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SUPERVISOR'S USE ONLY

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91113



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

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Cook Islands Māori 2025

91113 Demonstrate understanding of a variety of spoken Cook Islands Māori texts on familiar matters

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of spoken Cook Islands Māori texts on familiar matters.	Demonstrate clear understanding of a variety of spoken Cook Islands Māori texts on familiar matters.	Demonstrate thorough understanding of a variety of spoken Cook Islands Māori texts on familiar matters.

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 Cook Islands Māori. You will hear each passage three times:

- The first time, you will hear it as a whole.
- The second and third 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 o Aotearoa, 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 any cross-hatched area (☒). 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 24

Page 1

Answer in your choice of English, te reo Māori o Aotearoa, and / or Cook Islands Māori.

INSTRUCTIONS

You may listen to each passage three times using the audio player. The first reading is the entire passage, and the second and third readings split the passage into sections. Complete your audio listening before continuing to the next page.

FIRST PASSAGE: *Manuia tikai!* (Very lucky!)

‘Akarongo ki te komakoma’anga a Harry rāua ko tōna māmā. ‘Akarongo ki te tua ‘ei pa’u atu i te Ui’anga Ta’i.

Listen to Harry and his mother’s conversation. Refer to the passage in your answer to Question One.

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
2m 44s Played

SECOND READING

 Section 1
1m 24s

 Section 2
50s

THIRD READING

 Section 1
1m 24s

 Section 2
50s Played

LISTENING NOTES

Harry e tona Mama
muri ake i te tue poro tarape
aere paitai poto
takoto ki runga i te one i raro i te pu nu
varea e te moe

roiroi
kare i kite ana i te manu i te kai anga i tana apara e te
meika

akamoe
pakapaka i te ra
kare i rongo ana i te akari i te topaanga
e rua akari i te pae iaia

papaka i roto i tana kete e i runga iaia

akaara mai iakoe
na te tai
taai pi
aatu mai te tai ki runga iaia
kite i te tamaka kua apaina ia e te tai e te ra e opu atura

QUESTION ONE

(a) *Ea’a a Harry i tūreiti ei? I ‘akapē’ea te tua i te ‘akaāri mai ‘anga i tēia?*

Why was Harry late? How does the passage show this?



Kua tureti a Harry no te mea i muri ake i tana tueporo tarape, kua aere aia ki te pae tai no tetai paitai poto. I na ra kua takoto aia ki muri i runga i te one i raro i te pu nu e kua varea ia aia e te moe. Kua karanga a Harry ki tona mama e, e aka roiroi tikai tona kare aia i kite ana i te manu i te kai anga i tana apara e te meika, kia ara mai aia e pakiri meika ua teia. e aka moe tikai ta Harry na tona mama ei no te mea kua pakapakaia aia e te ra, kare a Harry i akarongo ana i te akari i te topaanga kare katoa aia i kite ana e, e rua akari i te pae iaia. Kua totoro te papaka ki roto i tana kete e pera ki runga iaia, kua karanga aia e manuia kare te papaka i pakati iaia.

(b) *Ea'a ra te māmā o Harry i tuatua ei kua manuia tikai koe? Tā'anga'anga'ia te tua tā'au i 'akarongo 'ei turu i tō'ou manako.*

Why did Harry's mother say that he got very lucky? Use evidence from the passage to support your answer.

B I U ☰ ∨ ☷ ∨ ↶ ↷ ?

Kua tuatua te mama o Harry e kua manuia tikai koe no te mea kua roa a Harry i te ano anga e kua oki tureti mai aia ki te kainga. I roto i te tua te au pakau tei tupu kia Harry i muri ake i tana tueporo tarape koia oki, kua varea ia aia e te moe i raro i te pu nu, kainga tana meika e te apara e te manu, kare aia e akarongo ana i te akari i te topaanga, totoro te papaka ki roto i tana kete e ki runga iaia e kua akamata te tai i te pi kua akaara ia aia e kua aatu te tai ki runga iaia, kua kite aia i tona tamaka i te pae tai e te ra e opu atura. Irinaki au e kua manamanata te mama i te akakite anga a Harry te tumu i tureti ei aia i roto i ta raua komakoma anga. "Manuia tikai koe" i na mama ei naringa kare te tai i aatu ki runga ia Harry, i toku manako kare a Harry e ara mai ka moe ua aia ki runga i te one i taua po ra. Manuia tikai aia e kua ara mai aia i te aatu anga te tai ki runga iaia, naringa kare kua apai ia aia e te tai ki tua i te moana.

Page 2

SECOND PASSAGE: Rere'anga ki runga ake (Flying higher)

'Akarongo ki te komakoma'anga i rotopū 'ia Rangi te pū'āpi'i terēni o te rere teitei e te tāngata tā'emo'emo ko Tiaki.
'Akarongo ki te tua 'ei pa'u atu i te Ui'anga Rua.

Listen to the conversation between high jump coach Rangi and athlete Tiaki. 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
3m 50s Played

SECOND READING

Section 1
35s Played

Section 2
1m 14s Played

Section 3
1m 21s Played

THIRD READING

Section 1
35s Played

Section 2
1m 14s Played

Section 3
1m 21s Played

LISTENING NOTES

Tiaki e Rangi puapii rere

Tiaki-tarekareka reka nana te oro ete au mea e rave ia ana ki runga i te aua tarekareka manako tiaki aia e kare aia e rere akaou inanai matakū te rere teitei kare e rauka iaia no atu me timata pakari aia ka topa ua rai te rakau rere

irinaki ki roto uorai eaa e akamanako ka topa koe akamanako koe iakoe mei te manu me kore pairere

akara teata kite i te tukatau akamaroiroi iaia

mako akaea ki roto oro viviki takai i tona tapuae rere ki runga no tetai taime poto akamanako e manu rere rai aia manako kata teia kare ko te rere teitei te mea puapinga i na ra ko tona irinakianga e ka rauka iaia i te rere mei te manu e te pairere

akaraanga mee ka autu rai aia a teia tuatau ki mua

QUESTION TWO

(a) Ea'a te tū ngākau o Tiaki i te 'akamata'anga o tāna komakoma ki tōna pū'āpi'i rere teitei ko Rangi?

How did Tiaki feel at the beginning of the conversation with his high jump coach Rangi?

B I U

Ko te tu ngakau o Tiaki i te akamataanga o tana komakoma ki tona puapii rere teitei ko Rangi koia oki e tu ngakau matakū. I roto i ta raua komakomaanga ko tona puapii kua akakite a Tiaki e, e angaanga reka nana te oror e te au mea e rave ia ana ki runga i te aua tarekareka, kua manako tikai aia e mare aia e rere akaou inanai. E tamaiti matakū aia i te rere teitei, kare e rauka iaia te rere no atu me timata pakari aia ka topa ua rai te rakau rere. Kua oronga a Rangi i tetai manako akamaroiroi kia Harry, kua karanga tona puapii e ka anoano ia aia kia irinaki ki roto iaia uorai auraka aia e akamanako e ka topa aia, kia akamanako ra aia e ka rauka iaia te rere teitei mei te manu me kore pairere. I reira kua akarakara atu a tiaki i tetai teata rere teitei kua kite aia i to ratou tukatau i roto i ta ratou tereni, e kua taangaanga aia i te reo akamaroiroi a tona puapii ei akamaroiroi uatu i tona manako e ka rauka iaia te rere teitei.

(b) *Ea'a tā'au 'ākara'anga e me ka autū rai a Tiaki i roto i tāna au rere'anga i tēia au tuātau ki mua? Tā'anga'anga'ia te tua tā'au i 'akarongo 'ei turu i tō'ou manako.*

How likely is it that Tiaki will succeed in his future jumps? Use evidence from the passage to support your answer.

B *I* U     

I roto i taku akarangaanga e me ka autu rai a Tiaki i roto i tana au rereanga i teia tuatau ki mua ka meitaki tona turanga. Me ka tau i aia i tona tu matakua na roto i te irinakianga ki roto iaia e ka rauka iaia te rere mei te manu e te pairere ka autu aia. No te mea te maranga ara aia i roto i ta raua komakomaanga e e pera i roto i tana akaraanga i te teata, ka tau i aia i tona anoano e kara akarongo aia ki tona puapii. Kia tae kite ra ou kua kite tona puapii i te tuke i roto i te tereni a Tiaki kua kake tona turanga ki runga kare aia e akaraanga matakua akaou ana. Kua riro te au takainga a tona puapii rere teitei i te akamaroiroi iaia. Kua ui i reira tona puapii eaa tana i rave ei, kua pau atu a Tiaki e kua akaea aia ki roto, kua oro viviki, kua takai i tona tapuae, rere ki runga e no tetai taime poto kua akamanako aia e manu rere rai aia, kua karanga aia e e manako kata teia i na ra kare ko te rere teitei te mea paupinga mari ra ko tona irinaakianga e ka fauka iaia te rere teitei mei te manu e te pairere. No reira i toku manako me ka rave putuputu u a Tiaki i teia ka riro mai aia ei tamaiti meitaki e ka autu aia i roto i tana rere anga teitei.

Page 3

THIRD PASSAGE: *Kua tae māua! (We made it!)*

'Akarongo ki te tua a Tohoa. 'Akarongo ki te tua 'ei pa'u atu i te Ui'anga Toru.

Listen to Tohoa's story. Refer to the passage in your answer to Question Three.

Glossed Vocabulary

'āitamu 'imene concert

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
4m 6s Played

SECOND READING

 Section 1
Played

 Section 2
Played

 Section 3
1m 11s Played

THIRD READING

 Section 1
1m 18s Played

 Section 2
1m 17s

 Section 3
1m 11s Played

LISTENING NOTES

Tohoa
akarongo imene e te akarakara aitamu imene
noo ki raarotonga kare teia e rave ia ana i konei
20 mataiti stanwalker e kolohe kai
kare i tae ana kua rave ia ki roto i te karapu
tamariki
noatu te reira kua apai tona aniti iaia no te mea e reka
ana aia i te imene a teia nga aito
kua noo ua raua ki vao i te pa toka i te akarongorongo
atu.

pupu imene inangaro
Coldplay
rongo anga e ka aere ratou ki nutireni
akamanako aia e ka inangaro moni aia
oko tiketi
patete
ngai nooanga
motoka
e tetai moni tauturu iaia
1 marama i mu ake
rava tana moni
kare e tai tiketi e 2
12 marama i te akapapa anga
kare i te mea mama i na ra kua rauka iaia

inangaro ei a tohoa
kare ko te kite anga ia coldplay
mataora tei rauka iaia e tona aniti
akamaaraara anga na raua no teia tuatau ki mua
no te mea kua tae raua ki roto i teia taime kare i vao

poitirene i to raua tere
kare e ngaropoina iaia
kare aia i aere ki roto i te akara i te aitamu a standwalker
e kolohe kai

QUESTION THREE

(a) *Ea'a tēta'i au tumu'anga i 'inangaro ei a Tohoa kia kite i tēia pupu 'imene Coldplay?*

What are the reasons Tohoa was motivated to see Coldplay?

B I U ☰ ▾ ☷ ▾ ↶ ↷ Ⓞ

Ko tetai tumuanga i inangaro ei a Tohoa kia kite i teia pupu imene coldplay no te mea e tamaine reka aia i te akarongo imene e te akarakara aitamu imene. Ku pou iaia te 20 mataiti i te noo ua anga ki rarotonga e kare e rave putupu ia ana teia angaanga ki rarotonga nei. I te mea oki e, kare aia i tae ana i te akarakara ia Stanwalker e kolohe kai no te mea i te reira tuatau te tamariki ra aia e kua rave ia teia ki ko i te karapu. I na ra kua aere rai raua ko tona aniti i te akarakara kua noo ua ra raua ki runga i te pa toka i te akarongorongo atu. E pupu imene reka rai ta Tohoa e reka ana koia ko te coldplay, kia akarongo aia e ka ano ratou ki nutireni kua inangaro pakari aia i te ki te ia ratou. Kua teateamamao aia iaia no teia tere e kare te reira i te angaanga mama i na Tohoa ei. Kare tikai ko te inagaro o Tohoa e kia kite aia ia Coldplay i na ra ko te mataora tei rauka iaia e tona aniti. Ei akamaaraanga na raua no teia tuatau ki mua no te mea kua tae raua ki roto i teia taima e kare raua i noo ki vao.

(b) *Ea'a te aniti o Tohoa i pu'apinga ma'ata ei ki aia? I 'akapē'ea te tua i te 'akaāri mai 'anga i tēia?*

Why is Tohoa's aunty important to her? How does the passage show this?

B I U ☰ ▾ ☷ ▾ ↶ ↷ Ⓞ

Kua puapinga te aniti o Tohoa kiaia no te mea kare i ngaropoina iaia te meitaki o tona aniti kiaia. Kua maara iaia te tuatau i aere mai ei a Standwalker e Kolohe Kai ki rarotonga kare tona aniti i akaruke iaia, kua apai rai aia iaia i te karokaro i teia nga tangata imene rongonui e kua noo ua raua ki vao i runga i te pa toka. I na ko teia ta Tohoa i rave no te akaoki atu i tana akameeitakianga ki aniti kua kimiravenga aia e kia tae raua kite aitamu imene a coldplay. Kua poitirere tona aniti i to raua tere ki nutireni.

Excellence

Subject: Cook Islands Māori

Standard: 91113

Total score: 24

Q	Grade score	Marker commentary
One	E8	The response shows a very thorough understanding of why Harry was late, provides details of his afternoon and the reasons why he fell asleep for so long. It also details Harry's realisation of just how deep his sleep was as he didn't notice the events happening around him, for example coconuts falling beside him and him becoming very sun burnt. The candidate gave a detailed and accurate justification of why Harry's mother called him "lucky", detailing how the events happening around him led to some close calls, including the incoming tide and the wave touching him. Awareness of implied meaning about Harry's luck is shown through his mother being troubled hearing about his afternoon and alluding to being woken by the small wave waking him up instead of him being swept out to sea.
Two	E8	The response gave detailed discussion of the conversation between Tiaki and coach Rangi about Tiaki's complicated feelings towards the high jump and his fear, despite him trying so hard. It also details Rangi's advice to help encourage Tiaki, who then takes on this advice and goes away to watch online videos. There is an acknowledgement of how watching the videos and listening to Rangi's advice coupled together, will help Tiaki be successful in future jumps by weighing up the importance of continuing to believe in himself. The response shows the importance of not just listening to his coach but continuing to observe successful jumps. The candidate shows an awareness of Tiaki's increase in confidence during the post jump conversation with coach Rangi. The conclusion of the response highlights the importance of consistency when following through with these steps, which will lead to Tiaki being extremely successful.
Three	E8	The response discusses the reasons why Tohoa wants to go and see Coldplay, such as liking their music, having spent twenty years in Rarotonga not being able to attend many concerts, and being too young to see singers like Stan Walker up close. There is an acknowledgement of watching from afar with her aunty. It discusses Tohoa wanting to seize the opportunity to see Coldplay perform in New Zealand, the length she went to to be able to go, and getting to share the experience with her aunty and how getting to see the concert from afar would serve as a memory for them both in the future. It highlights how important her aunty is to her and her aunty choosing to still take her to concerts when she was younger, even if it meant watching from afar. Tohoa has done this to show gratitude to her aunty, and the candidate highlights how surprised and thrilled her aunty was in their conclusion.