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SUPERVISOR'S USE ONLY

1

92043



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.

Excellence

TOTAL 22

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

SECOND READING

 Section 1  Section 2  Section 3

THIRD READING

 Section 1
57s  Section 2  Section 3

FOURTH READING

 Section 1
57s  Section 2
1m 21s  Section 3
1m 7s

LISTENING NOTES

mataora tikai i te kite iakoe
aue teia ra, kua ngaropoina e eaa tei maata i toku
inangaro i te tautai
I roto i tetai ora ka tamaki atu tatou i te reva e te ao, te
ngata i te reira
E maata tikai te ika,
maata tikai te ika- e manuia ratou i te akamataanga
ava

E aka urua ta turi i piki mai mei roto i te tai
ko te mea maromaroa i konei kua mutu te ao, inara kua
rave a mata mei te aronga kite pakari rai
e meitaki tikai te ngai i te ava i te tautai
I toku manako kua rauka mai tetai urua maatamaata tikai
taku i piki mai mei roto i te tai i te pai i te ava
Penei kua vaitata ki te taingauru a tatou ika i mou mai

teia nei ka aere a mata i te oko mai i tetai kati e te matau
kare katoa te kino o te matangi e te ngaru i tauturu mai
ana

eaa taau ka aravei me tamaki koe i tuna
kua roiroi a mata e kua rauka tetai apianga kiaia
mataora tikai te aru i te tere

Ina ra kua mou katoa a mata i tetai au ika ke no te au
ngutuare no teia epetoma ki mua
kare rai te reva i kino roa

QUESTION ONE

(a) *Ēa'a te manako ō teia 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 ☰ ▼ ☷ ▼ ↶ ↷ ?

"Aue teia ra! Kua ngaropoina au e, eaa tei maata i toku inangaro tautai?" Ina Turi ei. E tamaroa a Turi. I roto i te tua, kua mataora a Turi i te kiteanga ia Mata. Kua puka raua no runga i to raua tere tautai. E ra vera teia ra, i te aereanga raua tautai no te mea kua kite a Turi e, e maata te au ika i roto i te tai. Kua tautai raua i roto i te ava. Kua rauka ia Turi tetai urua maatamaata mei roto mai i te ava, kua pou tona ao no te mea, e aka apinga teia urua. E meitaki tikai teia ngai ko te ava i te tautai. Ina ra, kare te matangi e te kino o te ngaru i tauturu ana ia raua i te tautaianga. Kua rauka ia raua i te uti mai mei te tai-ngauru ika no roto mai i te ava. Noatu te kino o te reva e te ngaru, kua mataora te tere a Turi.

Mata

B I U ☰ ▼ ☷ ▼ ↶ ↷ ?

Kua akamouia teia tua no runga i te tautai a Tere raua ko Mata. I roto i te tua, kua mataora a Tere i te kiteanga ia Mata no te mea, ka aere raua tautai i tai i te ava, pera katoa e maata tikai te au ika i roto i te tai, Ina ra, kua tamaki raua i te kino o te ra o to ratou au ao. I te tuatahi uti mai ei a Turi i tetai urua maatamaata, kua vareae a Mata no te mea e aka urua ta Turi i uti mai mei roto mai i te tai. I tetai tua o Mata, kua maromaroa aia no te mea kua motu tana kati e pera katoa kua pou tona ao, ina ra kua rave aia mei te aronga ki te pakari rai. I to raua tere, kare te matangi e te kino o te ngaru i tauturu ana raua i te aereanga tautai, ina ra, kua rauka mai raua mei tetai tai ngauru ika no roto mai i teia ava. I te openga o te ra, kua manako a Mata i te aere oko mai i tetai kati e te matau nona me aere aia tautai akaou. Kua roiroi a Mata e kua rauka mai tetai apianga mei roto mai i te tautaianga. Kua rauka mai a Mata tetai au ika ke no te au ngutuare katoatoa, no teia epetoma ki mua. Kua mataora tikai a Mata no te mea kua karanga mai aia e "mataora tikai te tautai tere" noatu tetai au turanga kino, kua mataora a Mata.

(b) *Kā tano ainei kia parāni 'akaōu ā Turi rāua kō Mata i tēta'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 ☰ ▼ ☷ ▼ ↶ ↷ ?

I toku manako, ka inangaro au kia parani a Turi raua ko Mata i tetai tautai tere akaou. E nga taeake pirimou tikai raua i roto i teia tua no te mea, e aru ana raua ia raua rae i te tautai, noatu tetai au taeake ke, kua riro raua ei taeake pirimou. E mataora ana a Turi me kite aia ia Mata. Ka inangaro au ia raua kia parani i tetai tere no te tautai no te mea, ka rauka ia raua i te oko me kore angai i te au kopu tangata tei rokoia e te tumatetenga, ka rauka ia raua tetai moni ei tauturu ia raua, noatu to raua turanga kino, ka rauka ia raua i teia. Pera katoa, me kare e kai i roto i te ngutuare, ka rauka ia raua i te kai i te ika te rauka mai no ko mai i ta raua tautai tere. Noatu te turanga kino o te reva e te ngaru, ka rave rae raua i teia ei tauturu ia raua uaorai. I roto i te tua, kua akaari mai a Turi i tona tu oaoa ki mua ia Mata, e pera katoa i roto i te tua, no reira rai au i inangaro ei ia raua kia rparani i tetai tere tautai no raua, no te mea kua kite au i to raua tu mei te akamata mai anga o te tua e tae uatu ki te openga.

Page 2

SECOND PASSAGE: *Tē tāmataora ā te au Ānau i te opeŋga 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
Played

 Section 2
Played

 Section 3
Played

THIRD READING

 Section 1
1m 23s Played

 Section 2
Played

 Section 3
Played

FOURTH READING

 Section 1
1m 23s Played

 Section 2
1m 30s Played

 Section 3
1m 10s Played

LISTENING NOTES

pee e te ura kuki airani
pokaraakara ma te kapikianga i to ratou au ingoa
te anau
kua inangaro au i toku au kopu tangata kia piri mai kia
ratou i to matou au tu mataora
ko tamatoa
kua raveia tetai
Ina ra kare e tanagta e rave ana maromaroa
kua kite au i te puapinga
angaanga i te pae i te puapii na te reira e tauturu ia tatou
E mea puapinga kia taokotai te au tangata kia ruru okotai
tatou, na te reira e akamaata uaaui i te reira
kia mataora tatou ki tetai , ki tetai

kare ratou i parani i teia, e iva rai tamariki i tae mai
tamatoa a te anau, kua angaanga kapiti te au puapii e
te tamariki i roto i te mataiti 13 naroto i te pee e te ura
kuki airani
kua akari mai te reira e kua matutu te anau
kua inangaro au kia piri mai to matou au kopu tangata i
roto i teia ura no te mea kare no matou ua
maromaroa e te tuke uatu rae te
ko te rua ngauru tamariki i rto ite 13

koi oki mai a emma i te ura, e maatamaata tikai te au
ananaga
ku tuoro mai te au tamriki i te au tamriki tei roto i te 13 na
roto i te pee, kare au i kite i te tutu mataora i rto i te au
tamariki ura.
kare tangata i rave ana i tetai ura ta tamatoa i inangaro i
te rave e maromaroa tikai
kua kite au i te inangaro a to anau
e mea puapinga kia taokotai mai te katoatoa ki roto

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 ☰ ▼ ☷ ▼ ↶ ↷ ☹

I roto i te tua a Emma raua ko Tamatoa, kua tuatua raua no runga i te puapinga o te tamataora a te āpi'i. Ta raua i tuatua no runga i teia koia ko te tamataora a te āpi'i, ku kite raua i te tu o te au tamariki te inangaro nei te rave i ta ratou au āpi'i, mei te ura e te pee i roto i te ratou au ānau. Kua raveia tetai akakoroanga no te au tamariki tei roto i te pupu tai-ngauru-ma-toru [13], kua kite a Emma te tuke o te au tamariki āpi'i te raveanga i te pee no te turomaianga ia ratou ki roto. Kua karanga katoa a Emma e Tamatoa i roto i ta raua puka "E mea puapinga, kia angaanga kapiti tatou i te pae i te au puāpi'i, na te reira e tauturu ia tatou". Kare ko tera ua, te tumu i puapinga ei te tamataora a te ānau tamariki no te mea ka riro teia i te tauturu ia ratou me tae ki tetai au akakoroanga, ka riro te pee tei tamouia e ratou, i te tauturu me tae ki tetai au akakoroanga a teia ua. I roto katoa i te roto i te tua, ka inangaro rai raua, kia piri mai to ratou au kopu tangata, kia kite ratou i te tu mataora ta ratou e kite nei i roto i te au tamariki āpi'i me ura ana ratou.

- (b) *Ēa'a te āpi'i'anga ta Tamatoa i tamou 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 ☰ ▼ ☷ ▼ ↶ ↷ ☹

Te āpi'ianga ta Tamatoa i tamou i roto i te tua, koia oki te akanooanga i teia anganga ko te ura. I roto i te tua, kua inangaro a Tamatoa i te rave i tetai ura ke, kare tetai uatu tamariki e kite i te rave, ina ra kare tetai tamariki i piri mai kua maromaroa aia. Kare ko tena ua, i roto katoa i te tua, kua kapiki aia i tetai uipaanga no te au tamariki pupu [13] tai-ngauru-ma-toru. E iva rai pupu tamariki tei piri mai i roto i teia akakoroanga, kare te toenga o te tamariki i piri mai. I toku manako, e tai-ngauru-ma-tai tamariki tei kore i piri mai i roto i teia akakoroanga. Ko teia a Tamatoa kia Emma. Kua karanga atu a Emma kiaia e "E mea puapinga kia angaanga koe i te pae i tetai puāpi'i". "Na te reira e akamaata uatu rai i toou mataora" ina Emma ei. Te āpi'ianga ta Tamatoa i tamou mai mei konei, kia kore koe e rave ua tetai uatu angaanga ke me kare koe i taniuniu ana i tetai puāpi'i kia tauturu mai iakoe.

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
'akatīnamou 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 Played

 Section 2
1m 13s Played

 Section 3
55s Played

THIRD READING

 Section 1
1m 12s Played

 Section 2
1m 13s Played

 Section 3
55s Played

FOURTH READING

 Section 1
1m 12s Played

 Section 2
1m 13s

 Section 3
55s

LISTENING NOTES

tuatua akakite
for kids under 15
manuia tikai tatou Tua
To tatou tiamupeni

Tu poitirere noku
tangata kite pakari tikai te reira
kua noo marie au e kua taangaaga au i taku pa ririnui
i te toru o tana paanga kua oki mai toku ririnui
pa ririnui
kua ru tetai tamaroa
maata te au apinga, kua kite atu au ei kua
tangata kite pakari tikai
maata te au puapinga
kua kite atu aia e kua matakua aia i te pa ririnui anga au

kua kite atu au e te paruru atu aia me taoki au i tona pa ki
muri
kua akari katoa mai te puapinga o te tereni
umere ka taangaanga koe i toou manako e te maroiroi o
te kopapa
anganga pakari auraka e ru
auraka koe e akangaropoina i taau i umumu i te rave
noatu e noea mai koe e apinga puaping kia tau taau
kanga noatu e te openga a taau tarekareka

QUESTION THREE

(a) *'Akamārama mai i te tumu i rē ei 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.

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

B I U ☰ ▼ ☷ ▼ ↶ ↷ 🌐

Te vai nei te tu poitirere o Tua. Kua noo marie a Tua e kua taanganga i tona pa ririnui e kua riro teia i tamataku atu i tona taokete i te kangaanga aia i te pae. Kua re a Tua no te mea, i roto i te tua, taangaanga a Tua i tona pa ririnui, i te toru o te paanga kua oki mai tona ririnui, kua kite a Tua e, kua ru teia tamaroa. Pera katoa, kua kite atu aia e te paruparu nei teia tamaroa. I roto i tana tarekareka, kua kite aia e, e maata te au puapinga, kua taanganga aia i tona manako e tona maroiroi o te kopapa, e kua karanga aia e "Auraka e akangaropoina i taau e umuumu nei i te rave, noatu e noea mai koe, e apinga puapinga kia tau taau kanga". No reira e te au tamariki, taangaanga i ta Tua i akaari mai ki roto i tana tarekareka.

(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 ☰ ▼ ☷ ▼ ↶ ↷ 🌐

I roto i te ratio, te tuatua akakite, kua akaari mai a Tua i te puapinga o teia tarekareka e te tereni. Kia taangaanga koe i toou manako e te maroiroi o te kopapa. Angaanga pakari e, auraka e ru noatu e noea mai koe, auraka e akangaropoina eaa taau e umuumu nei i te rave. Ko teia te akaraanga ta Tua i oake mai, auraka koe e ru me ti roto koe i taau tarekareka, taanganga i toou manako

Excellence

Subject: Te Reo Māori Kūki 'Airani

Standard: 92043

Total score: 22

Q	Grade score	Marker commentary
One	E8	The response demonstrates thorough understanding of Turi and Mata's feelings about the fishing trip. It clearly identifies that both friends are happy to see each other. It shows that Turi is pleased after catching many fish, including the largest trevally, while Mata is tired and unhappy after his fishing line breaks and he loses his tuna.
Two	E7	The response identifies the significance of Anau celebrations as a way for everyone to come together and celebrate students. It recognises both the positive and disappointing aspects of Emma's and Tamatoa's experiences. In Part (b), the response identifies that teamwork and collaboration are essential, noting that Tamatoa needs to work with teachers and involve other students in preparing for the celebrations.
Three	E7	The response explains how Tua wins the game and why he inspires other athletes. It notes that he recognises his opponent weakening and adjusts his play accordingly. The response highlights his use of learned skills, focus on goals, hard work, and composure, showing why he serves as a strong role model.