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SUPERVISOR'S USE ONLY

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92043



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 1 Te Reo Māori Kūki 'Āirani 2024

92043 Demonstrate understanding of spoken te reo Māori Kūki 'Āirani related to everyday contexts

Credits: Five

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

You should attempt ALL the questions in this booklet.

Each of the questions in this assessment requires you to listen to a passage in te reo Māori Kūki 'Āirani. You will hear each passage four times:

- The first time, you will hear it as a whole.
- The second, third, and fourth 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 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.

Achievement

TOTAL 12

Page 1

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

FIRST PASSAGE: *Parāni nō te tuātau 'ōrotē 'ō te 'āpī'i* (Plan for the school holidays)

'Akarongo atu 'i te puka 'i rotopū ia Tānia 'i Aotearoa 'ē tōna kātini ko Tiāki 'i te Kūki 'Āirani, na runga 'i te terepōni. Tā'anga'anga 'i te tua mē pa'u 'i te Ui'anga Ta'i.

Listen to a telephone conversation between Tānia in Aotearoa and her cousin Tiāki in the Cook Islands. Refer to the passage in your answer to Question One.

Glossed vocabulary

ngā'i kanga'anga vītio games arcade

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

Section 3

THIRD READING

Section 1
1m 4s

Section 2

Section 3

FOURTH READING

Section 1
1m 4s

Section 2
1m 8s

Section 3
50s

LISTENING NOTES

-parani no te orote
tania-toa mamaata
- ngai kanga anga vitio i nutireni
tiaki- aere ki runga i te motu i muri
-akarakara teata
Are teata
Rarotonga
te motu i muri

QUESTION ONE

(a) *‘Ea’a te tūkē ‘i rotopū ‘i te au ‘anga’anga tā Tānia e tā Tiāki kā rave ‘i te tuātau ‘orotē? Ta’angaanga ‘i te tua ‘ei turu ‘i tā’au pa’u’anga.*

How will Tānia and Tiāki’s school holiday experiences be different? Use evidence from the text to support your answer.

B

I

U

Te tuke i rotopu ia Tania raua ko Tiaki. Ka aere a Tania ki te ngai kanga anga vitio pera te au toa mamaata, ko teia te parani a Tania no te orote. Ta Tiaki parani no te orote ka teretere atu aia e tetai ona taeke e toru ki runga i te motu i muri, ka ura ura ratou e po uatu. Angari ake a Tiaki i te rave i teia angaanga mataora i te noo ua i roto i are teata.

(b) *‘Ea’a tā Tānia ka rave, nō tāna ‘orotē ‘i te tuātua ki mua? Akakite mai ‘i tā’au tāmananko’anga?*

What is Tānia likely to do for a future holiday? What makes you think this?

B

I

U

Ta Tania ka rave no tana orote no te tuatau ki mua ka inangaro aia i te aere atu ki Rarotonga e ka apai atu a Tiaki iaia ki runga i te motu i muri. Ka inangaro aia i teia no tana orote ki mua no te mea ka mataora ake aia, i te aere ua ki te toa mamaata pera te kanga kanga vitio.

Page 2

SECOND PASSAGE: 'E pukapuka'anga nō runga 'i te 'āpi'i tuarua (A conversation about senior school)

'Akarongo atu 'i te tuatua a Kimi, 'e tamā'ine ka tomo atu ki roto 'i te pupu 'āpi'i ta'i nga'uru mā ta'i, 'ē Ann, 'e tamā'ine 'āpi'i nō mua ake iāia. Tā'anga'anga 'i te tua mē pa'u 'i te Ui'anga Rua.

Listen to the conversation between Kimi, who is entering year 11, and an older student Ann. 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 58s Section 2 Section 3 1m 18s

FOURTH READING

Section 1 58s Section 2 49s Section 3 1m 18s

LISTENING NOTES

apii tuarua
Kimi
Ann
iki i te apii tana ka inangaro
pupu apii taingauru ma tai
tauturu
ui ui uianga
akatinamou i te manako mate aruaru

QUESTION TWO

(a) *‘Ea’a te tumu ‘i taitaiā ei ‘a Kimi?*

Why is Kimi concerned?

B *I* U     

Te tumu i taitaiā ei a Kimi no te mea kare aia e kite e ka akamata aia kiea. Kare aia e kite e eaa tana au apii ka iki no te pupu tai ngauru ma tai. Kua manamanata aia i te au apii e maata i te au angaanga pera, ka inangaro aia i te i tetai tuatau no tana tipoti e tana au taeake e te kopu tangata.

(b) *‘I ‘akapē‘ea ‘a Ann ‘i te tauturu‘anga ‘i te tamarū mai ‘i te taitaiā ō Kimi?*

How did Ann help ease Kimi's concerns?

B *I* U     

Kua tauturu atu a Ann ia Kimi na roto i te tauturu anga iaia i te ikianga i tana au apii. Kua karanga atu aia e ka rauka ua rae aia i te kimi tauturu, e auraka aia e matakū i te ui ui uianga. Kua karanga atu a Ann e ka rauka teia au apii maata i te tauturu iaia kia tiratiratu no te tuatu ki mua. Ka rauka katoa aia i te kimi tuatau no tona au taeake e te kopu tangata, inara me ka inanagaro aia i teia ka anoano ia aia i te ui uianga. Ka rauka teia i te akatinamou i tona manako mate aruaru atu i tana apii.

Page 3

THIRD PASSAGE: Rangaranga (Weaving)

‘Akarongo atu ia Tāne rāua ko Rangi e komakoma ra, ia rāua e ‘anga‘anga kāpiti nō te raranga‘anga ‘i te rau ‘ara. Tā‘anga‘anga ‘i te tua mē pa‘u ‘i te Ui‘anga Toru.

Listen to Tāne and Rangi's conversation as they work together making table mats from pandanus leaves. Refer to the passage in your answer to Question Three.

Glossed vocabulary


rau ‘ara pandanus leaves, similar to flax leaves

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

 Section 3

THIRD READING

 Section 1

 Section 2
56s

 Section 3

FOURTH READING

 Section 1
45s

 Section 2
56s

 Section 3
1m 1s

LISTENING NOTES

rangaranga i rotopu ia Tane raua ko Rangi
rau ara
angaanga kapiti
mataora no tei angaanga kapiti raua
ka rave a Rangi i ta Tane

QUESTION THREE

- (a) *‘Akamārama mai ē, ‘i ‘akapē‘ea ‘i tauī ei te tū o Tāne ‘i tōna ‘anga‘anga kāpiti‘anga kiā Rangi. Tā‘anga‘anga ‘i te tua ei turu ‘i tā‘au pa‘u‘anga.*

Explain how Tāne’s attitude changed when he was working with Rangi. Use evidence from the text to support your answer.

B *I* U     

Kua tauī te tu o Tane no te mea kare a Rangi e inangaro e nana e rave i ta Tane. Kua inangaro a Rangi i te rave kapipiti raua i te reira angaanga. Kua karanga katoa a Rangi e na tane e rave i te anagaanga.

- (b) *‘Ea‘a tā Rangi ‘i rave ei, ‘ei tauturu ‘i te tauī ‘i te tū o Tāne? Tā‘anga‘anga ‘i te tua ‘ei turu ‘i tā‘au pa‘u‘anga.*

What did Rangi do to help change Tāne’s attitude? Use evidence from the text to support your answer.

B *I* U     

Kua karanga atu a Rangi kia Tane e nana e rave i tana. Kua apiipii atu a Rangi iaia i te i teia angaanga. Kua karanga atu aia kia tane e apa mai e a rau ara ki runga kia paruparu te reira, e oti aatu ki raro e oti tuku to runga ki raro e tae uatu ki openga. Kia oti te reira kua mataora atu a Tane.

Subject: Te Reo Māori Kūki 'Āirani

Standard: 92043

Total score: 12

Q	Grade score	Marker commentary
One	A4	The response explains the difference between Tānia and Tiāki's school holiday experiences by using relevant evidence from the text. It correctly identifies what Tānia would like to do for a future holiday but does not go on to explain how this is evident in the text, which would be needed to achieve a Merit.
Two	M5	The response shows a sound understanding of why Kimi is concerned about his schoolwork and personal life. It includes in-depth explanation that connects what Ann says to ease Kimi's concerns. There are elements of both breadth and depth to this response in explanations of how Ann has put Kimi at ease. The candidate has used relevant evidence to support their discussion.
Three	A3	The response identifies how Tane's attitude changed because he was encouraged to learn as Rangi was not going to do it for him. The response also includes a description of what Rangi did to help change Tane's attitude: by requiring him to be involved so that they worked together.