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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.

Merit

TOTAL 14

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

'Akarongo '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

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.

Tania's holiday is going to be a more inside type of holiday. She is going to the movies and to the gaming arcade. Tiaki is going to spend two nights on the motu with his friends. They will eat, sing and dance, and return back to the main land. Tiaki's holiday experience will be an outdoor adventure and Tania's holiday experience will be an indoor, entertainment type of holiday.

- (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?

She shall ~~return~~ go to Rarotonga and ~~he~~ Tiaki will take her on the motu. She will be happy and satisfied.

**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.

LISTENING NOTES

QUESTION TWO

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

Why is Kimi concerned?

Kimi is concerned about going into year 11. Kimi does not know where to start or what to do.

- (b) 'I 'akapē'ea 'a Ann 'i te tauturu'anga 'i te tamarū mai 'i te taitaiā o Kimi?

How did Ann help ease Kimi's concerns?

She says that year 11 is good. "E apii maata teia", year 11 is good and happy. Ann says that all the teachers are good and will help Kimi. There are other students who will also help Kimi. When Kimi has a plan and knows his goals that he wants to achieve, his friends, family, and teachers will help him succeed.

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

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.

Tane was humbled to have experienced this with Rangi.
He was happy and grateful that he got to learn how to make table mats. He thought it was a woman's job to make these kind of things. Rangi encouraged him to teach his friends but he has no patience.

- (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.

She made Tane stay with her to learn how to make table mats as she taught him.

Extra space if required.
Write the question number(s) if applicable.

QUESTION
NUMBER

92043

Subject: Te Reo Māori Kūki 'Āirani

Standard: 92043

Total score: 14

Q	Grade score	Marker commentary
One	M5	The response provides an in-depth response comparing Tānia and Tiāki's holiday experiences with a focus on inside versus outside experiences, using relevant evidence supporting what these experiences will be. To secure a high merit, the candidate might have provided an explanation of why they think Tānia will go to Rarotonga for her next holiday.
Two	M5	The response shows sound understanding of how Kimi is feeling about being overwhelmed. The candidate connected different things that Ann has said to ease Kimi's concerns about how year 11 will look and that there is plenty of help and support if needed.
Three	A4	The response shows a general understanding of the text. The candidate described how Tane's attitude changed and gave a brief, but correct, explanation of what Rangi did to change Tane's attitude. To secure a merit, the candidate might have provided specifics on what Rangi did to help change Tane's attitude.