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3

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.

Merit

TOTAL 18

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 Tā'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 mataora tikai a Myra i tona turanga tei rauka iaia i te kite anga aia i tona ripoti apii, kua pumaana rava tona ngakau, e kua karanga aia e, kua pauna rai tona tuatau i moekore ei e te maki i te tamou ua i tana apii. 'Ae, kua manga maki rai au, e kare i moe meitaki ana, inara kua pauna rai te reira.'

Liam:

B I U ☰ ▼ ☷ ▼ ↶ ↷ ☹

Kua rekareka a Liam e kua pati ua atu aia i tana tarere, ngarina e kare, kua maromaroa aia. Inara i te mea oki e, kua tamou ua aia i tana apii i te po i mua ake aia ka tarere ei, kua rauaka mai ake paa tetai nona turanga teitei ake.

(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 ta Myra ka tamou mai mei konei ia Liam, koia oki kia kore roa aia e tiaki e, e tai ra i mua ake i te tarere ka akamata ei aia i te tamou i tana au apii, no te mea kare e taime i te parani meitaki e ka akapeea koe i te rave aere i te au apii taau i anoano i te tamou. 'manako tikai au e karauka iaku te tamou i te au apiiangā kotoatoa ki roto i tetai po, i mua ake i te tarere, inara kare i tupu ana.'

Tā Liam ka tāmou mai mei kō ia Myra:

What Liam can learn from Myra:

B I U ☰ ▼ ☷ ▼ ↶ ↷ ☹

Ta Liam ka tamou mai mei konei ia Myra, kia tamou ua rai aia i tana au apii i te au atiangā kotoatoa, e te parani meitaki e, eaa tana au apii ka tamou, e eaa tano au apinga ka aru. 'Noteaa, kua anga au i te turanga teitei noku! Ae, kua manga maki rai au, e kare i moe meitaki ana, inara kua pauna rai te reira.'

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 kimikimi'anga moni ka anoano ia e ko te maata'anga o te tiketi taau ka oko ko te meitaki'anga ai e te nui atu'anga ia o te au moni ka rauka mai. Me ka inangaro koe e puapii maata koe no te reira ra. 'Ka inangaro ainei koe i te kite e, mei te aa rai te tu me riro mai koe ei puapii maata 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.

B I U ↶ ↷ ?

Ae, ka puapinga rai teia tuanga kimikimi'anga moni, no te mea, kua nui katoa te au tamariki e anoano nei kia riro mai ratou ei au puapii nui i te tau'anga e te akateretere'anga i te apii, ka nui mai i reira te au moni no te tiketi me kua anoano tikai ratou i te oko e kia nui ta ratou tiketi.

E puapinga katoa teia kimikimi'anga moni, no te mea te oronga nei teia i te au turanga arataki o te au tamariki ia akaari ia mai e te au tamariki, e uake e ka riro mai ratou ei au puapii nui. Ko teia i reira te tuatau e kia akateateamamao ratou ia ratou uorai.

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 Uj'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 komakoma anga na Tere raua ko Keu, koia oki ko te kimikimi anga i tetai au ravenga ki akakore ia te au apinga e takinokino nei i te moana, no te mea e riro ana oki te moana i te tiaki i tetai au apinga e riro ana ei meitaki no te oraana tangata. Ko te oraanga o te moana katou i ta Tere raua ko Keu i te komakoma anga, ka riro katoa te reira i te takinokino i te oraanga o te au apinga ora i raro ake i te moana, te mareva, e te tauiri anga reva. Kua uriuri i reira raua i tetai au parani ei akaiti mai i teia au manamanata. 'Ka anoano ia te taporoporo kia parani i te kaveinga o te ao rangi, kia tau ki te turanga o te kimi puapinga a te iti tangata katoatoa.'

(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 ☰ ∨ ☷ ∨ ↶ ↷ ☹

Ko ta Keu raua ko Tere i marama no runga i te taporoporo anga marae moana koia oki i te akaiti e te takore anga i te au apinga e riro nei i te takinokino i te oraanga o te moana e te ao rangi. Kare ra raua i manako e kia takore katoatoa i te au apinga e riro nei i te takinokino i te oraanga o te moana mari ra, kua karo nake raua i te turanga noo anga o te tangata, e pera katoa te turanga o te moana. Kua aere kapiti nake nga apinga e rua, koia te tumu manako o te ao rangi, te moana e te oraanga tangata. 'Inara ko te ravenga no te taporoporo moana, e maata rava te araianga, e i tetai au taime, ka riro ei tamanamanata i te pae kimi puapinga.'

Merit

Subject: Cook Islands Māori

Standard: 91541

Total score: 18

| Q | Grade score | Marker commentary |
|-------|-------------|---|
| One | E7 | The response shows a well organised understanding of the text, explaining Myra and Liam's differing feelings about their exam results. It also clearly describes what they could learn from each other – Myra aims to avoid unnecessary stress before exams, while Liam would benefit from improving his time management and preparing earlier. |
| Two | M6 | The response clearly explains how the fundraiser operates and why the notice is likely to succeed. It links the appeal of being principal for a day to students' interest in taking charge and exercising authority at school. |
| Three | M5 | The response demonstrates a general understanding of the purpose of the discussion and includes some relevant information about Keu's and Tere's approaches to marine conservation. However, the candidate did not clearly attribute each viewpoint, which limits how effectively the response communicates understanding of the text. |