

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

1

92042



920420

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 1 Te Reo Māori Kūki 'Āirani 2024

### 92042 Demonstrate understanding of written te reo Māori Kūki 'Āirani related to everyday contexts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of written te reo Māori Kūki 'Āirani related to everyday contexts.	Demonstrate sound understanding of written te reo Māori Kūki 'Āirani related to everyday contexts.	Demonstrate thorough understanding of written te reo Māori Kūki 'Āirani related to everyday contexts.

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 92042R 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 te reo Māori Kūki 'Āirani. 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 15

## Page 1

Answer in your choice of te reo Māori Kūki 'Āirani, English, or te reo Māori o Aotearoa.

Make sure you have the paper Resource Booklet 92042R.

### QUESTION ONE: *Rēkōti nō te tu'anga tae'anga ki te 'āpi'i* (School attendance)

*Tatau 'i te Tātā'anga A 'i runga 'i te kapi 2 e te 3 'ō te puka turuturu. Tā'anga'anga 'i tē reira nō te pa'u atu 'i te Ui'anga Ta'i.*

Read Text A on pages 2 and 3 and of the resource booklet. Refer to the text in your answer to Question One.

- (a) *'Ea'a te karere 'i roto 'i te tuatua 'akakite'anga? 'Ea'a te tumu 'i 'akakite mai ei te 'āpi'i 'i tēia karere?*

What was the message in the notice? Why is the school giving this message?

B I U

Te karere i roto i te tuatua akakite anga e pouroa te tamariki apii tei raro ake to ratou rekoti note tuanga tae anga ki te apii, i te iva ngauru patene, kare ratou e akatika ia kia aere ki te ura ate apii. E karere teia note au ngametua kia kite ite au angaanga te ka ravei ia e pera katoa ki angaanga taokotai ratou.

- (b) *'I 'akapē'ea 'a Pētero 'i te pa'u'anga ki teia tuatua 'akikite'anga? 'Ea'a 'aia 'i pa'u 'akapērā ei?*

How does Pētero respond to the notice? Why does he respond this way?

B I U

kua riri a Petero note mea e tae ua ana aia ite au pupu apii katoatoa, e oti varu ngauru ma rua tona patene kare i aere ana ite apii. kua manamata a pētero note mea ka manako mai tona ngametua e kare aia e aere ana i te apii.

Page 2

QUESTION TWO: *Te 'īmēre ā Moko (Moko's email)*

*Tatau 'i te Tātā'anga B 'i runga 'i te kapi 4 'ō te puka turuturu. Tā'anga'anga 'i tē reira nō te pa'u atu 'i te Ui'anga Rua.*  
Read Text B on page 4 of the resource booklet. Refer to the text in your answer to Question Two.

(a) *'Ea'a 'a Moko 'i tātā ei 'i teia 'īmēre?*

Why did Moko write this email?

B

I

U

☰

☑

☰

☑

↶

↷

?

kua tata a moko i te iaia imere kia tatiana note mea kua maki tona mama rua, kua akakite mai te taote e kua e mako te au mea katoatoa. kua mataora a moko note mea e apinga meitaki teia, te kauta nei aia i te au apinga tana e tona mama rua i rave i kone i te are maki

(b) *'Ea'a i tō'ou manako tē kā tupu 'i te au parāni ā Moko rāua ko māmā rū'au 'ā te tuātau ki mua? Tā'anga'anga 'i te tua 'ei turu 'i tā'au pa'u'anga.*

How will Moko and his grandmother's future plans be affected? Use evidence from the text to support your answer.

B

I

U

☰

☑

☰

☑

↶

↷

?

Toku manako ta raua parani meitaki teia note mea kua mataora a moko note ka angaanga kapipiti akaou raua ki roto i ta maua aua tanutanu kite ua koe ia mama ruau note tanu i te au tu kai ua rakau reka, tana ara painapa vene tikai.

## Page 3

### QUESTION THREE: *Tē 'aere nei 'a Tangata ki te 'āpi'i tuarua* (Tangata is going to high school)

*Tatau 'i te Tātā'anga C 'i runga 'i te kapi 5 'ō te puka turuturu. Tā'anga'anga 'i tē reira nō te pa'u atu Ui'anga Toru.*

Read Text C on page 5 of the resource booklet. Refer to the text in your answer to Question Three.

(a) *'I 'akapē'ea mai te ngā metua o Tangata kiā ia? 'E a'a rāua 'i 'akapērā ei kiā ia?*

How were Tangata's parents treating him? Why were they treating him this way?

B I U

E tangata meitaki te ngametua o tangata note mea e tauturu au ana raua ia tangata note me mamae ua ana te kopu o tangata no reira a tangata i akapera ei. kua aere ratou i te oko kakau apii no tangata note mea ka akamata atu aia it apii tuarua.

(b) *'I 'akapē'ea te tū o Tangata 'i te tāuī'anga nā roto 'i tērā rā katoa? Tā'anga'anga 'i te tua 'ei turu 'i tā'au pa'u'anga.*

How does Tangata's attitude change throughout the day? Use evidence from the text to support your answer.

B I U

kua mataora aia note mea kua pumaana to ngakau itaua ra ra note me kua tauturu tona ngametua iaia no reira ra aia i mataora ei, e pera katoa ki tauī rai tona tu e meitaki ra nona iten au tuatau e tu mai nei

**Subject:** Te Reo Māori Kūki 'Āirani

**Standard:** 92042

**Total score:** 15

Q	Grade score	Marker commentary
One	M5	The response shows a clear understanding of elements of the school notice and understanding of Pētero's emotions and connects to the reasons he felt how he did. For example, scared because his parents will find out.
Two	M6	The response shows sound understanding of the purpose of the email updating Tatiana. The candidate also connects different elements of the text to show why things will be different for Moko and Grandmother. For example, she can get back into her garden and be active and the two of them can once again work and do other things together.
Three	A4	The response to part (a) shows a solid understanding and explanation of Tangata's parents being supportive and uses details to show how their actions support him. The response to part(b) does not explore turning points in the text for Tangata's attitude change but rather repeats the support of parents discussed in part (a). To achieve a merit, the candidate might have explored how seeing his friends and trying on his blazer helped to dissolve his nerves and made him feel more positive.