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SUPERVISOR'S USE ONLY

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91538



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 3 Cook Islands Māori 2025

91538 Demonstrate understanding of a variety of extended spoken Cook Islands Māori texts

Credits: Five

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

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.

Achievement

TOTAL 10

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: *Komakoma'anga Kuki* (Kuki Convos)

'Akarongo kia Tōmāti e uiui nei kiā Rangi ki runga 'i tāna podcast. Tā'anga'anga 'i te tua ki roto 'i tā'au pa'u'anga ki te Ui'anga Ta'i.

Listen to Tōmāti interviewing Rangi on his podcast. Use the passage to answer Question One.

Glossed Vocabulary

'apinga 'aka'oro transport

mataku daunting

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
3m 22s

SECOND READING

 Section 1

 Section 2

 Section 3
1m 8s

THIRD READING

 Section 1
57s

 Section 2
46s

 Section 3
1m 8s

LISTENING NOTES

kia orana ko tomati au tapiri mai ki te komakomaanga kuki. manuia tiaki tatou i te ko te taunga teretere no tatou manuiri, ka oronga i tetai au manako tauturu ia tatoyuu i te maki teretereanga tei tu ia a te tuatau mua, ko autireria- enua openga manako au e mama atu ia reira ia te ipukarea i nz aiteite te au moni i te au apinga.

akarongo au e mama atu ia autireria ia nz, te akakite mai nei koe e kare. mama uatu te au kai matamata, reka au i te reira meitaki te au apinga akaoro inara mamao te au mea katoatoa, e parani kotou kia maata atu te au ora i tei matau ia ka mako te ati teretere

ae poitirere i te viviki te oraanga
aue kare e tano
e orote te reira
akapeea te turanga teretereanga,
inara me parani koe i te
talk about flights,

QUESTION ONE

(a) *Ko 'ai te pupu tangata e 'akakoro'ia nei nō te 'akarongorongo atu 'i tēia komakoma'anga podcast?*

Who is the target audience for this podcast?

B I U ☰ ∨ ☷ ∨ ↶ ↷ ?

I roto i teia komakomaanga podcast, ko te au manuiiri me kare tetai uatu tangata tei kore i tae ana ki te au enua mamaata mei a autireria e nutireni. E au manako tetai tei turu iana i te taunga, ki te au manuiiri, no runga i te turanga teitei o te enua ko nutireni kia autireria.

(b) *'E a'a tā te aronga 'akarongorongo ka tāmou mai mei tēia podcast? Tā'anga'anga 'i te tua 'ei turu 'i tō'ou au manako.*

What can listeners learn from this podcast? Use evidence from the passage to support your answer.

B I U ☰ ∨ ☷ ∨ ↶ ↷ ?

I roto i teia komakomaanga podcast, ka rauka ia teia au manako i te tauturu i te au manuiiri te ka inangaro i te tere atu ki tetai enua ke mei a nutireni e pera katoa ia autireria. Inara te manako atura te taunga e ka mama uatu te au apinga matamata ki te enua nutireni. E kua akakite katoa atu aia i te au manamanata i roto i te enua nutireni, koia oki ko te mamaoanga o tetai uatu ngai te ka inangaro koe i te tere atu, inara kua mako te au apinga akaoro. Ko te taimē orote te tuatau tano no te tereanga mai te au manuiiri, no te mea kare te reira tuatau e viviki ana te oranga. Ka inangaro rae te au manuiiri i te maata atu i to ratou ora ki runga i te enua. I roto i teia podcast ka riro rae te reira ei tauturu i tetai uatu tangata no te paranianga meitaki i ta ratou tere ki te enua mamaata, mei te akaputupu moni, te akarakara atu te pekeanga o te rereanga pairere, te pekeanga o te au kai, e te vai atura. Me parani na mua, ka rauka te reira i te tauturu te katoatoa, e kia kore ratou e tupu tetai manamanata me tere atu.

Page 2

SECOND PASSAGE: STEM – Nō te taieni, tekinōritī, 'enitīnia, 'ē te mātemātika (STEM – Science, technology, engineering, and mathematics)

'Akarongo 'i te pukapuka'anga 'i rotopū 'ia Zara rāua ko Abraham. Tā'anga'anga 'i te tua ki roto 'i tā'au pa'u'anga ki te U'i'anga Rua.

Listen to Zara and Abraham's conversation. Use the passage to answer Question Two.

Glossed Vocabulary

ngākau toa resilience
tūranga rangatira prestigious

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
4m 16s

SECOND READING

Section 1
1m 18s

Section 2
1m 25s

Section 3
50s

THIRD READING

Section 1
1m 18s

Section 2
1m 25s

Section 3
50s

LISTENING NOTES

akara i teia nuti, kua re te pupu i te metera auro, ko te pupu tamaine ropo tiki, te coco bots ki ko i te taemoemoanga mua i te mataiti 2024 tei akari taeni tekonoriti, e no tetai patireria iti

roaroa te au ra, maata te au tu akateimaanga no te ka matakitaki ratou kua taemonkatoa kua rotai ratou inara i te tuatau ngata kua tauturu tetai ki tetai, kua rauka ratou ite takore atu i te au teimaanga kua turuturu atu ratou e to ratou aronga tereni e te au nhgutuare tangata ko te re mua teia a to tatou ipukarea iti maata te au pupu taemoemo. e kia irinaki ratou e maata te au tu akaere e maata katoa te au re tuketuke. kia rauka iaku tetai re, ko te kiteanga i teia rauka iakoe ma te akamaroiroi atu i tetai kia rave katoa i te reira

QUESTION TWO

(a) 'E a'a te manako o Abraham nō runga 'i tā Zara 'i 'akakite kiā ia? Tā'anga'anga 'i te tua 'ei turu i tō'ou au manako.

How did Abraham feel about what Zara told him? Use evidence from the passage to support your answer.

B I U ☰ ▼ ☷ ▼ ↶ ↷ ?

Kua poitirere tikai a Aberahama no runga i te nuti ta Zara i akakitekite mai. Koia oki ko te re anga i te pupu tamaine ropo tiki te coco bots o te kuki airani i te metera auro alliance ki ko i te taemoemoanga mua o teia nei ao, na roto i teia au turanga taieni, tekironiti, enitia e te matematika. Te tumu i poitirere a Aberahama i teia nuti no te mea ko te taime mua ta teia pupu tamaine i autu ana no te kuki airani, te ipukarea iti. E autu mamaata teia no te mea ka riro rae ta ratou ngakau toa ei akamaroiroi i tetai uatu tangata ke tei matau ia.

(b) 'E a'a te au 'āpi'i'anga tā te au tamariki māpū ka tāmou nō kō mai 'i te Cocobots? Tā'anga'anga 'i te tua 'ei turu i tō'ou au manako.

What lessons can young people learn from the Cocobots? Use evidence from the passage to support your answer.

B I U ☰ ▼ ☷ ▼ ↶ ↷ ?

Ka rauka ia te Cocobots i te akamaroiroi i tatou tamariki mapu i te rave i te au apinga tuketuke mei te tarekareka tipoti, te tarekareka ura e te vai atura. Ko te kiteanga i teia i te rauka i te au mapu i te akamaroiroi atu i tetai uatu kia rave katoa i te reira. Ka riro teia au turanga tuketuke i te tauturu i ta tatou anau mapu i te akatiratira tu i ta ratou oraanga me akaoti i te apii tua rua. Ka riro katoa i teia au akakoroanga i te rotai atu ta tatou iti tangata kuki airani, kia angaanga kapiti te katoatoa no tetai uatu akakoroanga, mei te tauturu akaputu moni, te tauturu maani kai, te tauturu amani apinga teimaa (heavy materials) e te vai atura. Me angaanga kapiti te au tamariki mapu e ta ratou au ngutuare tangata, ka riro rae ratou i te autu atu mei te pupu tamaine cocobots.

THIRD PASSAGE: Tārekareka'anga Tipōti Kūki 'Airani (Cook Islands Games)

'Akarongo 'i te pukapuka'anga 'i rotopū 'iā Mana 'i Nū Tireni 'ē Toa 'i Rarotonga. Tā'anga'anga 'i te tua ki roto 'i tā'au pa'u'anga ki te Ui'anga Toru.

Listen to the conversation between Mana in New Zealand and Toa in Rarotonga. Use the passage to answer Question Three.

<p>AUDIO PLAYER: Third Passage</p> <p>Read the question before you begin listening to the passage.</p> <p>Each section can be played ONCE only, and cannot be paused or stopped.</p> <p>FIRST READING</p> <p>Full passage 3m 46s</p> <p>SECOND READING</p> <p>Section 1 1m 10s</p> <p>Section 2 1m 8s</p> <p>Section 3 48s</p> <p>THIRD READING</p> <p>Section 1 1m 10s</p> <p>Section 2 1m 8s</p> <p>Section 3 48s</p>	<p>LISTENING NOTES</p> <p>mataora i te kite i te manganui anga i totatou ititangata te au mapu tikai, mei ia taua rae tei piri kare e piri kua autu katoa, mataora au kua o mai tatou tipoti taito mei te taemoemo rore, ko akari e te kake nu rutu pau, te pee te ura, e akaepaepa anga teia ia tatou te akaari tatou i te ketaketa o tatou peu e te iti tangata rekoti ou, reka ia au kua iki aia i te apii e au pacifica</p> <p>i te urouanga i uri pu, tamaine mangaia, kua iki mai aia te tereni kua riro ta ratou au moemoea ei auro ngakau parau tikai au no e tangata kuki airani au</p> <p>ka inangaro, mata no mangaia mataiti 2029, te akaputu moni, kia oki ki te ipukarea i te mata atu ki teia au tarekareka tipoti, ma te atuitui katoa atu ki ta taua moemoea</p>
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QUESTION THREE

(a) 'E a'a tā Toa au tipōti reka rava atu, 'ē, 'e a'a te tumu? Tā'anga'anga 'i te tua 'ei turu i tō'ou au manako.

What sporting events impressed Toa, and why? Use evidence from the passage to support your answer.

B I U [bulleted list icon] [numbered list icon] [undo icon] [redo icon] [help icon]

I roto i te tarekarekaanga tipoti kuki airani kua reka rava atu a Toa i te au tipoti taito mei te taemoemoanga rore, ko akari e te kake nu. Kua piri katoa te rutu pau, te pe'e e te ura, e kua riro te reira i te akaepaepaanga te katoatoa e te akaari atu i te ketaketaanga e te turanga teitei o ta tatou peu maori e te iti tangata. Kua mataora katoa a Toa i te po'a atu i te manganui anga i to tatou iti tangata, te au tamariki mapu tikai. Ko te rekarekaanga a Toa i teia au tipoti taito, kua riro rai te reira i te akatupu i tana moemoea, kia piri katoa aia i roto i teia au akakoroanga maata. E kia riro katoa i te mata i tana enua.

(b) 'E a'a te tūranga ō Mana 'i tōna mātakitaki'anga 'i te au tārekareka Kūki 'Airani? Tā'anga'anga 'i te tua 'ei turu i tō'ou au manako.

What impact has watching the Cook Islands Games had on Mana? Use evidence from the passage to support your answer.

B I U [bulleted list icon] [numbered list icon] [undo icon] [redo icon] [help icon]

Kua riro a Mana i te parani i tona okianga mai ki tona ipukarea kia tapapa atu aia ki roto i te taemoemoanga tarekareka tipoti o te pacifika i rarotonga nei i te mataiti 2029. Noatu e kua re mai tetai tamaine mangaia i roto i te tarekareka tipoti o te kuki airani, kua riro rae te reira ei akamaroiro i ta iaia kia autu mei te tamaine mangaia. Kua ngakau parau tikai a Mana, i te kiteanga i tana iti tangata i te Kuki Airani i to ratou au moemoea tei autu ia. No reira, ka parani e ka akaputu moni no tana oki mai anga i te ipukarea, e kia piri atu kia Toa no te terenianga o te tarekareka pacifika tipoti a te mataiti 2029.

Achievement

Subject: Cook Islands Māori

Standard: 91538

Total score: 10

Q	Grade score	Marker commentary
One	A3	The response identifies the target audience as people who have not travelled overseas and recognises the idea that one should not believe everything they hear. It could more securely meet the standard by supporting this with evidence, such as noting cost comparisons between Australia and Aotearoa.
Two	A3	The response shows some understanding by noting that Abraham was surprised by the gold-medal win and that this achievement could inspire others. It could be strengthened by explaining how success can motivate individuals who see themselves as underdogs.
Three	A4	The response shows that Toa was impressed by the young woman from Mangaia who won her event and that this inspired him to train for the 2029 Pacific Games. It identifies traditional activities in the Games and shows that her participation reflects a desire to reconnect with cultural heritage.