

No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

SUPERVISOR'S USE ONLY

3

91541



Draw a cross through the box (X) if you have NOT written in this booklet

☐

+



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.

Merit

TOTAL 18

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?

Te au tūranga tuketuke ta Rangi i kite mai
na roto i te Te Maeva nui, kua kite aia i te
puapinga o teia ^{rā} akaepaepaanga, tana i ki ē, ka riro
teia rā akaepaepaanga i te tauturu i te au tamariki
Kuki Airani^h tei anau i ~~nuti rere~~ ~~nutivini~~ kia kite ratou e
eaa te puapinga o te reo e to tatou peul, i roto
i teia rā akaepaepaanga kua ~~te~~ kite a Rangi
i te mataora i roto i te peul kua kite aia i te
Manea i roto i te peul te puapinga. ~~No reira aia~~

- (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?

Inangaro a Rangi ia Trish kia tae aia ki te
 rā akapeapeanga o te Te Maeva nui. ^{No te mea} Inangaro
 aia i te ia Trish kia kite kite aia te
 manea o te pei, te puapingo o te pei maori
 Inangaro a Rangi kia kite a Trish i te mataora
 e te vela o te na roto i to ratou akariananga
 No reira a Rangi i inangaro ei aia ia Trish kia
 tae aia ki Te Maeva nui 2025 kia kite a Trish
 i ta Rangi i kite.

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 tē au māpū Kūki 'Airani? Ta'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.

~~I tona mamaitanga~~

Kua riro a Jacqueline Evans e tana au karape angaanga meitaki i te akamāro'iro' i te au mapu kuki airani no te mea mei tona mamaitanga e tamaine kite aia, e tamaine inangaro aia i te moana, i roto i tana akaarianga.

E tamaine inangaro aia i te moana, tae aia kite turanga e, kua riro mai aia ei akava no te moana, i na i roto reira i teia akaarianga ka me e tamaiti koe inangaro i tetai uatu angaanga ka inangarota koe kua rave rare koe ki faau e Umuumu nei mei tana Jacqueline Evans. I toku manako no tona aka inangaro i te moana kua tauta aia kua tae aia ki te turanga teitei o te peapa moana, no rira kua riro mai aia ei mata tauta anga no te au mapu kuki Airani, kua tauta uatu rai koe ki faau e Umuumu nei, mapu o te kuki airani.

QUESTION THREE: Tivaevae Kūki 'Airani (The Cook Islands tivaevae)

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.

Tatau au karape ka rauka mai i'akoe kō'g
 Ōki te tuitui i te tivaevae ki te runga e
 pera ka rauka i'akoe i te kitē e te
 pakari no runga i te tui'anga
 tivaevae i te apii i tetai ke/me kore i
 tetai uatu tangata. Kare ko teia anake ua
 e pera te paranianga e akapeea me amari;
 te Vaitoanga, te pakotianga e te au tui
 tuketuke.

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

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

Ka riro te tivaevae e ~~pa~~ pakau puapinga no
 te mea ka riro te tivaevae ^{e pakau} akaperepere a
 a to metua e akamaaraanga ki tauu tamariki
 eve e au metua pakarai rai ta ratou, me
 kare no te ulki a mua.
 I te ~~toto~~ tuatahi taito kua riro te tivaevae e
 pakau akamaaraanga e pera e pakau aroa/
 apinga aroa penei ki tauu tamariki, te moku
 te taenke etv... i teia tuatahi e puapinga
 teia naai i te akaraara i to tatou peu maori
 to tatou akaraanga tui tivaevae.

Subject: Cook Islands Māori

Standard: 91541

Total score: 18

Q	Grade score	Marker commentary
One	M5	<p>The candidate demonstrated a clear understanding of the text. They discussed some of the different experiences that Rangī had at Te Maeva Nui and identified that Rangī saw the enjoyment in the celebration and admires the beauty of it, and how important the culture is and how it will benefit the Cook Islands youth in New Zealand.</p> <p>The response to part (b) repeats the examples of the experiences Rangī had in part (a) as the reason why she wants Trish to experience Te Maeva Nui. To achieve an M6, the candidate might have explored beyond just the culture and language experiences of the day. For example, they could have discussed uniforms, food, and arts and crafts, which would show a clear understanding of most of the language that they then communicate in their response.</p>
Two	M6	<p>The candidate's response provides a lot of information on Jacqueline Evans' life. It identifies how she is an advocate for the marine conservation and both a role model and inspiration for young Cook Islanders. The candidate response connects how Jacqueline Evans' love for the ocean inspired her to do the work to get qualified to work for organisations that protect the ocean and marine life. Overall, there is clear understanding of how her work is encouraging and inspiring.</p>
Three	E7	<p>The candidate's response identifies a range of skills that can be learnt by attending the workshop, like making your own pattern. The candidate discusses how the tīvaevae is a gift that can be given through the family lines and can become an heirloom for their parents, themselves, and their children to help remember their stories and the importance for future generations. There is some justification that through sewing the tīvaevae you are reviving and continuing the culture.</p>