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91541



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

91541 Demonstrate understanding of a variety of extended written and/or visual Cook Island Māori texts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of extended written and/or visual Cook Islands Māori texts.	Demonstrate clear understanding of a variety of extended written and/or visual Cook Islands Māori texts.	Demonstrate thorough understanding of a variety of extended written and/or visual 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.

Pull out Resource Booklet 91541R from the centre of this booklet.

You should attempt ALL the questions in this booklet.

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 (XXXX). 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

QUESTION ONE: Kai tārērē 'āpi'i (School exam results)

Tatau 'i te tua A 'i runga 'i te kapi 2 'ē te 3 'ō te puka turuturu. Tā'anga'anga 'i te reira nō te pa'u atu 'i te Ui'anga Ta'i.

Read Text A on pages 2 and 3 of the resource booklet. Use the text to answer Question One.

- (a) 'Akamārama mai 'i te tū o Myra rāua ko Liam nō runga i tā rāua 'i rauka nō te NCEA.
Explain Myra's and Liam's feelings about their NCEA results.

Myra:

Kare a Myra e manako ana e, ka pāti
aia i ~~te~~ ^{taana} taana apii. ~~Te~~ ~~kua~~
Ina kua akakite a Liam e te hako
māra ~~taana~~ au ~~maka~~ ti māka ti
rauKa.

Liam:

Kua papu ia Liam e ka pāti aia
i ~~te~~ ~~taana~~ ^{apii} taana apii. Ina ^{kua manako e} ~~kare~~ aia i ka
~~tamou~~ ~~taana~~ ^{apii} i ~~taana~~ apii me tamou ana
aia e tai rai po.

- (b) 'E a'a tā Liam rāua ko Myra ka tāmou mai mei tēta'i ki tēta'i? Tā'anga'anga 'i te tua 'ei turu 'i tā'au pa'u'anga.

What can Myra and Liam learn from each other? Support your answer with evidence from the text.

Tā Myra ka tāmou mai mei kō ia Liam:

What Myra can learn from Liam:

Tā Myra ka tāmou mai ~~pe~~ kō mai 'ia
Liam, ka akapea aia i te taanga'anga
i tonā oia māe.

Tā Liam ka tāmou mai mei kō ia Myra:

What Liam can learn from Myra:

Tā Liam ka tāmou mai kō mai 'ia Myra,
ka noo kapiti raua e ka tauturu ia
raua i te tāmou e te rave i ta
raua apii.

QUESTION TWO: Kimikimi'anga moni nā te 'āpi'i (School fundraising)

Tatau 'i te tua B 'i runga 'i te kapi 4 'ē te 5 'ō te puka turuturu. Tā'anga'anga 'i tē reira nō te pa'u atu 'i te Ui'anga Rua.

Read Text B on pages 4 and 5 of the resource booklet. Use the text to answer Question Two.

- (a) 'Akamārama mai ē, ka 'akapē'ea tēia kimikimi'anga moni.

Explain how the fundraiser works.

Ko te tamariki ^{api} tei oku i te ^{pa'au} pakau
 ki ko i te fundraiser, koia te ka
 i kiia no te prize, kia riro aia e
 puapi atupaka no te reira ra.

- (b) 'E 'akamārama mai ē, mē ka pu'apinga rāi tēia tuatua 'akakite nō te kimikimi'anga moni. Ta'anga'anga 'i te tua 'ei turu 'i tā'au pa'u'anga o ngā tu'anga 'ē rua.

Explain how likely it is that the notice about the fundraiser will be successful. Use evidence from both parts of the text to support your answer.

I toku narako ka manuia te fundraiser no te mea, me ka ingaro koe i te apii kia akauti vave, ka rauka iakoe i te rave i tei reira, Inānua kua ki te keana a Lani e Tuku e, e akavare teia ngā e puapi atupaka.

QUESTION THREE: 'E tumu manako pu'apinga (An important issue)

Tatau 'i te tua C 'i runga 'i te kapi 6 'ē te 7 'ō te puka turuturu. Tā'anga'anga 'i te reira nō te pa'u atu 'i te Ui'anga Toru.

Read Text C on pages 6 and 7 of the resource booklet. Use the text to answer Question Three.

- (a) 'E a'a te 'akakoro'anga 'ō tēia pukaka'anga?

What is the purpose of the discussion?

Te puapinga o teia pukaanga no runga
i te tu o te moana i roto i ke
Kuki Airani, pera katoe te tauanga
o te rewa.

- (b) 'Akamārama mai ē, 'e a'a tā Keu rāua kō Tere 'i mārama nō runga 'i te tāporoporo'anga marae moana. 'Ea'a te tūkē 'ē 'ea'a te tūranga 'āiteite 'i tō rāua manako? Tā'anga'anga 'i te tua 'ei turu 'i tō'ou manako.

Explain the approaches that Keu and Tere have to marine conservation. What are the differences and/or similarities? Use evidence from the text to support your answer.

Tetai ravenga ta Keu e Tere i rauka
 no te ~~mar~~ moana, ko te Raui. Ka riro
 teia i te akapata i tetai au ravenga
 tukeke. Pera katoa te au ~~ra~~ rā u' i
 runga i te enua, ka riro teia ~~ite~~ ei
 akapataanga akamataanga ~~e~~ te o te meitaki,
 e he roa te tuatahi ka maata akau
 te au pakau natura.

Extra space if required.
Write the question number(s) if applicable.

QUESTION
NUMBER

91541

Achievement

Subject: Cook Islands Māori

Standard: 91541

Total score: 10

Q	Grade score	Marker commentary
One	A3	The response shows some understanding of the text by identifying Myra's doubts about passing and Liam's confidence in his own preparation. To reach A4, the response would need to more clearly explain each character's feelings and describe what they could learn from one another.
Two	A4	The response shows understanding by explaining how the fundraiser operates and describing the prize of being principal for the day. To reach Merit, the response would need to use ideas from across the text to explain more fully why the notice is likely to be effective.
Three	A3	The response identifies the purpose of the discussion and shows some understanding of the text. To achieve A4, the response would need to explain the key differences between Keu's and Tere's perspectives using specific ideas from the text.