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SUPERVISOR'S USE ONLY

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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.

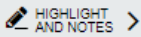
Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

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.

Excellence

TOTAL 20



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 'āpi'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
Played

Section 2

Section 3

THIRD READING

Section 1

Section 2

Section 3

FOURTH READING

Section 1
1m 4s

Section 2
1m 8s

Section 3
50s

LISTENING NOTES

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

Teia taku i akarongo mai mei roto mai ite tuke o ta raua au anga'anga orote, mea mua te manako o Tania kote aere kite ngai kanga'anga vitio e pera te ngai okooko e te aere kite teata, ko teia te tuke ita raua orote ekore a Tiaki e hinangaro ite rave ite au anga'anga ta Tania ka rave ei. Te kite nei au e ka hinangaro oki a Tania ite aere ki te au ngai e moni to reira no tana orote. To Tiaki manako i tana orote ka aere aia e tona au taeke kite motu, te ngai kare koe e kaimoumou i te moni, ka tunu kai oki ratou, ka takotoko ratou ite akarakaranga ite au etu i runga i te rangi. Ko teia te tuke e peu maori oki ta Tiaki ka rave no tana orote e peu papaa ta Tania ka rave ei no tana orote.

- (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

I teia au tuatau ki mua ka hinangaro a Tania ite aere mai ki Rarotonga orote ai note i tona manako e ngari atu ite aere kite motu ite aere ki ko ite toa maata e rahi te au tangata, ko teia tana anga'anga ka rave ai i teia tuatau ki mua me orote akahou ka aere mai aia ki Rarotonga e ka aere atu raua ko Tiaki kite motu tunu kai ai e pera katoa ite akarakara atu ite au etu.

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
Played

Section 2

Section 3

THIRD READING

Section 1
58s

Section 2
49s

Section 3
1m 18s

FOURTH READING

Section 1
58s

Section 2
49s

Section 3
1m 18s

LISTENING NOTES

QUESTION TWO

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

Why is Kimi concerned?

B *I* U     

Te tumu a Kimi i taitaia ei note mea eikore aia i kite ka akamata aia ki ea, kua maanga pōiri rai te upoko o Kimi note mea kare aia i kite eaa tana au apii ka hiki ei, kia tauturu iaia mo te au ra ki mua .Ekore roa oki aia i te kite i te au apii ate pupu tai ngauru ma tai no reira rai a Ann i akamara ai kiaia.

(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 akamarama atu aia ia Kimi i te au apii a te pupu tai ngauru ma tai, ta ratou apii e rave ana ite apii mei te tata, tatau anga ite au apii a te pupu tai ngauru ma tai. Kua akakite rai aia kia Kimi e eiaa roa e matakū i te kimi tauturu, kia ua ite tauturu ei tauturu rai iaia. E pera katoa kia tauta puai aia ite apii e pera katoa ite tauta puai i tana apii, kua akamara atu a Ann kia Kimi ei tamaru mai iaia note mea kua taitaia aia.

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 45s Section 2 56s Section 3

FOURTH READING

Section 1 45s Section 2 56s Section 3 1m 1s

LISTENING NOTES

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     

I te anga'anag kapiti anga o Tane kia Rangi kua tieni te tu o Tane no te mea kua akaue oki a Rangi ia Tane kia aere tiki i ta raua rauara, e ka akamara atu au irea e peea ite raranga, te tu oki o Tane kia rave tetai tangata i tana angaanga, kua tieni tikai tona tu Rangi, no te mea kare aia e akatika ia Tane kia akaue iaia, no te mea kare oki aia i kite i te rave i teia anga'anga e raranga.

- (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 akamara oki a Rangi ia Tane e peea tikai te raranga, no te mea kua manako oki a Tane irea e mea mama ua teia anga'anga e raranga kua apii aia ia Tane na roto ite au takaianga, e kua manako tikai a Tane i teia anga'anga e raranga e mataora tikai, kua akarongo a Tane ki te akaueanga a Rangi, kua tieni tikai tona tu no te mea kua akarongo aia kia Rangi, tona tu oki kia rave tetai au tangata ke i tana anga'anga, e kua mataora tikai a Tane note mea ka rauka iaia i te akari i tana i rave ki tona au taeake. Te tu o Tane kia akarongo te tangata kiaia e tana au peu kia akarongoia, kua kite ra oki a Rangi ite akaaere i tona au tu kia meitaki mai.

Subject: Te Reo Māori Kūki 'Āirani

Standard: 92043

Total score: 20

Q	Grade score	Marker commentary
One	E8	<p>The response demonstrates thorough understanding and makes comparison between Tiaki's and Tania's holidays, identifies with detail what Tania will do for her holiday. It recognises that Tiaki will not have this experience, but is going to the motu with his friend, not spending money, but having their own fun. Not wasting money and sleeping under the stars for his holiday is a Kūki 'Airani way compared to Tania who will have her holiday in an English style way.</p> <p>There is a detailed discussion in part (b) exploring how Tania will go to Rarotonga because she feels that going to the motu is better than going to the busy mall, so she wants a different experience.</p>
Two	E7	<p>The response identifies that Kimi is worried about starting year 11 because he does not know what subject to choose for the future and is worried about what will happen and the consequences of his choices and how that will affect him. The response includes an explanation of how Ann advises Kimi about year 11 courses and the issues and qualities of those subjects, advised him not to be scared and to ask for help, and that there are challenges but not to be discouraged to ask for her.</p>
Three	M5	<p>The response demonstrates sound understanding of the language and the text. It identifies Tane's approach of getting people to do things for him, Rangi was assertive and direct and taught him to weave, that her approach kept him focused, and it was Rangis approach that helped change Tane's attitude.</p> <p>In most of the response, the candidate used their own words to connect ideas and to showcase their understanding rather than just using information from the text.</p>