidate's response identified that the program is for young leaders to learn and take these learnings back and share with the Cook Islands' youth. The response is balanced, acknowledging how both Ina and Toka were surprised about being selected to represent their country. Clear understanding is shown through discussion of what Toka and Ina will be learning and exploring the impact that being selected had on both.</p> <p>To secure an excellence, the candidate might have explored more of the qualities of Toka and Ina's characters.</p>