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SUPERVISOR'S USE ONLY

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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.**

Merit

TOTAL 16

# 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 Uj'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    Section 2    Section 3  
57s

#### FOURTH READING

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

### LISTENING NOTES

-Urua  
-Apii anga meitaki  
-Ku  
-tamaki  
-manuia  
-tere tautai

## QUESTION ONE

(a) *Ēa'a te manako o 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    ☰    ☷    ↶    ↷    ?

I roto i ta raua komakoma anga taeake no runga i te tere tautai, i te akaraanga e kua mataora e kua maromaroa katoa a Turi no te mea ka tai nei ka mou mai tetai ku mamaata nana i roto i tona oraanga, inara kua motu mai te ku no runga mai i te kati tautai a Turi, kua maromaroa rira aia. Kua kite rira aia i teia au akatereanga tautai, kua apii atu i reira aia ia Mata no runga i tana i mou mai.

### Mata

B I U    ☰    ☷    ↶    ↷    ?

I runga i te manako o Mata, e manuia tikai aia ki te piri atu ki teia tere tautai no te mea, kua rauka mai tetai aka marama no runga karoanga tai e te matangi no te tautai anga, kua mataora aia i te tamou i teia au apianga tuketuke, kua riro katoa te reira ei tauturu iaia.

(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 ☰ ▾ ☰ ▾ ↶ ↷ 🌐

Ae ka tano raua i te parani akou tetai tere tautai, no te mea no te aka mataora e te kite o Mata i runga i te tuatua ta Turi i tuatua atu ei kia Mata, e tano ei kua kite a Mata i te au raveraveanga no te tautai, ka mako i reira raua i te ano tautai. I toku manakonako'anga, e mea tau rai kia aere raua tautai, e mea meitaki rai no raua e no te ngutuare, kia rauka ua mai tetai aka ika ei angai ei te ngutuare tangata i notu, ka riro teia revanga ei mea puapinga no raua e no te ngutuare tangata katoa.

## Page 2

### SECOND PASSAGE: *Tē tāmataora ā te au Ānau i te openga 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 Uj'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

##### SECOND READING

Section 1  
1m 23s

Section 2  
1m 30s

Section 3  
1m 10s

##### THIRD READING

Section 1  
1m 23s

Section 2  
1m 30s

Section 3  
1m 10s

##### FOURTH READING

Section 1  
1m 23s

Section 2  
1m 30s

Section 3  
1m 10s

#### LISTENING NOTES

-peu tupuna  
-angaanga  
-komakoma  
-parani meitaki  
-akama  
-tuatau openga  
-ura

#### 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 ta Emma i puka atu ei kia Tamatoa, e puapinga tikai te anau tamataora no te mea, i te kite anga o Emma i te au angaanga aere i rave ia i roto i te au anau, te au tamariki e turou ara i roto i te pe'e, te ingo ara tetai au tamariki, te rutu ara tetai au tamariki, te akara'anga te reira e te kitena ia nei, te aka inangaro o te tamariki ki ta ratou peu tupuna kia akaora ia e kia vai roa atu ta tatou peu. Inara tuke uatu rai to Tamatoa anau, no te mea kare oki tetai pae tangata e tae mai ana, e te maromaroa tikai te tangata e akarakara ara i ta ratou aitamu, mari ake ei a Emma i tauturu ei ia Tamatoa i te tau i te oraanga tangata o te anau o Tamatoa.

- (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

Kua akaranga a Emma kia Tamatoa, kia angaanga ki te pae i te au puapii aere i roto i tona anau, kia piri mai te katoatoa ki te pae, kia nui te mataora, e mea puapinga rai kia taokotai mai te au tangata, kia nui uatu te mataora i roto i te tamataora anga anau. Akara'anga e kua mou i reira a Tamatoa, ka rave i reira aia i ta Emma i poroki mai ei kiaia.

# Page 3

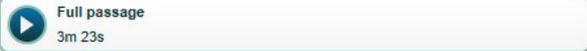
## THIRD PASSAGE: Te koro i te Tarekareka Tipōti a te Kūki 'Airani (Gold at the Cook Islands Games)

'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

<b>AUDIO PLAYER: Third Passage</b> Read the question before you begin listening to the passage. <b>Each section can be played ONCE only, and cannot be paused or stopped.</b> FIRST READING  SECOND READING    THIRD READING    FOURTH READING   	<b>LISTENING NOTES</b>  -ririnui -kite karape -akatinamou -umuumu -angaanga pakari -tangata tipoti -akara'anga
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### 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.

**B I U**              

No te mea kua ta'angaanga aia i tana pa ririnui no te kanga mua anga ei akaru iaia, i te toru ra o te kanga anga kua oki akou mai tona ririnui, inara maata te au apinga, kua ki te aia kua paruparu aia, kua pa atu aia na muri, kare ra no reira aia i re ei, kua riro katoa tana tereni ei akairi e te tauturu iaia i te kite karape e te akatinamou i tona manako no runga 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**              

Kua riro aia ei akara'anga no tetai tangata tipoti, no tana i akamaroiroi ei koia oki, angaanga pakari, auraka e ru, umuumu kia tae ki te openga o taau tarekareka, te mea puapinga katoa auraka rava e aka'ngaropoina noea mai koe. Tano'ananga e kua riro teia i te tauturu e te akamututu i tetai uatu tangata tipoti.

## Merit

**Subject:** Te Reo Māori Kūki 'Airani

**Standard:** 92043

**Total score:** 16

Q	Grade score	Marker commentary
One	M5	The response selects and connects relevant ideas to show understanding. It explains the feelings of both Turi and Mata – Turi is pleased after catching the biggest fish, and Mata learns from the experience. The response justifies why they should go fishing again, noting that the new knowledge is helpful and that fishing benefits their families.
Two	M5	The response clearly explains the different experiences of Emma and Tamatoa. Emma enjoys the celebration with strong group participation, while Tamatoa's event is less organised with fewer people involved. The response identifies important lessons for Tamatoa, such as working with teachers and bringing the group together.
Three	M6	The response explains in detail how Tua wins, demonstrating understanding of his skill and experience. It shows that he adapts his play when noticing his opponent's weakness. The response also explains why he is inspirational – he works hard, shows courage, does not give up, achieves his goals, and remembers his roots.