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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.

Merit

TOTAL 18

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 Uj'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 Played

SECOND READING

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

THIRD READING

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

LISTENING NOTES

teretereanga mua
autireria,
comparing the prices to new zealand
more raw food

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 aronga ka tai ratou a teretere ki tetai enua ke e te mamao, mei a Autireria e Nutireni no ratou teia komakomaanga ei akakitekite atu ia ratou. Kua ui atu a Tomati ia Rangi no runga i tona taimē i te rere atu anga ki Autireira, e eaa tana au apinga i kite e eaa te au tuke tana i kite mei ia Nutireni. Te tuanga o te moni, te manga e te au apinga akaorooro. Ka riro katoa ra oki teia komakomaanga ei akakitekiteanga ki te katoatoa e ko Autireria e ngai viviki te oraanga, me are koe e aru ora ana e, e tangata marie koe penei are teia tutu ngai e tano iaau. Reka ake a te Kuki Airani, o koe rai toou pu.

(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 ☰ ∨ ☰ ∨ ↶ ↷ ?

Ngao taau au apinga ka mou mai no teia komakomaanga, mei taku i taku atu i runga ake, e matakiteanga teia ki te aronga aere nei ki Autireiria no te taime mua. Mei ta Rangi i aki atu ai ia Tomati ka tai nei aia a kite e, are e akatika ia te apai manga i runga i te pairere, e aka moni te tutaki i te taoki manga no Autireria ki te Kuki Airani. Ngari ake koe i te taporo taau moni oko koe i te Kuki Airani, me kore kai rai koe i Autireria me kaki akaou koe tutaki koe noou ngai i te oki i Autireria. I roto katoa i teia komakomaanga kua aki mai a Rangi e, koia tikae te taoni i te mamao. Me ka inangaro koe te aere okooko apinga e akamanako koe eaa taau au apinga ka oko, e ia rava taau moni ia kore kotou e aere tetai maire i te aere i ko i te toa i te oko mai e tai rai apinga. Kia matakite tatou e te iti tangata e akarongo i te ture me karangaia e are koe akatikaia i te apai manga i runga i te pairere, e akarongo koe. E au tumu tetai i rave ai ratou i teia au ture, te inangaro nei ratou i te paruru i tetai au maki e te manumanu auaa e toro ki tetai enua ke. Me aati koe i teia au ture ko koe rae te ka aue me pukea taau manga tiria roto i te pini kiri e o koe rae te ka aue me akia koe e ka tutaki koe ia ratou tetai aka moni me kore oki koe e tutaki tei roto koe i te are aori.

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

Section 2
1m 25s Played

Section 3
50s

THIRD READING

Section 1
1m 18s

Section 2
1m 25s

Section 3
50s

LISTENING NOTES

taime cocobots 2024

tu manamanata? roroa te au ra, ru
193 patireia ke
pressure - akateimaa anga
tauturu tetai ki tetai
turuturu aronga tereni, to ratou au kopu tangata

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 mataora tikai a Abraham i ta Zara i aki atu iaia. Kare a Abraham i kite e ko teia tetai taemoemoanga e raveia ana. Kua manakonako aia eaa te au manamanata teia teia aronga i na roto i te tae i te turanga teitei. Kua aki atu i reira a Zara e ko teia angaanga ari i te angaanga mama ua, e ngao taau au angaanga ka rave koe i te ropa i tetai ropati. E ke te parani, te tiki apinga te ka taangaangaia ei ropa ropati e te akari i mua i te katoatoa i taau apinga. Ka matakue koe auaa to apinga e kino me kore auaa e tiparuia i mua i te katoatoa. Kua rauka ra oki i teia au tamaine i te akono i ta ratou au apinga e kua autu ratou i te tu ru e te tu akateimaa anga i te au aronga te kakaro mai ra. No te ngakau toa tei kiteia e teia au tamariki kua manakonako a Abraham e ka inangaro aia i te piri atu i teia pupu Cocobots a te Kuki Airani.

(b) 'E a'a te au 'āpi'i'anga tā te au tamariki mōpū 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 ↶ ↷ ?

Kua riro teia pupu tamaine Cocobots tei re mua i teia taemoemoanga STEM i te mataiti 2024 ei akapuera e te manakonakoanga i te au mapu i te piri atu i teia tutu angaanga. Ki aku, tetai apinga i mou mai ai no roto i teia tei tupu koia oki no te tu o teia au tamaine. Kua kite ratou e, e ngao te au aronga te ka piri atu i teia taemoemoanga. Kua kite ratou e ka aviriia ratou e no tetai ngai mangaiti ua ratou e ka manako mai te au pupu mei ia Tiapani e kore ia Tiamani e meitaki ake ta ratou ropati no te mei tei ia ratou te au apinga katoatoa. Tetai katoa taku i kite ai, koia oki ko te puapinga o teia au apii, o te taieni e te matematika. Nui roa te apinga puapinga o teia nga apii, ko teia tetai koia oki ka tere mamao koe e ka oro koe no toou ipukarea e ka taemoemo koe ki tetai au pupu tukeke i roto i teia nei ao. Ina i reira, a teia mataiti ki mua, aere rapua i taau apii taieni e te matematika kia o koe i roto i teia tutu angaanga tekinoriti e te enitia kia mata koe i to tatou ipukarea Kuki Airani i mua i teia ao. Ia akapaapaa iakoe e matou, toou au taeake, toou kopu tangata e 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.

<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 Played</p> <p>SECOND READING</p> <p>Section 1 1m 10s Played</p> <p>Section 2 1m 8s Played</p> <p>Section 3 48s Played</p> <p>THIRD READING</p> <p>Section 1 1m 10s Played</p> <p>Section 2 1m 8s</p> <p>Section 3 48s</p>	<p>LISTENING NOTES</p> <p>ko akari ura pau rere teitei managanui te tangata i piri atu au rutu pau uru pu- pepepe poro toa tipoti 13 mataiti</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

Ua reka ia aia i te toa tipoti no Aitutaki mai, e 13 rai ona tanga mataiti pika ra oki iaia te au re tai i taana au tipoti e 4. Kua piki katoa iaia i te aere ki Nutireni a apiipii kia meitaki ngao atu aia i tana au tipoti. Pera katoa toku manako ko tetai tana i reka ko te tipoti taito, te pee, te rutu pau e te ko ura. Kua riro teia i te akaepaepaanga ia tatou te aronga Kuki Airani. Kua manakonako i reira aia e ka tapapa aia iaia i te oro i te 100 metera no Mauke.

(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

Toku manako kua mataora tikai a Mana i te akara i teia tarekareka a te Kuki Airani, kare no te mea kua ngao te aronga tei piri atu i teia angaanga kua piki ra oki ratou i te re tai. Kua ngakau parau tikae aia e kua re tona iti tangata. Kua inangaro i reira aia kia akamāta aia i te akaputupu i tana moni kia rauka iaia i te kite mata i teia angaanga, kore oki aia i rauka ana i te aere i teia mataiti. Kia aku, me akaaite au iaku kia Mana aiteitei maua, ka ngakau parau rai au i toku iti tangata me kite au ia ratou e re maira. E riro ana teia i te tauturu iaku no tetai uatu apinga, na atu e no tetai ngai iti ua koe me angaanga pakari koe ka rauka iaau taau au apinga taau e moemoea iara. E mataora ana rai au me tuku iana te angaanga tipoti taito i roto i teia au tutu angaanga ka riro oki i te akaora i to tatou au tipoti tei raveia e to tatou au ui tupuna. Mei te pepepe poro, te varu akari e te vai atura ka riro teia au tutu angaanga ei akakitekiteanga ki to tatou au tamariki kia mou i teia au tutu tipoti ko tatou ia oki.

Merit

Subject: Cook Islands Māori

Standard: 91538

Total score: 18

Q	Grade score	Marker commentary
One	M6	The response shows clear understanding and conveys most intended meaning using relevant supporting details. It identifies first-time travellers as the target audience and highlights key points about food costs, city life, and travel expenses. It also shows that listeners learn about rules for carrying food on planes and the financial consequences of not following them.
Two	M5	The response explains that Abraham felt happy and surprised when hearing about the Cocobots' success, showing he previously had no awareness of such competitions. It shows that the team's hard work inspired him and demonstrates how their achievement can motivate youth from small nations, highlighting the value of STEM subjects.
Three	E7	The response demonstrates clear understanding by identifying implied meanings with supporting details. It shows that Toa enjoyed the performances and cultural activities celebrating Cook Islands identity. It also shows he felt proud and was inspired to save money to attend future events.