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SUPERVISOR'S USE ONLY

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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 1 Te Reo Māori Kūki 'Airani 2025

92043 Demonstrate understanding of spoken Te Reo Māori Kūki 'Airani related to everyday contexts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of spoken te reo Māori Kūki 'Airani related to everyday contexts.	Demonstrate sound understanding of spoken te reo Māori Kūki 'Airani related to everyday contexts.	Demonstrate thorough understanding of spoken te reo Māori Kūki 'Airani related to everyday contexts.

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 Te Reo Māori Kūki 'Airani. You will hear each passage four times:

- The first time, you will hear it as a whole.
- The second, third, and fourth 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 Te Reo Māori Kūki 'Airani, English, or te reo Māori o Aotearoa. 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.

Achievement

TOTAL 10

Page 1

Answer in your choice of te reo Māori Kūki 'Airani, English, or te reo Māori o Aotearoa.

INSTRUCTIONS

You may listen to each passage four times using the audio player. The first reading is the entire passage, and the second, third, and fourth readings split the passage into sections. Complete your audio listening before continuing to the next page.

FIRST PASSAGE: *Tē tere tautai* (The fishing trip)

'Akarongo ki te komakoma'anga i rotopū ia Turi raua ko Mata. Tā'anga'anga 'i te tua mē pa'u 'i te Ui'anga Ta'i.

Listen to Turi and Mata's conversation. Refer to the passage in your answer to Question One.

Glossed vocabulary

urua trevally, a type of fish

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 27s Played

SECOND READING

 Section 1
Played

 Section 2
Played

 Section 3
Played

THIRD READING

 Section 1
57s

 Section 2
1m 21s

 Section 3
Played

FOURTH READING

 Section 1
57s

 Section 2
1m 21s

 Section 3
1m 7s

LISTENING NOTES

kua nagro poina iaia te reira
tamaki maata tikai ta ratou ika

QUESTION ONE

(a) *Ēa'a te manako ō tēia ngā taeake nō runga i tō rāua rā? Tā'anga'anga i te tua ki roto 'i tā'au pa'u'anga.*

How did each of the two friends feel about their day? Use evidence from the passage to support your answer.

Turi

B I U

Teia to Turi manako e aka urua maatamaata tana i rauka.

Mata

B I U

Teia to Mata manako ka aere aia a oko mai i tetai matau e tetai au kati.

(b) *Kā tano ainei kia parāni 'akaōu ā Turi rāua kō Mata i tētā'i tere tautai? Ēa'a i pērā ei tō'ou manako?*

Should Turi and Mata plan another fishing trip? What makes you think this?

B I U

Ae, ka tano raua i te parani akaou i tetai tere tautai, no te mea ka rauka ia raua i te tiaki i te reva ia maru e pera katoa ka rauka katoa ia raua i te tautai kapiti ka rauka i reira na raua ika mangaika i tautai mai no te au ra ka aere ki mua.

Page 2

SECOND PASSAGE: *Tē tāmataora ā te au Ānau i te opeanga mata'iti* (The end of year ānau celebrations)

'Akarongo ki te puka a Emma raua ko Tamatoa. Tā'anga'anga 'i te tua mē pa'u 'i te U'anga Rua.

Listen to Emma and Tamatoa's conversation. Refer to the passage in your answer to Question Two.

Glossed vocabulary

ānau ānau in this text refers to school house teams

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
3m 44s Played

SECOND READING

 Section 1  Section 2  Section 3

THIRD READING

 Section 1
1m 23s  Section 2  Section 3
Played

FOURTH READING

 Section 1
1m 23s  Section 2
1m 30s  Section 3
1m 10s Played

LISTENING NOTES

oki ua mai au i te tamataora
angaanga kapiti ite tamariki pee ura
matutu te pirianga o te kuki airani
are i parani meitaki ana
20 kids yr 13 9 ppl came
last yr in skill
tamanako aia i te taru i tetai ura ke maro maro a ete tuke
ua rae
kia mataora te anau
angaanga i te pae i toou puapii
kia taokotai te katoatoa ia mataora

QUESTION TWO

(a) *No runga i te komakoma'anga a Emma e Tamatoa, ēa'a te pu'apinga o te tamataora a te ānau nō te au tamariki āpi'i?*

Based on Emma and Tamatoa's conversation, why are ānau celebrations important to students?

B *I* U                               

No runga i ta raua komakoma are tetai pupu apii i mataora ana tetai pupu mataora ta ratou apii, no te mea to tetai pupu apii mataiti 13 e 9 ua rae tamariki i aere ana i te ra tamataora kua tamanko a Tamatoa i te taru i tetai ura i roto i to ratou tamataora anga aore ra e tamariki i ingaro ana i te ura kua maromaroa i reira to ratou ra, aere mai i reira to Emma pupu kua mataora tikai aia no te mea kua ravea ia ana tetai pee e prea katoa tetai ura kuki airani. Kua akamaroiroi i reira a Emma ia Tamatoa no te parani meitaki i ta ratou angaanga tamataora ia noo kapiti ua ratou.

(b) *Ēa'a te āpi'i'anga ta Tamatoa i tāmou mai mei ko ia Emma nō runga i te akano'o'anga i tetai 'anga'anga? Tā'anga'anga i te tua ki roto 'i tā'au pa'u'anga.*

What lessons might Tamatoa have learned from Emma about organising an event? Use evidence from the passage to support your answer.

B *I* U     

Teia te apianga a Tamatoa i tamou mai mei ko ia Emma, kia angaanga aia i te pae i tona puapii na te reira e akatupu te mataora. e. E mea puapinga te tamataora ki tetai ki tetai

Page 3

THIRD PASSAGE: *Te koro i te Tarekareka Tipōti a te Kūki 'Airani (Gold at the Cook Islands Games)*

'Akarongo kia Vikitoria e uiui nei ia Tua i runga i te rātio. Tā'anga'anga i te tua ki roto i tā'au pa'u'anga ki te Ui'anga Toru.

Listen to Vikitoria interview Tua on the radio. Refer to the passage in your answer to Question Three.

Glossed vocabulary

kite karape ability
'akatinamou focused

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 23s Played

SECOND READING

Section 1
1m 12s

Section 2
1m 13s

Section 3
55s

THIRD READING

Section 1
1m 12s

Section 2
1m 13s

Section 3
55s

FOURTH READING

Section 1
1m 12s

Section 2
1m 13s

Section 3
55s

LISTENING NOTES

manuia tikai tatou teia atua paporo champion

QUESTION THREE

(a) *'Akamārama mai i te tumu i re e i a Tua i teia tārekareka. Tā'anga'anga i te tua ki roto i tā'au pa'u'anga.*

Explain why Tua won the game. Use evidence from the passage to support your answer.

B I U ☰ ▼ ☷ ▼ ↶ ↷ ☹

Te tumu a Tua i re e i, te kite ra aia te paruparu aere uatu aia, kua akaari katoa e kare e puapinga tona kite karape kua taangaanga i tona kopapa i te rave i te reira

(b) *I 'akapē'ea a Tua i riro mai ei, ei ākara'anga nō tēta'i au tangata tipōti? Tā'anga'anga i te tua ki roto i tā'au pa'u'anga.*

How is Tua an inspiration for other sports players? Use evidence from the passage to support your answer.

B I U ☰ ▼ ☷ ▼ ↶ ↷ ☹

Te tumu a Tua ei akaraanga no tetai au tangata tipoti, koia oki te tangata ta Atua e akateretere ra i roto i tana tangata ka kanga aia, e pera katoa aia katoa te tangata tana ka ingaro aia i te kanga no tona tu kite i te tipoti e tona aruaru iaia uarai.

Achievement

Subject: Te Reo Māori Kūki 'Airani

Standard: 92043

Total score: 10

Q	Grade score	Marker commentary
One	A3	The response shows emerging understanding of the text features and communicates a simple meaning. It shows that Turi was able to catch a big fish and that Mata needs to buy more fishing line.
Two	A4	The response shows basic understanding of the text and language features. It describes the different experiences of Tamatoa and Emma – Emma's group is happy and participates in cultural activities such as chanting and dancing, while Tamatoa's celebration has low attendance and is less organised.
Three	A3	The response shows a basic understanding of how Tua wins the competition and briefly notes that he inspires other athletes because of his skill. The candidate wrote that Tua used his strength to play and ultimately win the game.