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SUPERVISOR'S USE ONLY

3

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.

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: *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
matau 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 Played

SECOND READING

Section 1 Played
Section 2 Played
Section 3 Played

THIRD READING

Section 1 57s Played
Section 2 46s
Section 3 1m 8s

LISTENING NOTES

- tetai uatu tangata ka aere teretere i tetai enua ke
- ka tutaki te apai manga na roto i te Eapoti me are koe e aru i te ture.
- the meitaki
- meitaki te aaere'anga o te au apinga akaoro
- te kino
- kare te moni apinga i tuke no Nu Tireni atu e te Kuki Airani.
- mama atu te kai matamata
- mamao te au mea katoatoa
- parani i tetai tuatau roa no te aaere'anga i roto i te oire ngangao.
- viviki te oranga o tei reira enua

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

Ko te pupu tangata e 'akakoro'ia nei no te akarongorongo atu i teia komakoma'anga, koia oki ko tetai uatu tangata tei tu ia i te maki teretereanga no te taime mua, me kore ko tetai uatu tangata ka inangaro i te aere i te enua ngangao ka orote.

(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

Ko ta te aronga 'akarongorongo ka tamou mai i roto i teia komakoma'anga, ko te au tua meitaki e te au tua kino o teia angaanga e teretere enua ngangao. Ko te tua meitaki, e meitaki tikai te 'a'aere'anga o te au apinga akaoro, e pera katoa te viviki o te oraanga tangata i reira. Ko te au tua kino, kare te moni apinga i reira i tuke atu i to Nu Tireni e to te ipukarea nei. Me te parani ara koe i te apai manga mai na roto i te Eapoti eoti kua 'apa koe i te ture, ka tutaki koe. Te akakite katoa ara a Rangi, e ka inangaro'ia tetai tuatau roa no'ou no te 'a'aere atu na roto i te oire ngangao.

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 Ui'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 Played

SECOND READING

Section 1
1m 18s Played

Section 2
1m 25s Played

Section 3
Played

THIRD READING

Section 1
1m 18s

Section 2
1m 25s

Section 3
50s

LISTENING NOTES

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 a Abraham i ta Zara e akakite nei iaia no te mea, kare rava aia i manako ana i tetai ipukarea iti mei to tatou rae, e ka tae ria teia turanga teitei e kua autu atu i te metera auro. Te inangaro katoa nei aia i te piri atu i roto i teia tarekareka'anga kia rauka tetai turanga rangatira no'ona ia riro mai ei aka'aere no te tuatau ki mua. Kua puma'ana katoa to'ona ngakau no te turanga teitei, tei rauka i teia ipukarea iti no tatou.

(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

Ko tetai au āpi'i'anga ta te au tamariki mapu ka tamou no ko mai teia pupu tamariki Cocobots, ko te tu akakoromaki. Noatu te pakari i te au timata'anga, noatu te pakari i te tamaki'anga, te ma'ata i te teima'anga e te ru, kia rauka ra te vaerua akakoromaki ma te akaari i te tu ngakau toa. Ko tetai mea puapinga, auraka e irinaki iaau uaorai, kia taokotai te tamariki katoatoa, e autu mataora ei te katoatoa.

Page 3

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

'Akarongo 'i te pukapuka'anga 'i rotopū 'iā Mana 'i Nū Tīreni '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.

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
3m 46s Played

SECOND READING

 Section 1
1m 10s Played

 Section 2
1m 8s Played

 Section 3
48s Played

THIRD READING

 Section 1
1m 10s

 Section 2
1m 8s

 Section 3
48s

LISTENING NOTES

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     

Ko ta Toa au tōti reka rava atu, koia o ki te rutu pa'u, te pe'e e te 'ura. Noatu i na Toa ei e, are teia i te tipoti, e ravenga akaepaepa'anga ra teia ia tatou.

(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     

Te turanga o Mana i tona matakitakianga i te au tarekareka Kūki Airani, kua riro tei reira i te akamaroiroi iaia kia piri atu ki roto i te tarekareka tipoti. Kua riro katoa, te Tarekareka'anga tipoti Kūki Airani i te akamaroiroi ia Mana i te tereni ketaketa atu ia ia, no te tarekareka tipoti te ka aru mai, koia oki te tipoti Patipika.

Excellence

Subject: Cook Islands Māori

Standard: 91538

Total score: 24

Q	Grade score	Marker commentary
One	E8	The response demonstrates a comprehensive understanding of the text and conveys most implied meanings. It identifies the podcast's target audience and outlines both positive aspects and challenges of travelling to Australia. The response includes relevant personal observations, such as noting that costs in Australia are not cheaper than in Aotearoa or the Cook Islands. It also shows that travellers bringing food must plan carefully or risk having to declare items or being fined.
Two	E8	The response demonstrates thorough understanding and clearly explains lessons young people can learn from the Cocobots. It shows that Abraham was surprised because he had not imagined a small island nation overcoming challenges to win a gold medal. The response identifies key lessons such as patience, perseverance, and the importance of mutual support under pressure.
Three	E8	The response shows thorough understanding by providing detailed reasons why Toa was impressed and selecting relevant evidence. It explains how Mana enjoyed the sporting and cultural events, including drumming, chanting, and dancing. The response shows that these experiences helped her reconnect with her culture and motivated her to train for future major events.