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SUPERVISOR'S USE ONLY

2

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.**

Merit

TOTAL 15

# 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



#### SECOND READING



#### THIRD READING



### LISTENING NOTES

harry e tona mama  
kua pi mai te tai e kua aati mai ki runga iaku e kua kite  
atu au i toku tamaka e kua kite atu au i te rai e iti atura.

## QUESTION ONE

(a) *Ea'a a Harry i tūreiti eī? I 'akapē'ea te tua i te 'akaāri mai 'anga i tēia?*

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

B I U

Te tumu a Harry i tureiti ei note mea i muri ake i te tue poro kua aere atu aia ki taata no tetai paitai poto, i tona nohoanga ki raro ite akirianga i tona tamaka kua takota atu aia ki runga i te one i raro ite tumu nu e i na reira ua atu kua varea aia e te moe, eikore aia i kite ana i te manu i te kaianga i tana apara e te meika, e ikore rai aia i rongo ana ite au akari i te topaanga. I tona araanga mai e pakiri meika e te toenga apara ua te toe nei i taa iaia. Eikore rai aia i rongo ana i te au nu i te topa anga ki runga.

(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

Te tumu tona mama i tuatua ei pera kiaia no te mea iaia e moe ara kua aere mai tetai au paapaka ki roto i tana kete e ki runga iaia, e iaia e moe ara kua pi mai te tai e kua aati mai ki runga iaia e kua ara mai aia e i reira kite atu aia i tona tamaka i tapatai i te ra e iti atura. Manuia tikai kua aati mai te tai ki runga iaia, manuia rai kua ara mai aia tera te paapaka i runga iaia, eikore i pakati iaia, no reira rai oki a mama i tuatua ai e kua manuia tikai aia.

## 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  
Played



Section 2  
Played



Section 3  
1m 21s Played

#### THIRD READING



Section 1  
35s Played



Section 2  
1m 14s Played



Section 3  
1m 21s Played

#### LISTENING NOTES

rereanga ki runga ake  
e tarekareka reka naku e rere ki ake

### 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 ☰ ▾ ☰ ▾ ↶ ↷ ⓘ

E mea reka nana i te au tarekareka tipoti i runga i te taua tarekareka, kua manako ra oki aia e i nanahi kare aia e rere akahou, e matakū ana oki aia i te rere teitei no te mea e topa ua ana te rakau me rere aia na runga, noa atu rai tana timata pakari ka topa ua rai te rakau, kua akamarohirohi ra tona puhapii iaia kia kore aia e manamanata no runga i te rere, kia hirinaki kiaia uorai ka anoano ia aia kia irinaki e ka rauka aia i te rere mei tei manu rai te tu me rere, kua aere reira a Tiaki i te tamou i te hapiianga a tona puapii ko Rangi, kua aere aia kua akara teata no runga i te rere teitei e kia tamou ei.

(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 toku manako ka autu a Tiaki i roto i tana rere'anga i teia au tuatau ki mua no te mea kua akarongo oki aia ki tuatua a tona pu'apii kia kore e matakū, kia irinaki aia kiaia uorai, no reira oki aia i aere ei akara teata no runga i te rere teitei. I te oti anga tana rere kua ui atu tona puapii i tana rere, iaia ka akamata ei, kua akaea poto atu aia e kua oro viviki atu aia e i tona tae anga ki te ngahi ka rere teitei ei kua akamanako aia e e manu aia, e mea katakata oki teia na te tangat, e kua rere atu aia, kua tuatua aia e kare kote rere teitei te mea puapinga kote toku irinakianga e ka rauka au ite rere.

## 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

'aitamu '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  
1m 18s Played

 Section 2  
1m 17s Played

 Section 3  
1m 11s Played

#### THIRD READING

 Section 1  
1m 18s

 Section 2  
1m 17s

 Section 3  
1m 11s

#### LISTENING NOTES

e apinga inangaro

### 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     

Te tumu a Tohoa i inangaro ei i te kite i te pupu imene Coldplay no te mea i te taime e tamariki ara aia ko Stan Walker raua ko teita vaine rongonui roa atu i te imene inara e rave ia ana teia nga ai'tamu imene ki roto i te karapu, te ngai tamataora e kare oki aia e rauka i te aere ki roto no te mea te tamariki ua ara aia, kua apai ra tona aniti iaia ki vai mai i te ngai tamataora noho ei raua ki ko akarongorongo ei i te au imene e imene ia ara i roto i te ngai tamataora.

(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     

Ko teia te tumu i puapinga maata ei tona aniti kiaia no te mea ko aia e tona aniti tei aere i te onoono ite aitamu imene a Cold play kua mataora tikai aia no te mea ko raua e tona aniti tei aere e kua rekareka tikai aia no te mea e meitaki tikai tona aniti kiaia kua aere oki aia ki taa iaia i tona anga ki vao akaronga ei ia Stan Walker raua ko kohele kai e imene ara, kua aere mai i taa iaia akarongorongo ei raua mei vao mai.

## Merit

**Subject:** Cook Islands Māori

**Standard:** 91113

**Total score:** 15

Q	Grade score	Marker commentary
One	M5	The response shows a clear understanding of why Harry was late and what happened during his afternoon while he was asleep at the beach under the coconut tree. It includes good examples, such as birds eating his fruit and coconuts falling around him. There is some breadth of understanding about why Harry was lucky, for example not being bitten by coconut crabs, and the tide coming with a wave waking him without any negative consequences. While the level of detail is clear, it is not always fully connected or directly addressing the question, which limits the response to M5.
Two	M6	The discussion of Tiaki's feelings is detailed, for example liking athletics but not wanting to jump again and being fearful of repeated failure. There is recognition of coach Rangi's encouragement to believe in himself and imagining flying like a bird as he jumps. It acknowledges Tiaki taking on Rangi's advice and the candidate takes the position that Tiaki will be successful in future jumps, with reasons given for this. The response captures the second conversation between Tiaki and coach Rangi and how Tiaki has taken on his coach's advice and so feels confident.
Three	A4	The response conveys reasons for Tohoa wanting to see Coldplay, reflecting on Tohoa's previous concert experiences and the sacrifices that Tohoa's aunty has made. It gives a solid explanation of why Tohoa's aunty is important to Tohoa and her desire to repay her aunty for allowing them to see music together in the past. To secure a merit, the candidate needed to have connected reasons more clearly in their response.