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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.

Excellence

TOTAL 21

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

koia oki ko tona tomoanga ki loto i te ngai talekalekaanga no te akatuēla anga, kua alikiia aia ma te ngakau maanaana. i ko i te kapa makete, kua kite aia i tetai au pupu imenemene, te kai reka, e te au apinga okooko tukeke, mei te au apinga taraiia, apinga akatangi, e te tia e te poe. maata tikai tana i kite i te la la po, manea tikai te au lakei tukeke o te au tangata/ enua.

(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 inangalo aia i trish no te mea kia kite aia i te au mea tukeke e okooko ia nei i te tuatau ote te maeva nui, e pera kia kite aia ite au mea e maania nei, mei te au rakei, apinga akatangi, apinga taraiia, ete au poe, pera katoa te au aitamu a te au enua, te au rutu. kia kite katoa aia i te aiteanga ote te maeva nui, e tona puapinga katoa, kia kite e kia marama aia i ta ratou uaorai peu.

Page 2

QUESTION TWO: *Pukapuka'anga* (A conversation)

Tatau 'I tē tua B 'I runga 'I tē kapi 4 e te 5 ō te puka turuturu. Tā'anga'anga i tē rēira nō te pa'u atu 'I 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 'I riro ei tē tū ō Jacqueline Evans ē tāna au 'anga'anga meitaki 'I rave ei 'akamāro'iro'i 'I tē au māpū Kūki 'Airani?
Tā'anga'anga 'I tē tua ei turu 'I 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

koia oki, no tana kite i te aereanga titia i tona ngauru ma ono mataitianga, i tupu ei tona inangaro taporoporo i te moana. e pepa apii teitei tona i roto i te ao natura e pera te apii no te au enua e i teia mataiti kua rauka te pepa teitei 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. no tana angaanga maata i rave, kua irinaki ekua turuturuia aia e te iti tangata kuki airani no te maani i te marae moana. ka taporoporo i te turanga natura o te moana e te paruru i te akonoanga kuki airani. ka lilo teia i te akamaloiloi i ta tatou anau mapu kia maloiloi latou i te lave i te angaanga i te akonoanga i to tatou marae moana no te uki a muri atu. kia vai ma ua to tatou marae moana. te umuumu ia nei tatou kia angaanga kapiti kia tere te angaanga ki mua. e meitaki lai no latou no te au mataiti ki mua, me akono latou i to tatou marae moana. auaraka tatou e akangaropoina i te maloiloi o teia tangata i akatupu i teia angaanga, no tona inangaro i te akono, no reira e vai ei teia i teia tuatau.

Page 3

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

koia oki, ko te akamau anga i te au tu tui tīvaevae, ka riro ei taporoporo o toou tua, me kole, i tetai apinga akaperepere taito na toou kopu tangata, te ka riro ki te au uki o mua. ka toro koe e ka pakoti i tau vaito, i mua ake ka tapiripiri ei i tau vaito ki runga i te auaro tīvaevae, e ka apiia koe ki te au tu 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

ko riro teia ei tuatau pirianga e te ta okotai. ko te tīvaevae e mea puapinga teia na te au mama, ko tona puapinga koia oki ko lilo teia ei apinga aroa na ratou i te oronga atu ki te tangata, kua apaiia teia i te tuatau akaipoipo, ra anau anga e te vai atura. ko te maani tīvaevae e puapinga aia ki te iti tangata, ka inangaro ia tatou kia apii atu i to tatou au kite karape ki ta tatou anau tamaliki e na latou e paati atu ki ta latou au tamaliki, e aulaka kia ngalo, aulaka katoa koe e kalapi i toou au kite karape ko te ngalo aea, oti raua, puapinga kole, e tua la koe i toou au kite ki te uki, e na latou e apii atu ki te uki no apopo. me kite koe i te tui tīvaevae, auraka e karapi! apiia atu teia au kite karape noou, e te taporoporo ki tetai ke.

Subject: Cook Islands Māori

Standard: 91541

Total score: 21

Q	Grade score	Marker commentary
One	E7	<p>The candidate provided a thorough understanding of Rangi's experiences of Te Maeva Nui and identified that they were welcomed with warmth at the opening. They explained in detail the different experiences whilst walking through the markets, for example the costumes from different islands, different food, arts and crafts, and musical instruments.</p> <p>They discussed all the experiences Rangi had and how she wants Trish to experience this as well, so Trish can know and learn the meaning of Te Maeva Nui and understand its importance and the richness of the Cook Islands culture.</p>
Two	E7	<p>The candidate demonstrated a thorough understanding and identified Jacqueline Evans' passions and determination to protect the Cook Islands marine environment. They discussed how Jacqueline Evans set herself expectations to be able to work in marine conservation and to work alongside the government to protect and preserve the marine environment. They explained how she provides encouragement for youth to also protect Marae Moana for future generations.</p> <p>To achieve and E8, the candidate might have looked at exploring how gaining the trust of the people is important for Jacqueline Evans to gain support for the Marae Moana Act, and how her work was recognised through winning awards, a feat that could be very inspiring for young Cook Islanders.</p>
Three	E7	<p>The candidate demonstrated a thorough and seamless understanding of the text. The response discusses how you can hold onto the knowledge of making a tivaevae, which is a treasure to cherish, capturing your story and preserving it for future generations. The candidate has a thorough understanding of the tivaevae making process and how it requires learning different types of stitches. The response justifies how tivaevae can aid in sustaining relationships through coming together and sewing. There is a recognition of how making tivaevae is important for heirlooms and gifting. The candidate goes beyond the text to demonstrate that through teaching tivaevae sewing, it can be passed on, and therefore not lost in the future. There is perception here through the emphasis that the candidate places on not being selfish by withholding knowledge and skills to yourself, so that it will could get lost.</p>