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91541



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

91541 Demonstrate understanding of a variety of extended written and/or visual Cook Island Māori texts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended written and/or visual Cook Islands Māori texts.	Demonstrate clear understanding of a variety of extended written and/or visual Cook Islands Māori texts.	Demonstrate thorough understanding of a variety of extended written and/or visual 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.

Pull out Resource Booklet 91541R 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.

Achievement

TOTAL 12

Page 1

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

Make sure you have the paper Resource Booklet 91541R.

QUESTION ONE: *Te Maeva Nui* (Celebrating the Cook Islands)

Tatau 'ī tē tua A i runga 'ī tē kapi 2 ō te puka turuturu. Tā'anga'anga 'ī tē rēira no te pa'u atu 'ī tē Ui'anga Ta'i.

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

- (a) *'E 'akakite mai ē, 'ea'a te au tūranga tūkēkē tā Rangi 'i kite 'i kō 'i Te Maeva Nui?*

What are the different experiences that Rangi had at Te Maeva Nui?

B *I* U

Te turanga tukeke ta Rangi i kite i ko i Te maeva Nui ko te aronga tei ura nei i roto i Te Maeva Nui, na roto i ta ratou akaariarianga i te peu tuketuke. Kua maata te au apinga ta Rangi i tamou mai e te inangaroanga nei a Rangi i te apai ke atu te turanga o Te Maeva Nui e kua kite atu te nga pupu i te tarere e te akaariari atu i ta ratou aitamu i roto i nga raoni e rua i te kapa makete.

- (b) *'Ea'a 'a Rangi e 'inangaro nei ia Trish kia 'aere mai ki Te Maeva Nui 2025?*

Why does Rangi want Trish to come to Te Maeva Nui 2025?

B *I* U

Kua inangaro a Rangi i te apai a Trish ki Te Maeva Nui 2025 no te mea kua reka atu a raua e te mataora nei ratou, kua mataora nei o te aronga ura na roto i ta ratou akariarianga tuketuke. Maata atu a raua i tamou mai e te ngakau parau te iti tangata Kuki Airani. Te inangaro a Rangi kia o a Trish i roto i te akaepaepaanga i tatou peu, kia kore a ngaro.

Page 2

QUESTION TWO: Pukapuka'anga (A conversation)

Tatau 'ī tē tua B 'ī runga 'ī tē kapi 4 e te 5 ō te puka turuturu. Tā'anga'anga i tē rēira nō te pa'u atu 'ī tē Ui'anga Rua.

Read Text B on pages 4 and 5 of the resource booklet. Use the text to answer Question Two.

Ea'a 'ī riro ei tē tū ō Jacqueline Evans ē tāna au 'anga'anga meitaki 'ī rave ei 'akamāro'iro'ī 'ī tē au māpū Kūki 'Airani?
Ta'anga'anga 'ī tē tua ei turu 'ī tā'au pau'anga.

What is it about Jacqueline Evans' character and her achievements that make her inspiring for young Cook Islanders?
Use evidence from the text to support your answer.

B I U

Te tu a Jacqueline Evans i riro nei e angaanga meitaki a iaia e rave nei ei maroiroi i te au mapu Kuki Airani, no te mea e peapa teitei nana i rave no te pa enua e kua rauka atu te peapa teitei nona no te akatereanga iti tangata. Kua angaanga aia ei opita no te tuanga tautai e pera ki roto i tetai au tipatimani o te kavamani no te akara matatio i te turanga kino ta te vai repo ka akatupu ki te natura o te moana. Kua ikiia aia ei akaaere no te taokotaianga kia angaanga kapiti ki te kavamani kia rauka te parani maata no te taporoporoanga pae moana. Kua irinaki aia kua turuturuia aia e te iti tangata Kuki Airani no te maani i te Marae Moana. Kua riro atu tana pirianga kia Kevin Iro ei arataki i te kavamani kia akamana i te ture Marae Moana i roto ia Tiurai, 2017. No reira, e maata te au apinga ta Jacqueline i tupu nei no te Kuki Airani e te akamaroiroi atu te mapu.

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QUESTION THREE: *Tīvaevae Kūki 'Airani* (The Cook Islands tīvaevae)

Tatau 'ī tē tua C i runga 'ī tē kapi 6 ō te puka turuturu. Tā'anga'anga 'ī tē rēira nō te pa'u atu 'ī tē Ui'anga Toru.

Read Text C on page 6 of the resource booklet. Use the text to answer Question Three.

- (a) *'Ea'a tē au karape tā'au 'ī rauka mai nō tē āere'anga kī tē 'iri'irikāpua? Ta'anga'anga 'ī tē tua ei turu 'ī tā'au pau'anga.*

What skills could you gain from attending the workshop? Use evidence from the text to support your answer.

B I U

Kua piri mai rotopu ia te tangata no tetai varu epetoma, ia matou i te akamata i te maani tīvaevae. E maata te au karape no te iriiri kapua na te aronga akamata tui tīvaevae, ka akamata i te toro e ka pakoti koe i taau vaito, ka tapiripiri i taau vaito ki runga i te auaro tīvaevae, e ka apiia koe i te a tui tukeke.

- (b) *'E 'akakite mai ē, ea'a 'ī riro ei te tīvaevae 'ei mea pu'apinga nō te tuātau 'ī topa, tēia tuātau, 'ē te tuātau ki mua? Ta'anga'anga 'ī tē tua ei turu 'ī tā'au pau'anga.*

Why is making tīvaevae important to the past, present, and future? Use evidence from the text to support your answer.

B I U

E mea puapinga teia no te tuatau i topa e teia tuatau i te maani tīvaevae no te mea ka riro teia ei tuatau pirianga e te taokotai. Ko te paranianga i te vaito tīvaevae, ka akakite mai te reira i tetai tua e ka vai ua atu rai. E tuku taime katoa ana koe, no te atui atu ki te katoatoa tei tae mai. E akonoanga teia ka akamata atu i toou kite i te karape tei anoanoia. E mea karapi teia no te mea ka tauta rai te iti tangata i te tui tīvaevae. No reira apiia i te tuitui tīvaevae, kia kore e ngaropoina i te mea akaou.

Subject: Cook Islands Māori

Standard: 91541

Total score: 12

Q	Grade score	Marker commentary
One	A3	<p>The candidate demonstrated some understanding of both the language and the text. They correctly identified how Rangi experienced different shows on the day, saw different groups of people performing, and went to the market. The response identifies why they think Rangi wanted Trish to attend.</p> <p>This response is nearly an A4. To secure an A4, the candidate might have unpacked specific details of the experiences at the market.</p>
Two	M5	<p>The candidate demonstrated clear understanding of how Jacqueline Evans' experiences and achievements are influential for young Cook Islanders. They identified her qualifications, her various roles working towards protecting the ocean, and what support she gained along the way in order to establish and pass the Marae Moana Act.</p> <p>The response briefly concludes with why this is inspirational for young Cook Islanders. To secure an M6, the candidate might have explored this further.</p>
Three	A4	<p>The candidate identified, and provided examples of, many skills that can be gained from attending the workshop. They explored the importance of tivaevae: bringing people together and creating a story, creating connections, and increasing knowledge to be further shared so as not to be lost.</p> <p>To secure a merit, the candidate might have extended some of the discussion to connect it to the Cook Islands culture.</p>