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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.

Excellence

TOTAL 23

Page 1

Answer in your choice of Cook Islands Māori, English, or te reo Māori o Aotearoa.

Make sure you have the paper Resource Booklet 91541R.

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:

B I U ☰ ▼ ☷ ▼ ↶ ↷ ☹

Kua poitirere tikai a Myra i te mea e kua rauka i a ia i tetai turanga meitaki no ko mai i tana tarere. Kare e rauka i a ia i te irinaki e e pokaikai tana i roto i te Matematika e te Taeini, e toru pokai mei roto mai i te reo papaa, reo Maori Kuki Airani, e pera te Apii o te Oraanga Iti Tangata.

Liam:

B I U ☰ ▼ ☷ ▼ ↶ ↷ ☹

Kua pati uatu a Liam i tana tarere e kua rekareka a ia te mea e kare oki a ia i kore i pati no te mea ka maromaroa tona nga metua.

(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:

B I U ☰ ▼ ☷ ▼ ↶ ↷ ☹

Ko te apianga te ka rauka ia Myra no ko mai ia Liam koia oki kia kore e tamou i te au apinga katoatoa ki roto e tai po i mua ake i te tarere. Ko te tumuanga, kare teia tuatau e rava no Myra i te akapapa i ia no tana tarere. Ka iate a ia mei ia Liam ra, kare a ia i paupau katoatoa ana i te au uianga i roto i te maataanga o tana au tarere. E maki teia te tupu nei i roto i teia nei ao ki te maataanga o te u tamariki apii, te tiaki nei ratou e tai ra i mua ake i ta ratou tarere kia akamata i te tamou i te au apii.

Tā Liam ka tāmou mai mei kō ia Myra:

What Liam can learn from Myra:

B I U ☰ ▼ ☷ ▼ ↶ ↷ ☹

E nui te apianga te ka rauka ia Liam i te tamou mai mei ko ua Myra. Ko te tumuanga i rauka ei ia Myra tetai turangaa meitaki mei roto mai i tana apii koai oki kua angaanga pakari tikai a ia i te akapapa i a ia no tana au tarere. Mei teia te karoanga, mei te ora i ara ei a ia e tae uatu ki te ora i moe ei a ia, ko tana angaanga e tamou apii e te katikati. Ta teia i tauturu i te noo tamou ki runga i tona kaveinga. E apianga teia kia Liam kia aru i te takainga o Myra kia arangatu a ia a te au tuatau ki mua.

Page 2

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.

B I U     

Ko te akanoonoonga o teia kimikimianga moni, koia oki, ka rauka i tetai uatu tangata i te riro mai ei Puapii Maata e tai ra. Ka oko ia te tiketi e ko te nui o te tiketi te ka oko ia e tai tangata, ko te meitaki atu ia o tona autuanga. E au angaanga mataora ta te tangata te ka autu te ka rauka i te rave.

- (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.

B I U     

Ka riro teia kimikimianga moni ei puapinga. Ko te tumuanga me autu tetai tangata, ka rauka i a ia i te akaere i te au puapii e te apii, akaroa i te tuatau kangakanga o te au tamariki apii, akaoti vave te apii, akatika kia taangaanga i te tereponi, teateamamao i te pita kia kave ia mai ki te apii e te takore i te kakau apii no te reira ra. Ko teia te au angaanga te ka rauka i tetai uatu tangata i te rave me riro mai ei puapii maata no te reira ra. E au apinga mataora teia i te rave, i reira ka nui uatu te tangata i te oko i te au tiketi kia riro ratou ei au Puapii Maata.

Page 3

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?

B I U     

Ko te akakoroanga o teia pukapukaanga, koia oki i te iririanga no runga i te taporoporoanga i te Moana. Te akakite nei a Keu e e mea puapinga kia taporoporo ia te moana. Inanara, te patoi nei a Toru i teia manako nona no te mea e aka tauturu tate moana e oronga neu ki to tatou iti tangata.

(b) 'Akamārama mai ē, 'e a'a tā Keu rāua kō Tere 'i mārāma 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.

B I U     

Kua irinaki a Keu e, e itu ngauru patene o teia nei ao kua tapoki ia te reira e te moana, e e mea puapinga ki te reva o teia nei au e pera katoa te turanga meitaki o te kai no te oraanga. Te riro nei te tautai tere i te takinokino i to te aorangi, e te tauiaanga reva e te riro nei teia nga manamanata i te takore i te au apinga ora o te moana, akatupu i te au manamanata no te takore atu i tetai au apinga ora natura. Inara, te patoi nei a Toru i tona manako no te mea, te riro nei te moana ei tauturu i te pae kimi puapinga, i te angai i te au ngutuare e te vai atura. E me ka tuku ia tetai au ture ei taporoporo i te moana, ka riro ei apainga nui ki runga i te au iti tangata tataki tai. E tuke to raua manako, inara te aiteite katoa ra no te mea, te akamanako ra raua i te oraanga meitaki o nga rua apinga. Te akamanako ra a Keu i te oraanga meitaki o te au pakau natura e pera e te au apinga o te moana. E te akamanako nei a Toru i te oraanga meitaki o te tangata i te mea oki e e riro ana te kai o te moana i te akameitaki i te oraanga o tetai pae ngutuare. Na roto i teia komakomaanga, kua akaari ia mai te tu kaui e te tu katau me taporoporo ia te moana. E nui te au apinga te ka anoanoia i te tamanako i mua ake ka akamana ia ai tetai ture no runga i to tatou moana. I te tua o te enua kua rauka tetai au ravenga, kua marama te Ui Tupuna e ko ratou te tiaki o te enua. E angaanga ua ana ta ratou au akonoanga mei te rau e meitaiki ei te tupuanga e te maataanga o te au mea taporoporo natura o te enua. I reira, i toku tamanakoanga, kia rauia te moana no tetai tuatau poto kia meiaiki mai te turanga o te ao rangi e te au apinga ora i roto i te moana e kia akanoa ia te reira no tetai tuatau poto katoa kia tauturu i te au ngutuare.

Excellence

Subject: Cook Islands Māori

Standard: 91541

Total score: 23

Q	Grade score	Marker commentary
One	E7	The response demonstrates a thorough and coherent understanding of the text. It clearly explains Myra and Liam's contrasting feelings about their NCEA results and provides insight into what each could learn from the other. The response shows that Myra could learn to balance study with rest, while Liam could improve his time management by avoiding last-minute preparation.
Two	E8	The response shows a clear understanding of how the fundraiser operates and offers well supported reasons for why the notice is likely to be effective. It explains that the incentive of being principal for a day appeals to students because it allows them to make decisions about school operations and take on a leadership role.
Three	E8	The response clearly explains the purpose of the discussion between Keu and Tere, highlighting the importance of marine conservation. It accurately interprets their differing perspectives – Keu advocates for urgent action to protect marine resources, whereas Tere is concerned about the economic impact of strict regulations on families who depend on fishing.