Kia ‘akakī‘ia e te tangata te tārērē‘ia nei

NSN

Te Numero o te ‘Āpi‘i (School Code)

NA TE ARONGA ‘AKATERETERE I TE TĀRĒRĒ‘ANGA ANAKE

‘Ākara‘ia te kapi i muri, no teta‘i ‘uri‘anga reo Papa‘ā, no teia kapi

Tikoti‘ia a roto i te pi‘a (☒) me KĀRE KOE i tātā ana ki roto i teia puka

32406C TU‘ANGA-‘ĀPI‘I 3

NZQA | **Mana Tohu Mātauranga o Aotearoa**
New Zealand Qualifications Authority

Numero 2026

32406C Ta‘anga‘anga‘ia te au numero, e te statistics kia tau ki te au mea mātau‘ia na roto i te au ra tatakita‘i

Credits: Ta‘i nga‘uru

TE RUA O TE ‘EPETOMA | RA 14–RA 18 O TEPETEMA I TE MATA’ITI 2026

TE AU MEA TEI TUPU	
1	‘Anga‘ia te au rāvenga numero, e te statistical, no te ‘akatanotano‘anga i te au manatā, i roto i te au mea mātau‘ia na roto i te au ra tātakita‘i.
2	Ta‘anga‘anga‘ia te au numero, e te statistics kia tau ki te au anoano numero, i roto i te au mea mātau‘ia na roto i te au ra tatakita‘i.
3	‘Akamārama‘ia te au pa‘u‘anga numero, e te statistical, no runga i te au turanga.

Tukuna‘ia to‘ou National Student Number (NSN), e te School Code, ki roto i te ātea i runga ake nei.

E tau kia tāmata koe i te au ui‘anga POUROA, i roto i teia puka.

Me te anoano ra koe i teta‘i ngā‘i ke atu no teta‘i pa‘u‘anga, ta‘anga‘anga‘ia te ātea tei ‘ōronga‘ia atu, i muri ake i teia puka.

‘Ākara meitaki kia tu teia puka i te kapi 2–48, kia tau te tārē‘anga mei mua ki te ‘openga, kāre ‘okota‘i o teia au kapi e va (blank) ana.

‘Auraka e tātā ki roto i te au tapa (margins) (////). Ka tīpu‘ia teia ngā‘i, me māka‘ia te puka.

KIA ‘ŌRONGA ATU KOE I TEIA PUKA, KI TE TANGATA ‘AKATERETERE I TE TĀRĒRĒ, ME OTI TEIA TĀRĒRĒ‘ANGA.

COOK ISLANDS MĀORI

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Kāre teta‘i ‘ua atu tu‘anga o teia tātā‘anga, e ‘akatika‘ia kia kapinga‘ia, me kāre te New Zealand Qualifications Authority, i ‘akatika.

UIʻANGA TAʻI: Kēke meika



Te anoano nei koe i te tunu i tetaʻi kēke meika, no tetaʻi pātī.

ʻEi mono i te tuka, kuaʻiki koe i te taʻangaʻanga i te vai ʻakavene (liquid sweetener).

1(a) Ka anoano te kēke, i tetaʻi 32 tipunu-maʻata tuka.

Ka mono 1 tipunu-maʻata vai ʻakavene (liquid sweetener) i tetaʻi 4 tipunu-maʻata tuka.

ʻĒʻia i reira tipunu-maʻata vai ʻakavene (liquid sweetener) ka anoano koe?

☐ te au tipunu-maʻata

Ka anoano koe i tetaʻi pata, no te maʻani i te kēke meika.



E $6.00 te tutaki no tetaʻi potonga 250 gram pata.

Ka anoano koe i tetaʻi 75 grams pata no te maʻani i te kēke.

1(b) ʻEaʻa i reira te tutaki no tetaʻi 75 grams pata?

$ ☐

QUESTION ONE: Banana cake



You need to make a banana cake for a party.

Instead of sugar, you choose to use liquid sweetener.

1(a) The cake needs 32 tablespoons of sugar.

1 tablespoon of liquid sweetener replaces 4 tablespoons of sugar.

How many tablespoons of liquid sweetener do you need?

[ ] tablespoons

You need some butter to make the banana cake.



A 250 gram block of butter costs $6.

You need 75 grams of butter to make the cake.

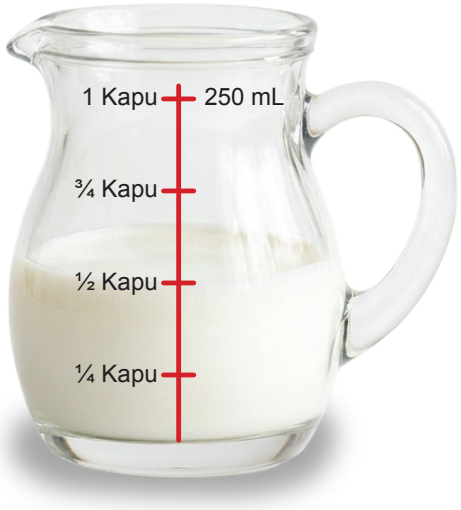
1(b) What is the cost of 75 grams of butter?

$ [ ]

Ka anoano te rāvenga tunu kēke meika, i teta‘i 150 millilitres (mL) u.

1(c) Mei te 150 āinei mL u, i roto i teia tiāki?

‘Akamārama mai i ta‘au pa‘u‘anga.



Te ‘akaāri mai nei te parāni i raro ake nei, i te roa o te tuātau i te rave‘anga kia oti, te au taka‘i‘anga o te rāvenga tunu kēke meika.

Te ‘akakitekite‘anga rāvenga no runga i te tunu kēke meika – te roa o te tuātau

Kā‘iro i te kēke	15 miniti
Tunu i te kēke	45 miniti
‘Akaanu i te kēke	40 miniti
Parai i te kēke ki te ‘āiti	10 miniti

Ka anoano‘ia te kēkē kia papa no te pātī, a te **ora 4 i te a‘ia‘i**.

1(d) ‘Iki‘ia (✓) te **taime ‘openga** e tau kia ‘akamata koe i te ma‘ani i te kēke.

(i) Ora 3 i te a‘ia‘i ◯

(ii) 2:45 i te a‘ia‘i ◯

(iii) 2:32 i te a‘ia‘i ◯

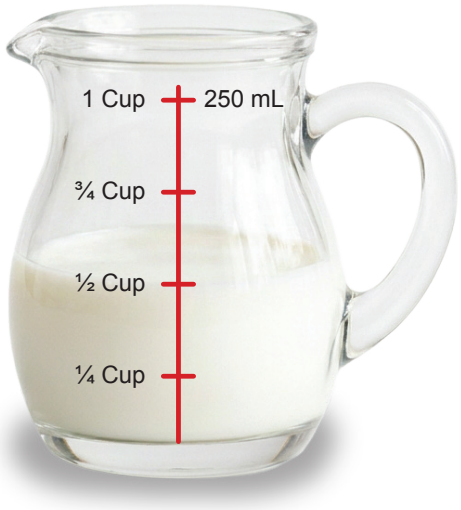
(iv) 2:10 i te a‘ia‘i ◯

(v) Ora 2 i te a‘ia‘i ◯

The banana cake recipe needs 150 millilitres (mL) of milk.

1(c) Is there about 150 mL of milk in this jug?

Explain your answer.



The diagram below shows the time it will take to complete the steps of the banana cake recipe.

Banana cake recipe – timing

Prepare cake mix	15 minutes
Bake cake	45 minutes
Cool cake	40 minutes
Ice cake	10 minutes

The cake needs to be ready for the party at **4 p.m.**

1(d) Select (✓) the **latest** time you can start making the cake.

(i) 3 p.m. ◯

(ii) 2:45 p.m. ◯

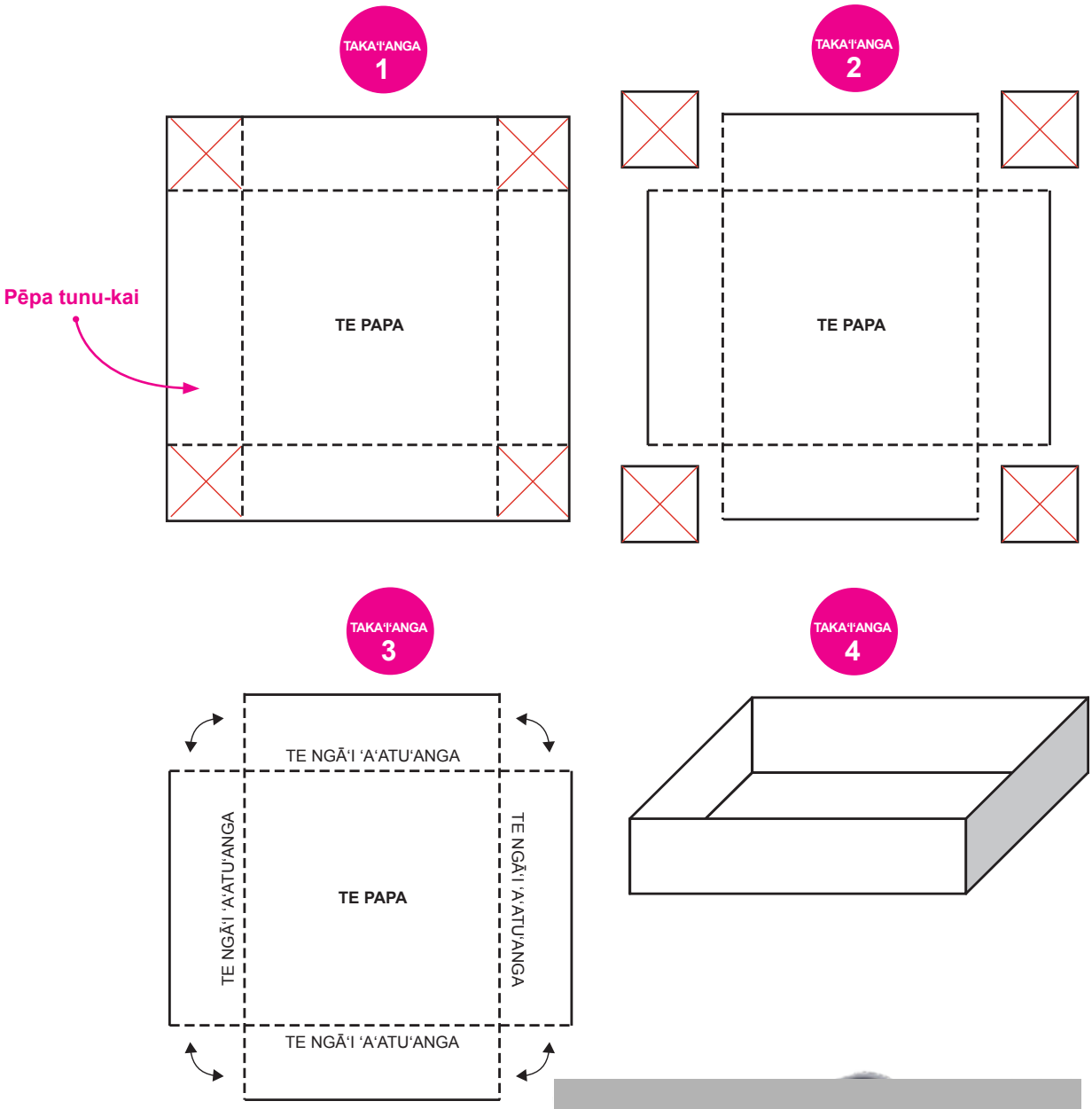
(iii) 2:32 p.m. ◯

(iv) 2:10 p.m. ◯

(v) 2 p.m. ◯

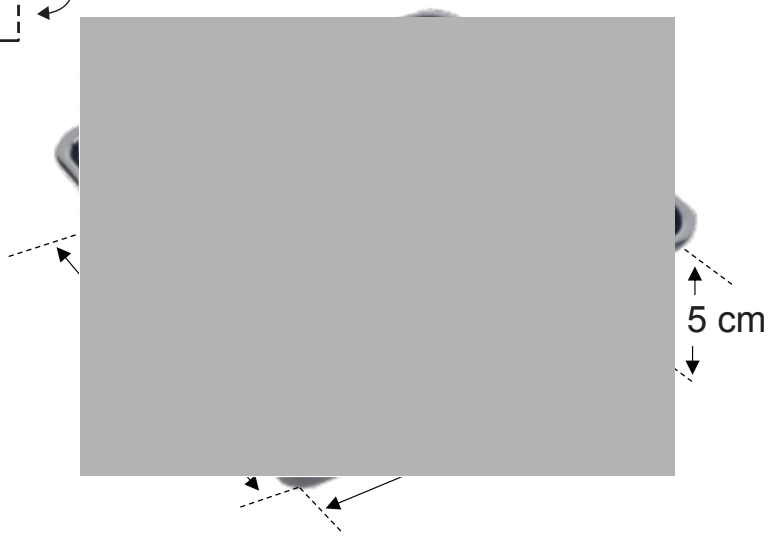
Ka ʻāriki koe i tetaʻi tini tunu-kēke piʻapiʻa, ki te pēpa tunu-kai.

Te ʻakaāri mai nei te au takaʻiʻanga i raro ake nei, i te rāvenga tīpūʻanga, e te ʻaʻatuʻanga i te pēpa, kia o meitaki ki roto i te tini-kēke.



1(e) Takaʻiʻanga 1 ka ʻakamata ki tetaʻi potonga pēpa tunu-kai, piʻapiʻa.

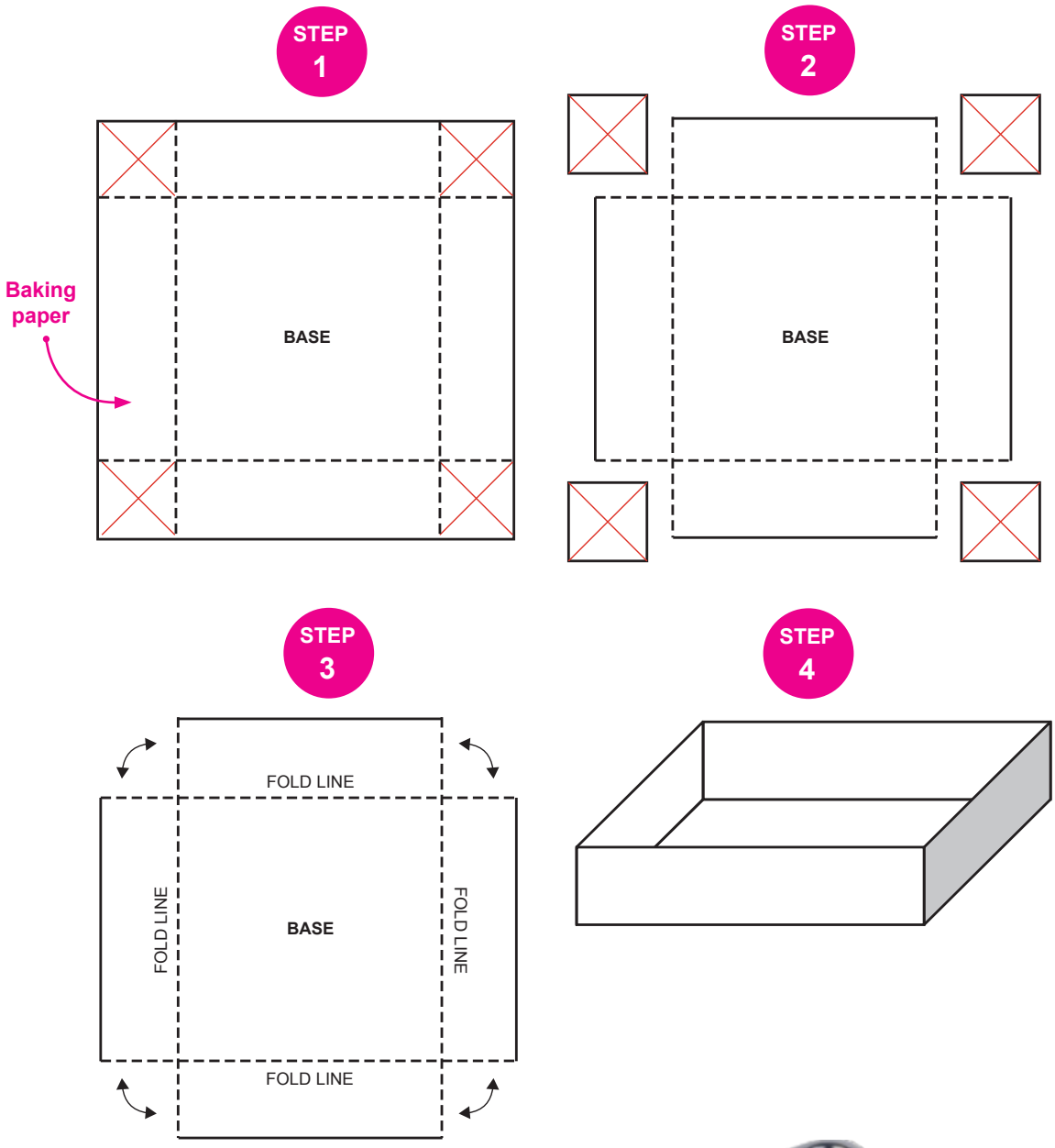
ʻEaʻa i reira te roāngarere o te au tua tatakitaʻi o te piʻapiʻa?



[ ] cm

You line a square cake tin with baking paper.

The steps below show how to cut and fold the paper so that it fits neatly into the cake tin.



1(e) Step 1 starts with a square piece of baking paper.

How long is each side of the square?



cm

Ka tukuʻia teia tiki māngikī ki runga i te kēkē.



Te ʻākaraʻanga na mua atu nei



Te ʻākaraʻanga na runga mai

1(f) ʻIkiʻia (✓) te ʻikiʻanga te ʻakaāri mai ra i te pae tano o te māngikī.



(i) ◯



(ii) ◯



(iii) ◯



(iv) ◯



(v) ◯

This monkey figure will be put on top of the cake.

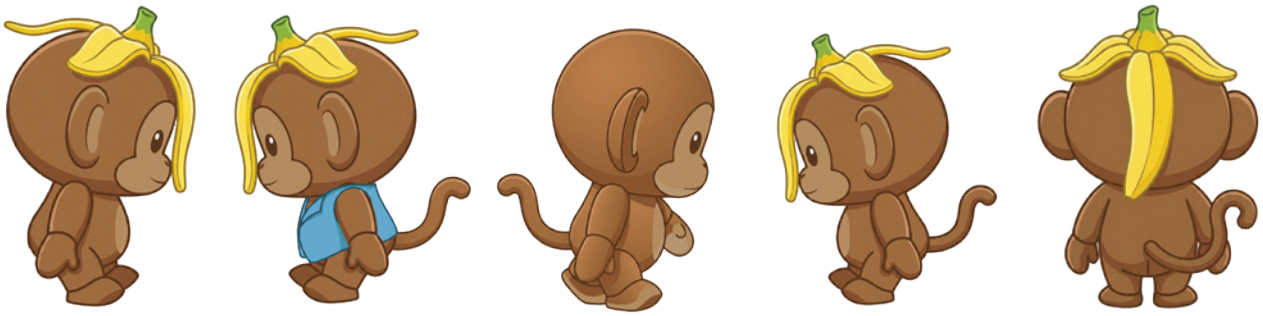


Front view



Top view

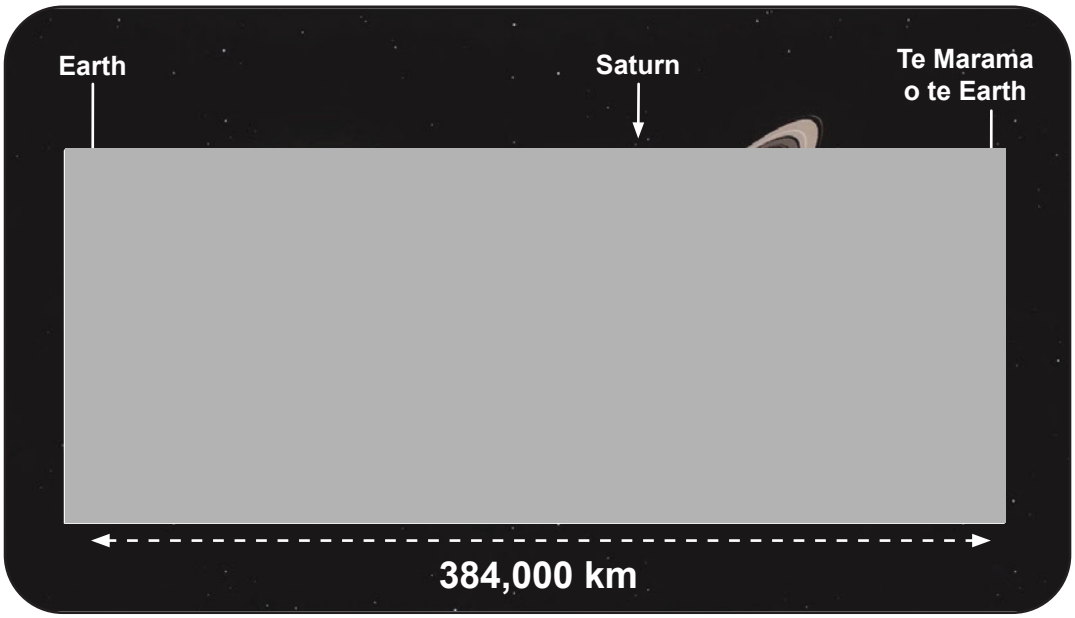
1(f) Select (✓) the option that shows the correct side view of the monkey figure.



(i) ◯ (ii) ◯ (iii) ◯ (iv) ◯ (v) ◯

UI'ANGA RUA: Te Cosmos

Ka o meitaki te au planets ki rotopu i te mamao, mei rotopu i te Earth, e tōna Marama.



Mei teta'i 384,000 kiromita (km), te mamao o te Marama o te Earth, mei te 'Earth.

2(a) 'Ik'ia (✓) te 'iki'anga vaitata rava atu o te ātea (diameter) o Saturn ('akarukena'ia atu tōna au rīngi).

(i) 50,000 km ◯

(ii) 110,000 km ◯

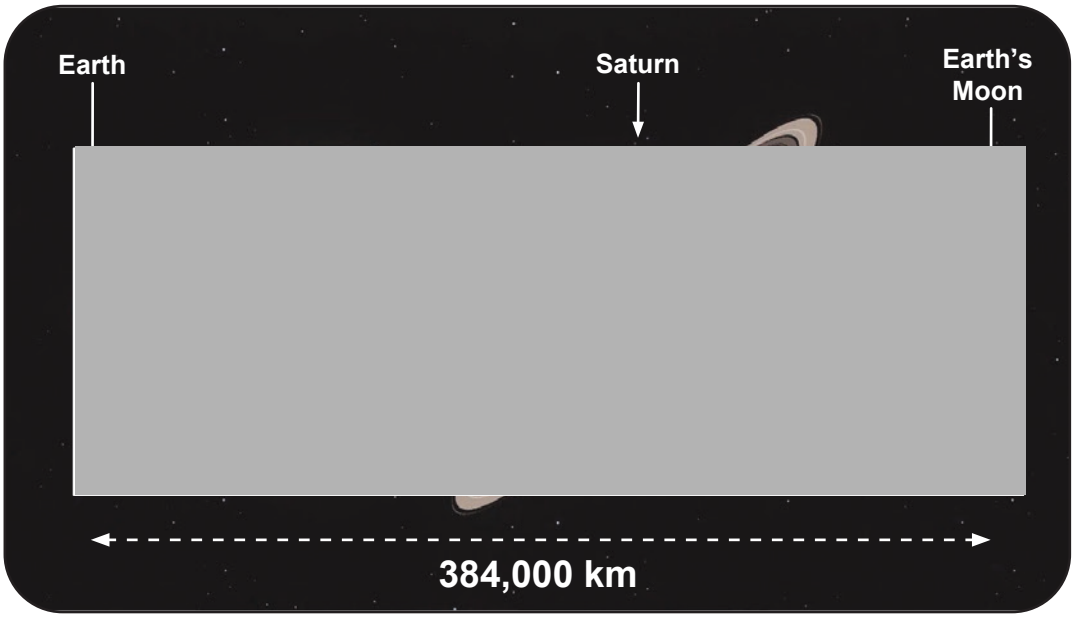
(iii) 130,000 km ◯

(iv) 160,000 km ◯

(v) 200,000 km ◯

QUESTION TWO: The Cosmos

All the planets could fit tightly into the distance between the Earth and its Moon.



The Earth's Moon is about 384,000 kilometres (km) away from Earth.

2(a) Select (✓) the option that shows the approximate width (diameter) of Saturn (without its rings).

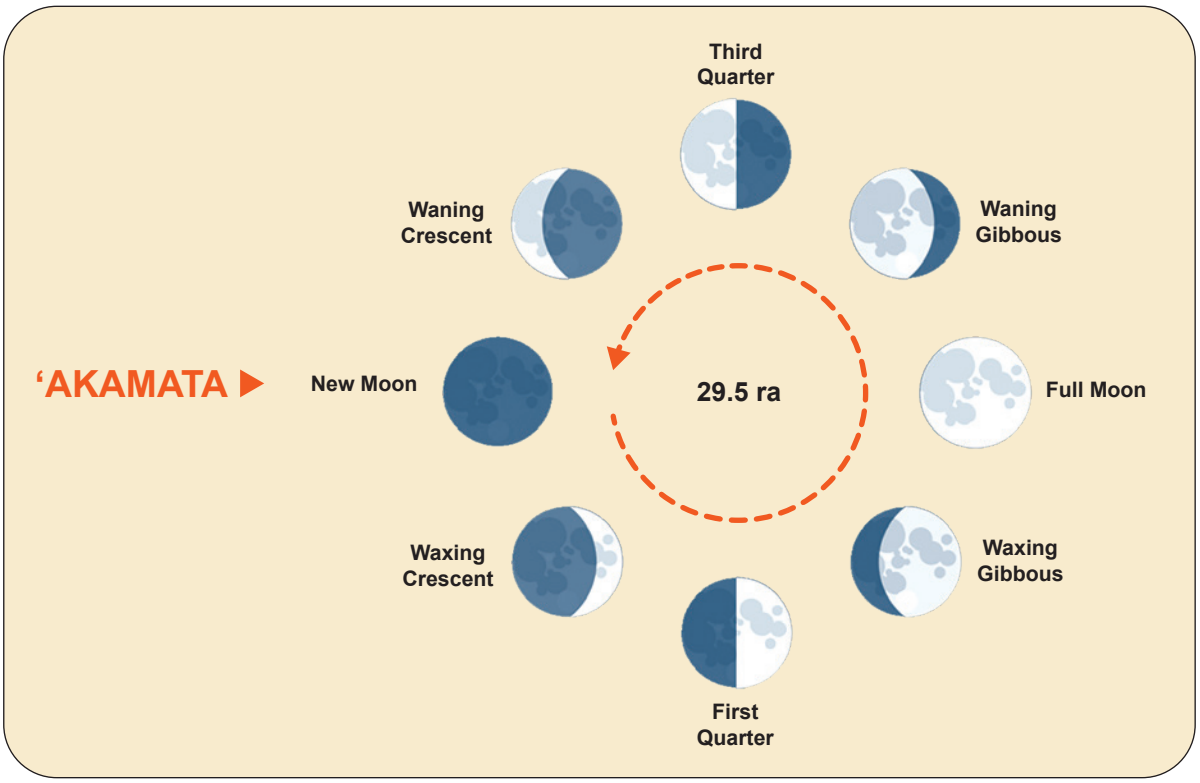
(i) 50,000 km ◯

(ii) 110,000 km ◯

(iii) 130,000 km ◯

(iv) 160,000 km ◯

(v) 200,000 km ◯



Te ʻakaāri mai nei teia ʻakapapaʻanga, i te au arāpo (phases) o te marama e varu, o te Marama, na roto i teta'i 29.5-ra.

E ʻakamata ana te arāpo ki te New Moon (Kikau).

2(b) ʻIkiʻia (✓) arapo no te ra 11.

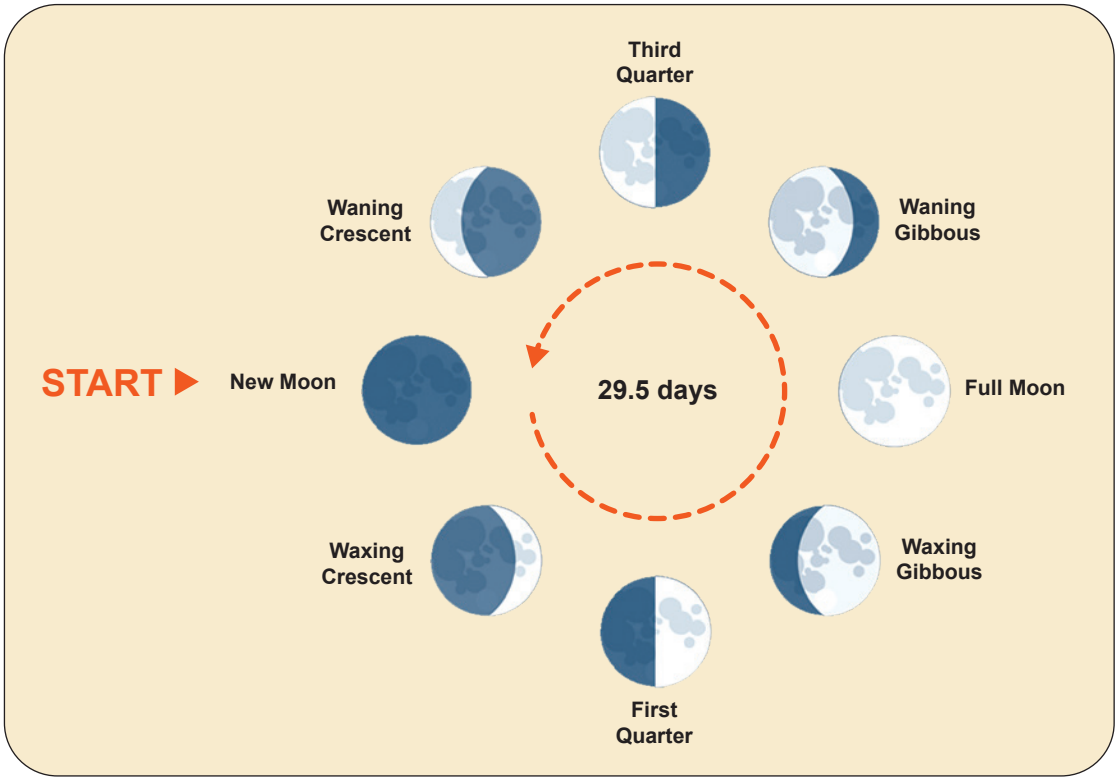
(i) Full Moon (Marangi) ◯

(ii) New Moon (Kikau) ◯

(iii) First Quarter (Te Kōta Mua) ◯

(iv) Third Quarter (Te Toru o te Kōta) ◯

(v) Waxing Gibbous ◯



This diagram shows the eight phases of the Moon over a 29.5-day cycle.

The cycle begins with the New Moon.

2(b) Select (✓) the phase that the Moon will be in on day 11.

(i) Full Moon ◯

(ii) New Moon ◯

(iii) First Quarter ◯

(iv) Third Quarter ◯

(v) Waxing Gibbous ◯



Halley's Comet

E kitea'ia ana te Halley's Comet ki runga i te rangi, i te au 75 mata'iti tatakita'i ki te 76 mata'iti tatakita'i.

Kua kite'ia ana i roto i te mata'iti 1835, e kua kite 'aka'ōu'ia i te mata'iti 1910.

2(c) Na roto i te ta'anga'anga i te vāito'anga 75 ki te 76 mata'iti, 'ā'ea i reira te Halley's Comet e kitena 'aka'ōu'ia mai ei **i roto i teia 'ānere'anga mata'iti**?

'Akaāri mai i ta'au kimikimi'anga.



Halley's Comet

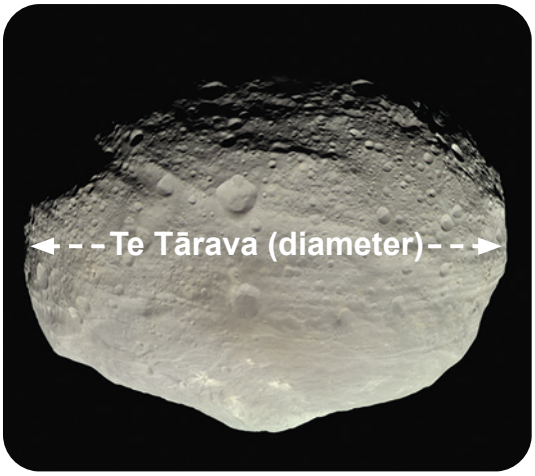
Halley's Comet appears in the sky every 75 to 76 years.

It was seen in 1835 and again in 1910.

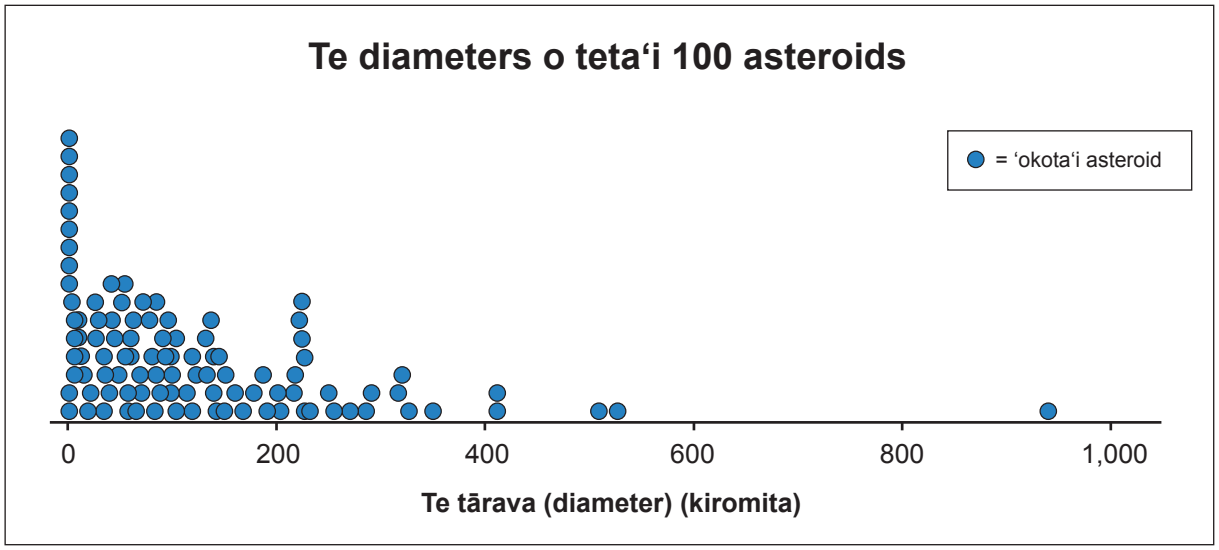
2(c) Using the 75 to 76 year pattern, when will Halley's Comet next appear **in this century**?

Show your working.

Ko te vāito roāngarere rava atu, i te tārava o teta‘i asteroid.



Te ‘akaāri mai nei te graph i raro ake nei, i te au tārava (diameters) o teta‘i 100 asteroids.



2(d) Na roto i te ‘ākara‘anga i te graph, ‘iki‘ia (✓) te tātā‘anga tano:

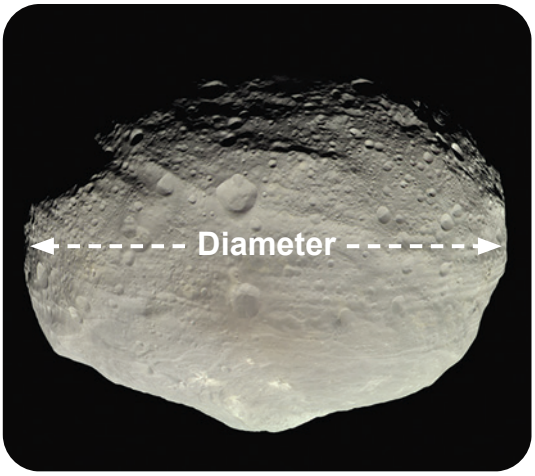
(i) Kua tere atu i te 300 km, te vāito o te tarava o te ma‘ata‘anga o te au asteroids ◯

(ii) E 810 km te tārava (diametre) o te asteroid ma‘atama‘ta rava atu ◯

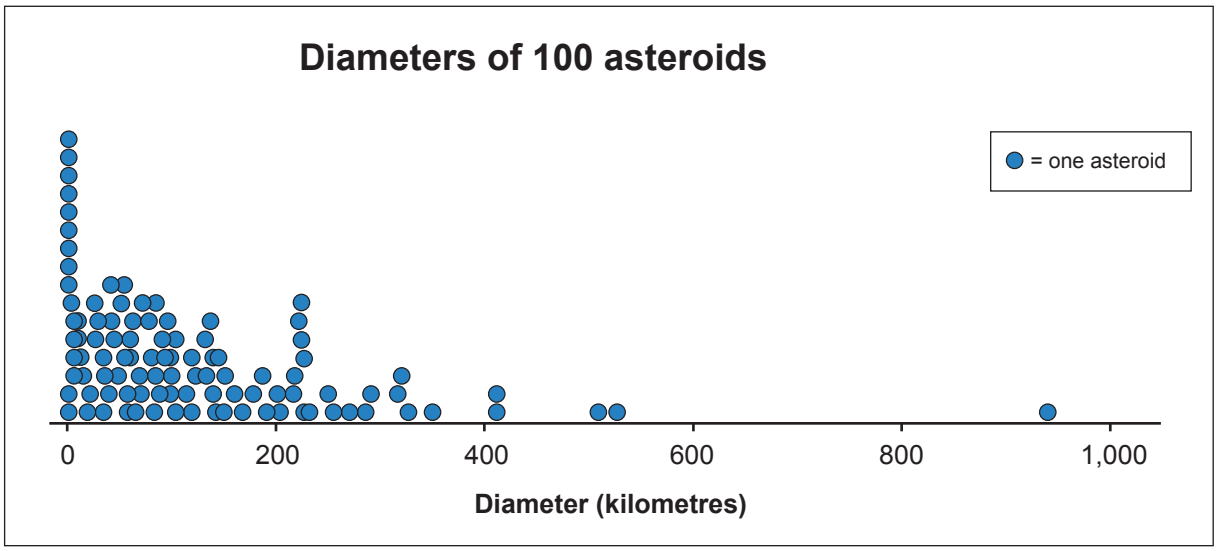
(iii) Tei raro ake i te 200 km, te vāito o te tārava, o te ma‘ata‘anga o te au asteroids ◯

(iv) Mei teta‘i 450 km te vāito o te ‘āverēti tārava (diameter) o te au asteroids ◯

The diameter of an asteroid is the longest distance across it.



The graph below shows the diameters of 100 asteroids.



2(d) Referring to the graph, select (✓) the statement that is true:

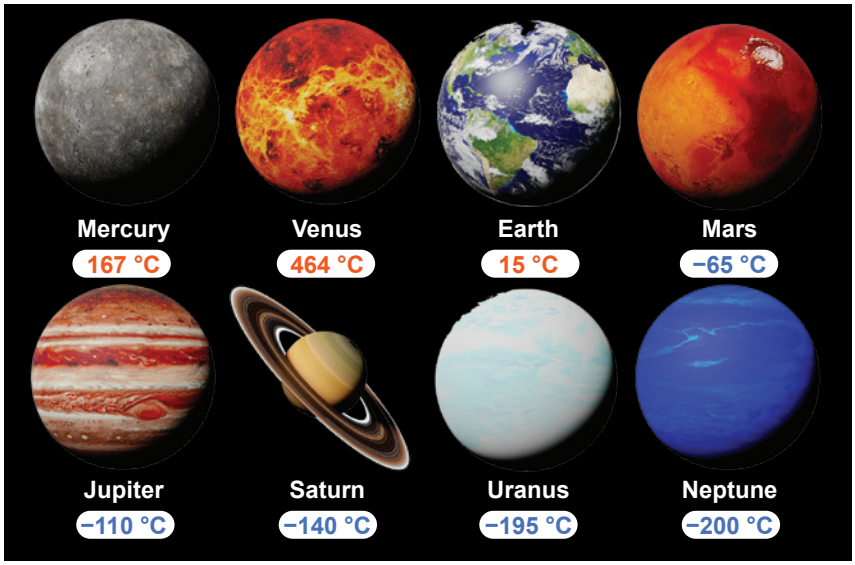
(i) Most asteroids measure over 300 km across ◯

(ii) The largest asteroid has a diameter of 810 km ◯

(iii) Most asteroids measure less than 200 km across ◯

(iv) The average diameter of the asteroids is about 450 km ◯

Te ʻakaāri mai nei teia tūtū, i ʻāverēti i te vera (temperature) o te au planet tatakitaʻi, na roto i te degrees Celsius (°C).

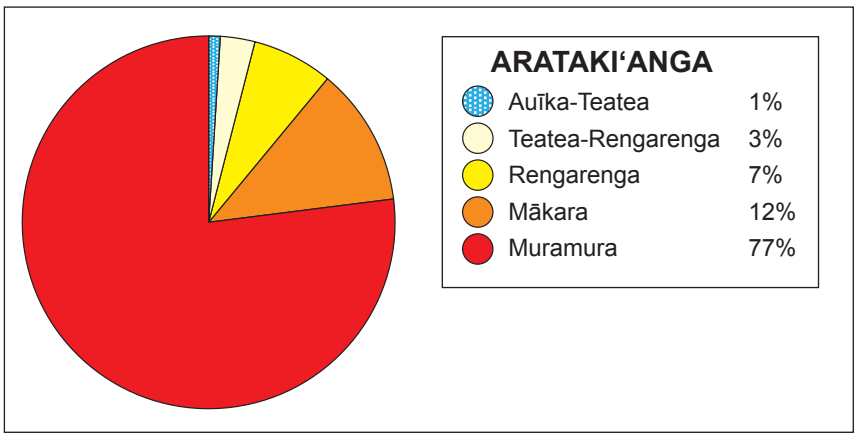


2(e) ʻEaʻa i reira te **tūkē** i roto i te ʻāverēti i te vera (temperature) i rotopu i te Earth, e Jupiter?

[ ] °C

E kiteʻia ana te ʻakairo o te au ʻētu, na roto i to ratou kara.

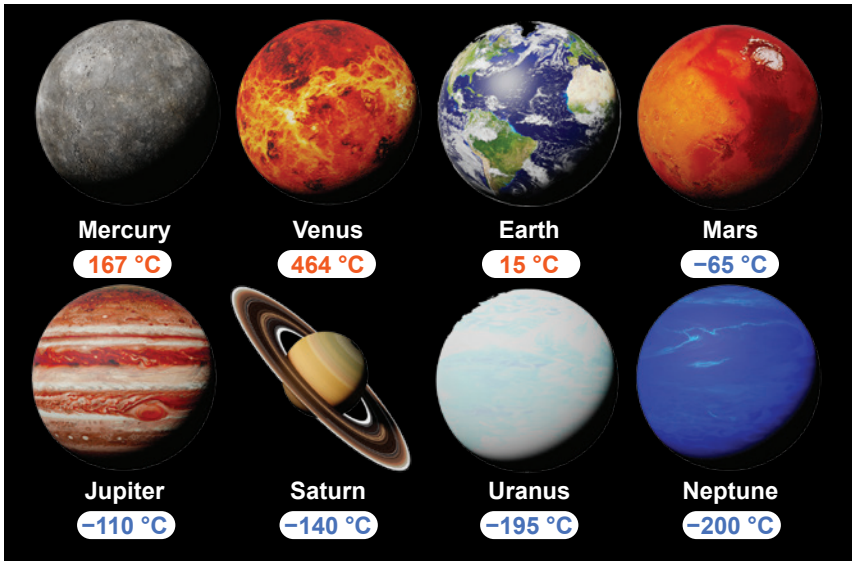
Te ʻakaāri mai nei te pie chart i raro ake nei, i te patene o te kara ʻētu tatakitaʻi, i roto i te universe.



2(f) Me ʻiki **pēra ʻua ʻia, tetaʻi tokoono ʻētu**, ko te ʻirinakiʻanga i reira, e **e muramura te au ʻētu katoa** e ono?

ʻAkamārama mai i taʻau paʻuʻanga, na roto i te taʻangaʻangaʻanga i te probality, e te au patene, mei roto mai i te pie chart.

This image shows the average temperature of each planet in degrees Celsius (°C).

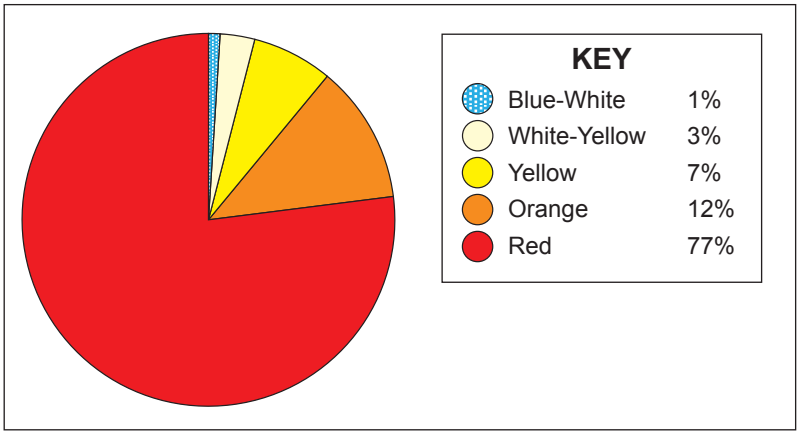


2(e) What is the **difference** in average temperature between the Earth and Jupiter?

[ ] °C

Stars are identified by their colours.

The pie chart below shows the percentage of each star colour in the universe.



2(f) If six stars are picked **at random**, is it likely that **all six stars** will be red?

Explain your answer using probability and percentages from the pie chart.

UIʻANGA TORU: Fish and chips



Tei runga ake nei, te ʻakapapaʻanga kai a te Snapper Shack's takeaway.

3(a) ʻEaʻa i reira te māmā ake i te ʻokoʻanga i te Combo 1, i te ʻokoʻanga tatakitaʻi **te au kai**?

ʻAkaāri mai i taʻau kimikimiʻanga.

QUESTION THREE: Fish and chips



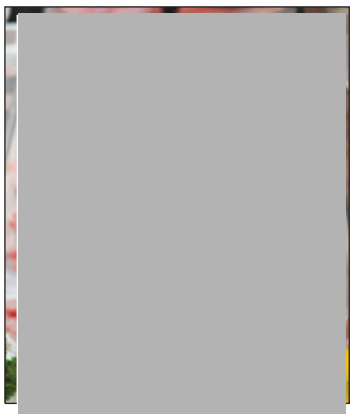
Above is Snapper Shack's takeaway menu.

3(a) How much cheaper is it to buy Combo 1 than it is to buy **the items** separately?

Show your working.

‘E ‘oko ana te Snapper Shack i te ika ‘ōu no teta‘i $48 i te kilogram.

Ka tipu ratou i te ‘okota‘i potonga kia pāunu‘ia ki te 200 grams.



3(b) ‘Ea‘a i reia te tutaki no teta‘i potonga ika ‘ou?

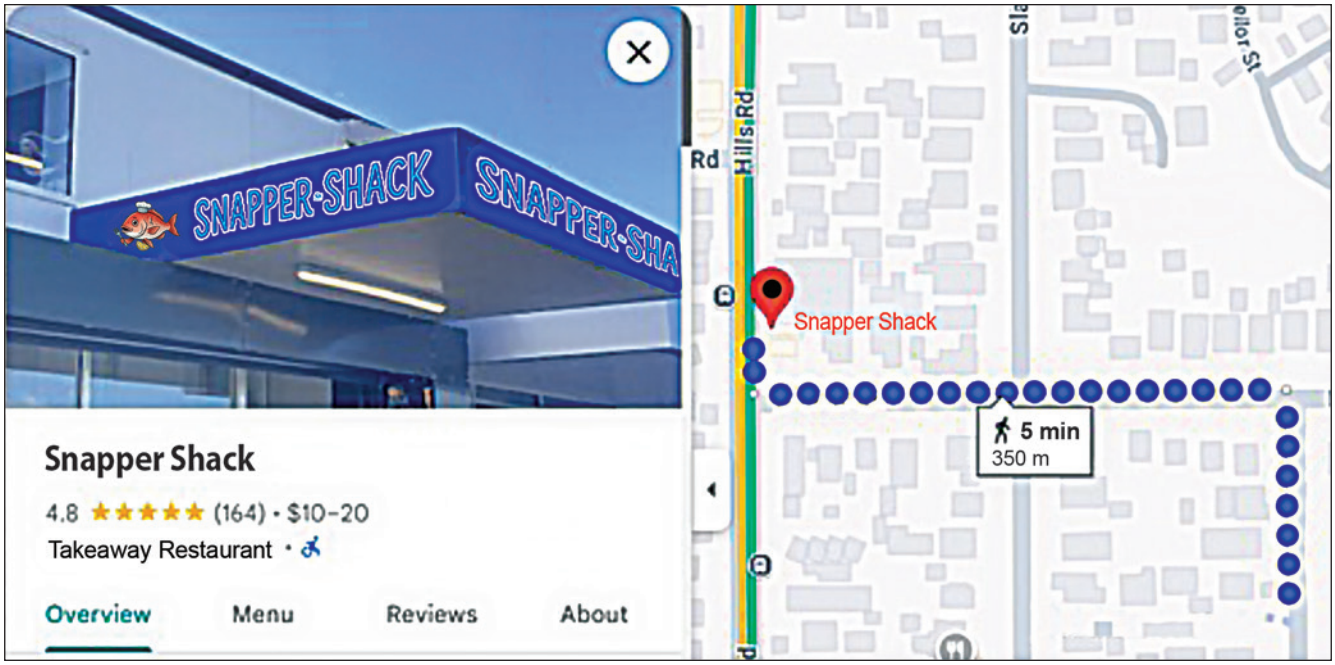
$ ☐

I roto i te mata‘iti 2026, e 1.5 taime i te tutaki i te battered fish mei ko i te Snapper Shack, me ‘aka‘āite‘ia ki te mata‘iti 2016.



3(c) Me e $6.30 te tutaki i roto i te mata‘iti 2026, ‘ea‘a i reira te tutaki i roto i te mata‘iti 2016?

$ ☐



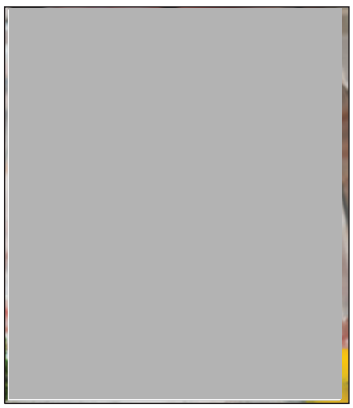
Te karanga nei te Google Maps e, ka taeria teta‘i 5 miniti no te ‘aere‘anga na raro, no teta‘i 350 mita, mei te kainga ki ko i te Snapper Shack.

3(d) ‘Ea‘a i reira te ‘āverēti no te vivki i te ‘aere‘anga na raro **i roto i te kiromita i te ora** (km/h)?

☐ km/h

Snapper Shack buys fresh fish for $48 per kilogram.

They cut each piece to weigh 200 grams.



3(b) What is the price of one piece of fresh fish?

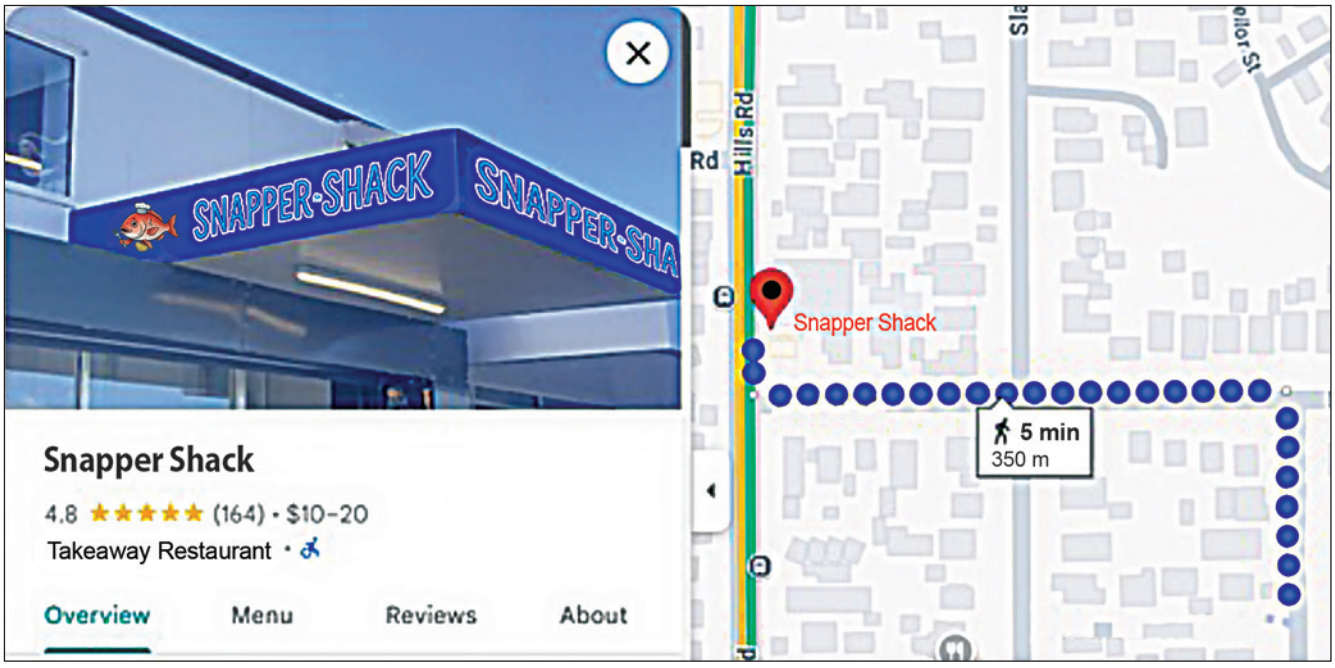
$ ☐

In 2026, the price of battered fish at Snapper Shack is 1.5 times what it was in 2016.



3(c) If the 2026 price is $6.30, what was the price in 2016?

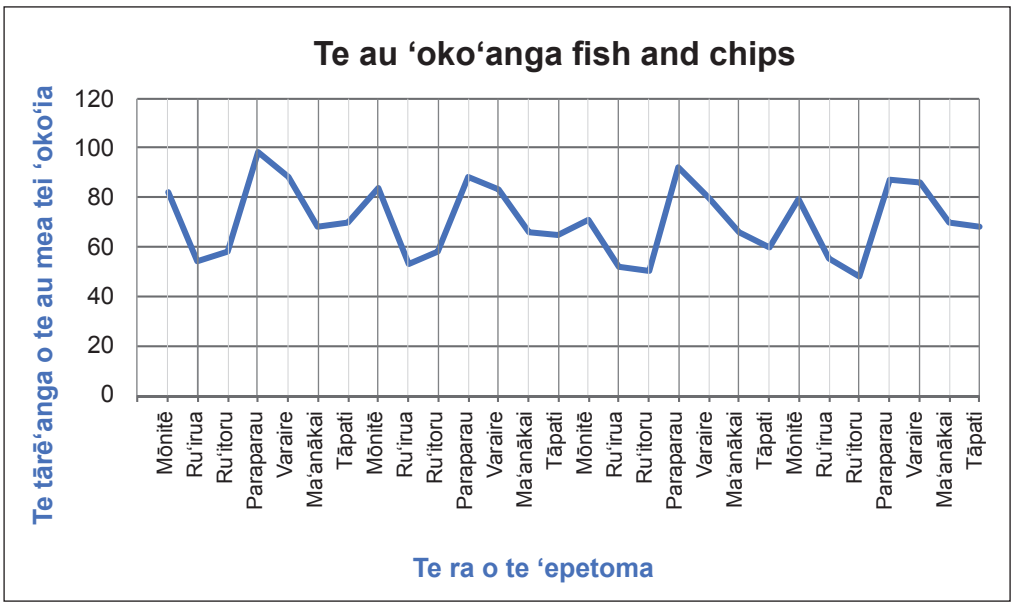
$ ☐



Google Maps says it takes 5 minutes to walk 350 metres from home to Snapper Shack.

3(d) What is the average walking speed in **kilometres per hour** (km/h)?

☐ km/h



Te ʻinangaro nei te ʻona o te Snapper Shack, i te tuku i tetaʻi ʻoko-pātēʻanga, kia maʻata mai te aronga ʻokoʻoko, i te au ra kare e maʻata ana te tangata.

3(e) ʻEaʻa i reira te au ra puʻapinga rava atu i te ʻepetoma, no te ʻōrongaʻanga i te ʻoko-pātē?

Taʻangaʻangaʻia te ʻakakitekiteʻanga mei roto mai i te graph i runga ake nei, i te ʻakamārama i taʻau paʻuʻanga.

E kai ana to Aoteraoa, mei tetaʻi 1.7 million kaikaiʻanga fish and chips, i te au marama tatakitaʻi.

Mei te $10.50, te tutaki no te kaikaiʻanga ʻokotaʻi.

3(f) ʻEaʻa i reira te moni e pou ana ki runga i te katoaʻanga o te fish and chips i te au marama tatakitaī?

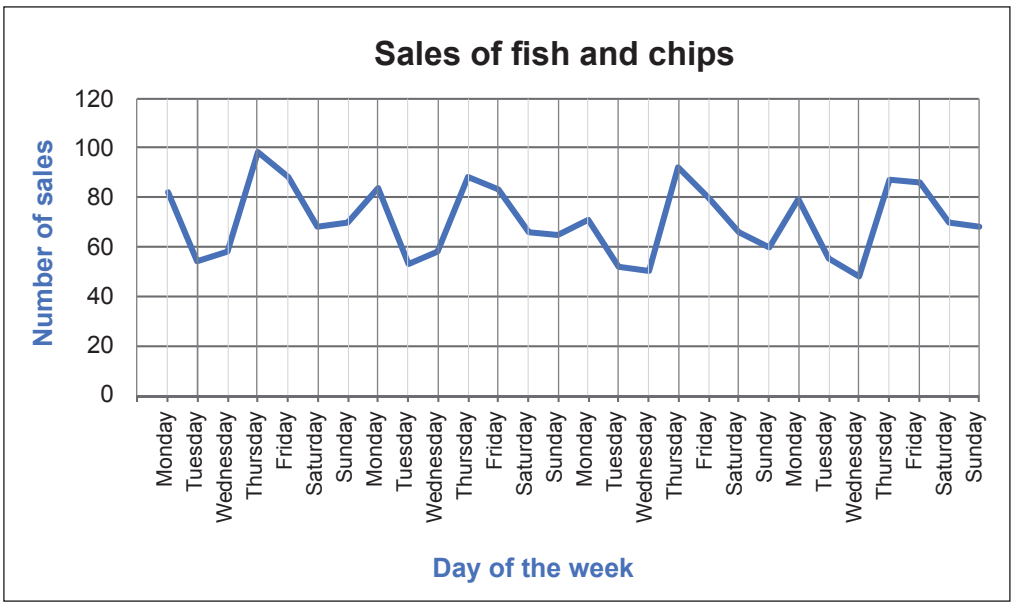
(i) Kua tere atu i te $20 mirioni ◯

(ii) Mei te $20 mirioni ◯

(iii) Mei te $10 mirioni ◯

(iv) Mei rotopu i te $1 mirioni, e te $2 mirioni ◯

(v) Raro mai i te $1 mirioni ◯



The owner of Snapper Shack wants to offer specials to get more customers on quiet days.

3(e) What days of the week would be best for offering specials?

Use information from the graph above to support your answer.

New Zealanders eat about 1.7 million meals of fish and chips every month.

Each meal costs about $10.50.

3(f) About how much money is spent in total on fish and chips every month?

(i) More than $20 million ◯

(ii) About $20 million ◯

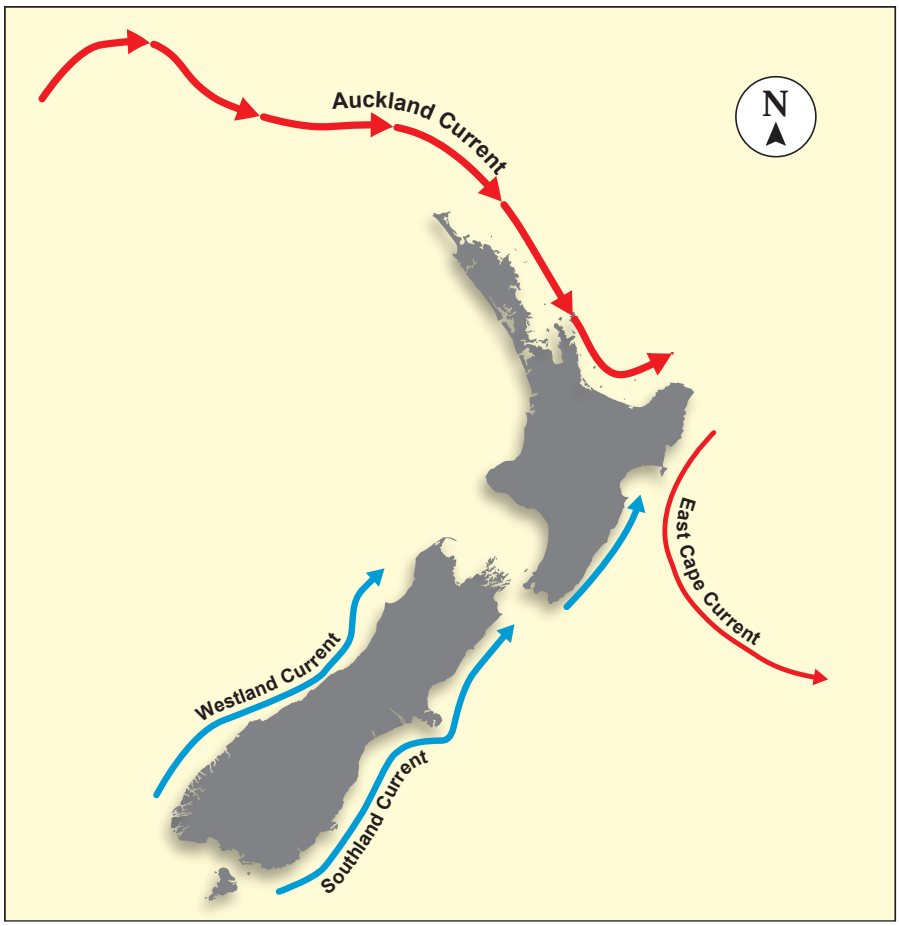
(iii) About $10 million ◯

(iv) Between $1 million and $2 million ◯

(v) Less than $1 million ◯

UIʻANGA ʻĀ: Te au Moana

Te ʻakaāri mai nei teia māpu i te au-moana te koropini nei ʻia Aotearoa. E anu te au au-moana auīka. E maʻana te au au-moana muramura.



4(a) ʻIkiʻia (✓) te kaveinga e neke ana te Westland Current (auīka).

(i) Maoake (North-west) ◯

(ii) Tonga (South) ◯

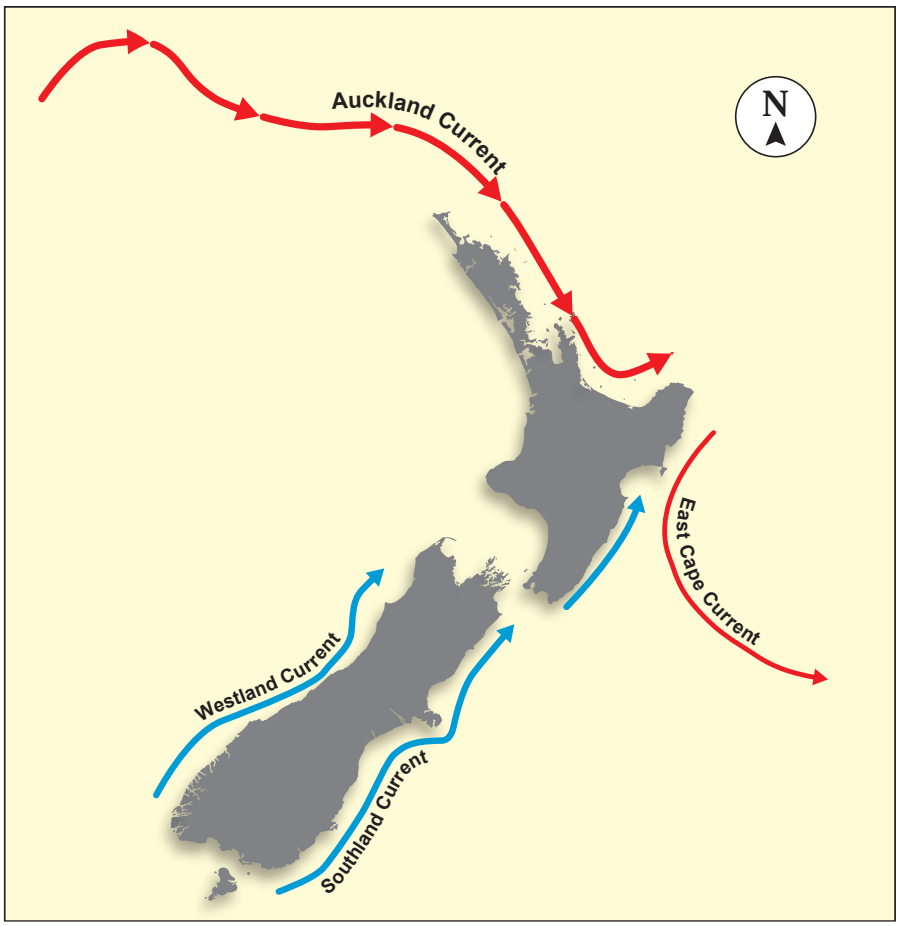
(iii) Marangai (South-east) ◯

(iv) ʻItinga (East) ◯

(v) ʻAkarua (North-east) ◯

QUESTION FOUR: Oceans

This map shows the main ocean currents around New Zealand. Blue currents are cold. Red currents are warm.



4(a) Select (✓) the general direction in which the Westland Current (blue) moves.

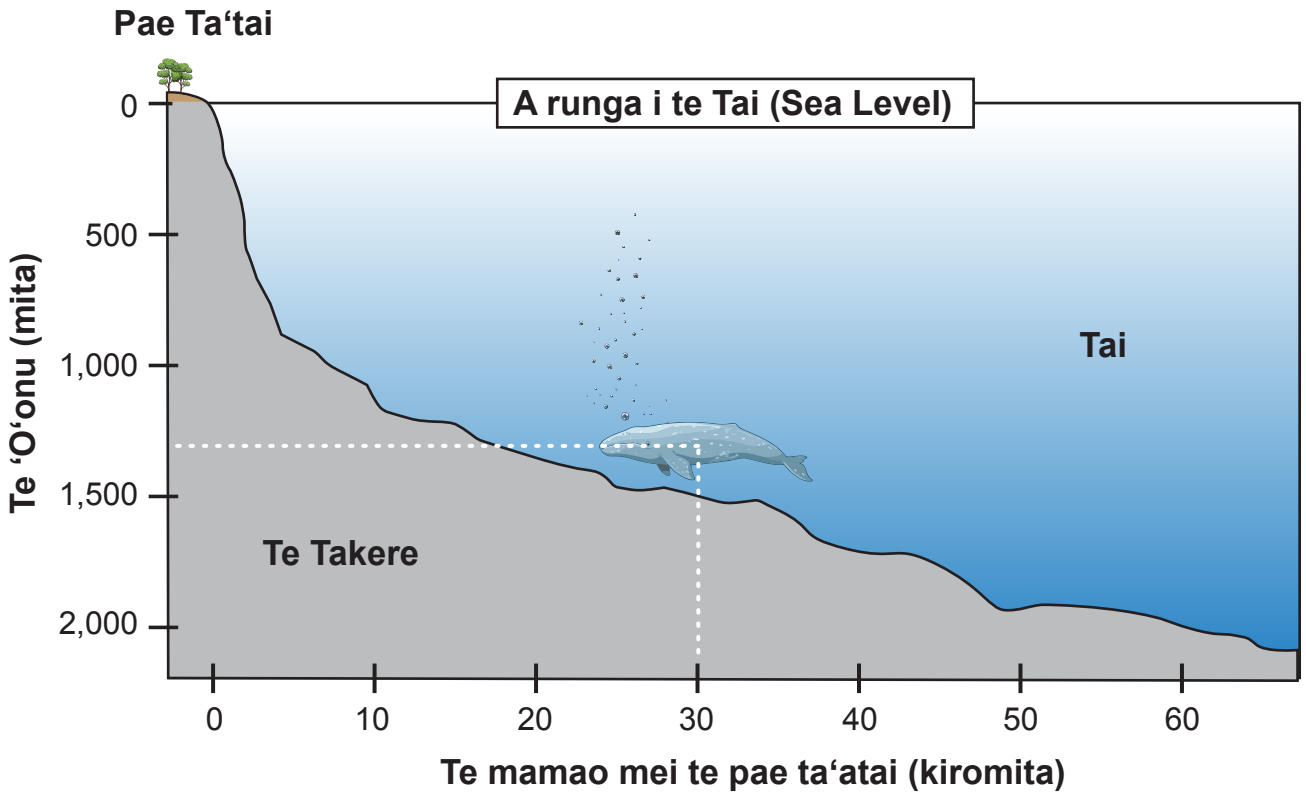
(i) North-west ◯

(ii) South ◯

(iii) South-east ◯

(iv) East ◯

(v) North-east ◯



Mei teta‘i 30 kiromita, te mamao o te to‘orā mei te pae ta‘atai, i roto i te graph i runga ake nei.

4(b) ‘E‘ia mita (m) i reira te mamao o te to‘orā i raro ake i te tai?

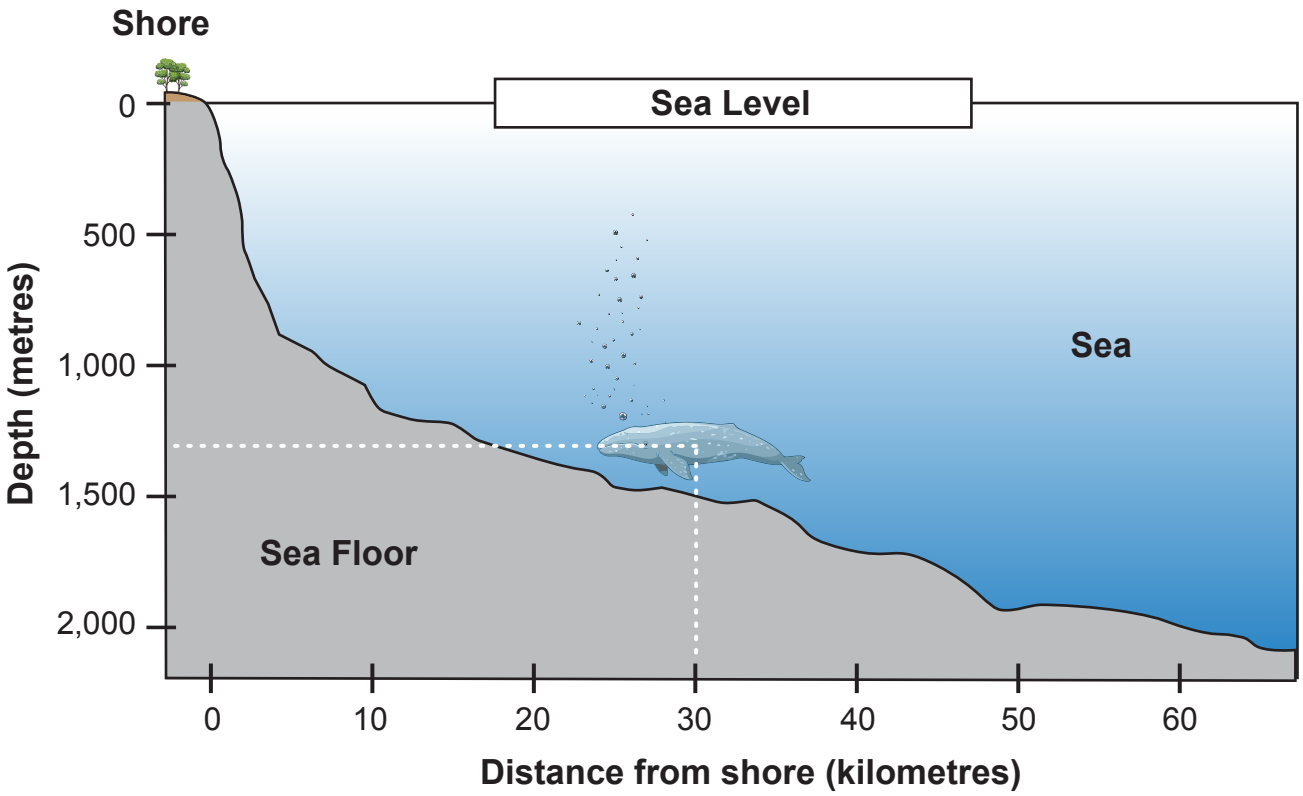
(i) 1,100 m ◯

(ii) 1,200 m ◯

(iii) 1,300 m ◯

(iv) 1,400 m ◯

(v) 1,700 m ◯



The whale shown in the graph above is about 30 kilometres from shore.

4(b) About how many metres (m) below sea level is the whale?

(i) 1,100 m ◯

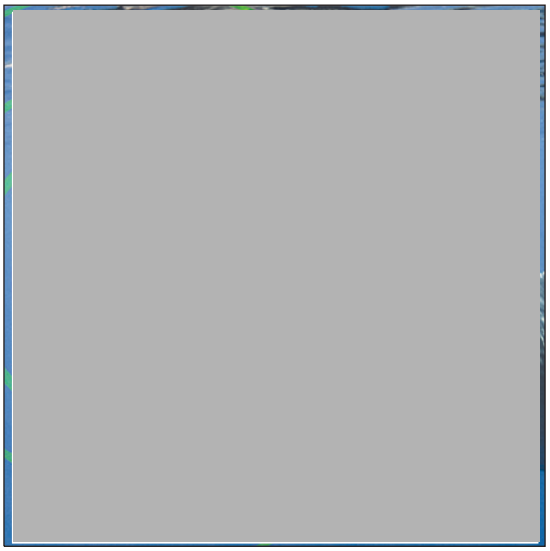
(ii) 1,200 m ◯

(iii) 1,300 m ◯

(iv) 1,400 m ◯

(v) 1,700 m ◯

E 1,500 mita i te tēkona, te viviki i te tereʻanga te tangi a te sperm whale na raro i te vai.



4(c) ʻEaʻa i reira te roa o te tangi i te tereʻanga no tetaʻi 30 kiromita?

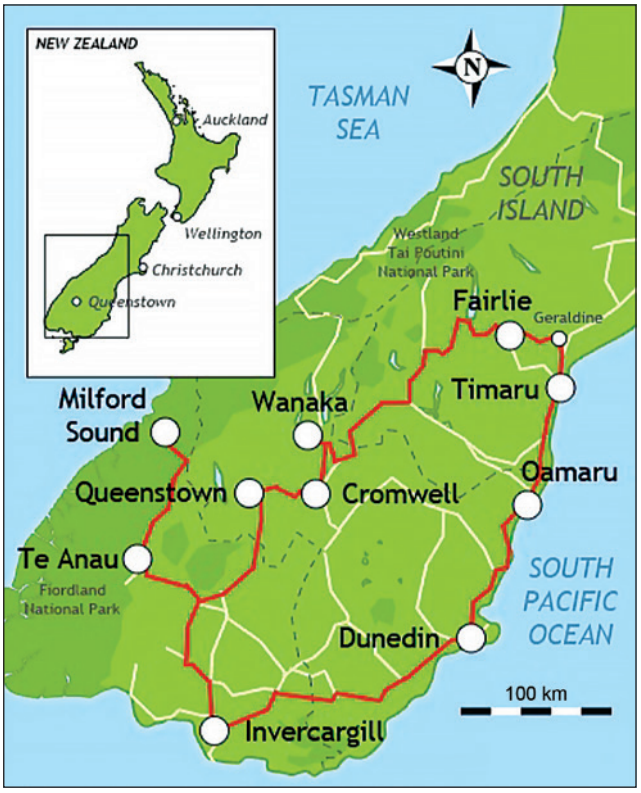
(i) 20 ora ◯

(ii) 2 miniti ◯

(iii) 200 tēkona ◯

(iv) 20 tēkona ◯

(v) 2 tēkona ◯



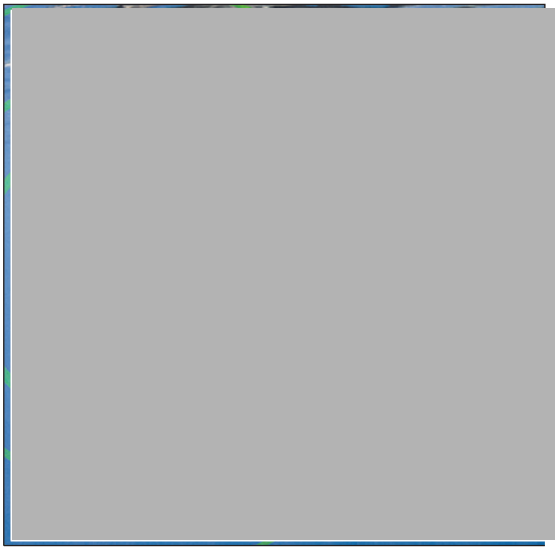
Ko Cromwell te ʻoire mamao rava atu mei i te moana, i roto ʻia Aotearoa.

4(d) I runga i tetaʻi **rāina tikatika**, ʻeaʻa i reira te mamao poto rava atu, mei Cromwell ki te moana?

ʻAkataeria taʻau paʻuʻanga, ki te **kiromita vaitata rava atu, ki te 10 km**.

[ ] km

The sound made by a sperm whale travels underwater at a speed of 1,500 metres per second.



4(c) How long would it take the sound to travel 30 kilometres?

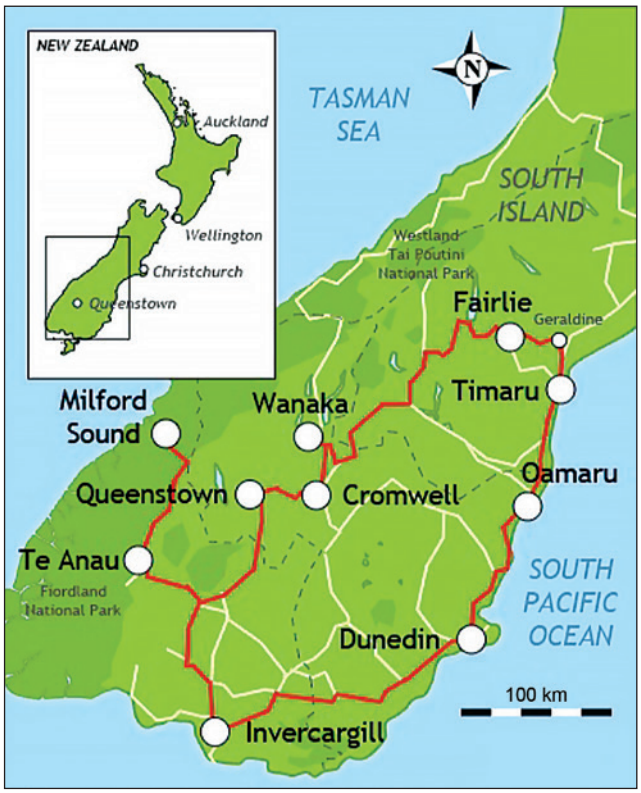
(i) 20 hours ○

(ii) 2 minutes ○

(iii) 200 seconds ○

(iv) 20 seconds ○

(v) 2 seconds ○



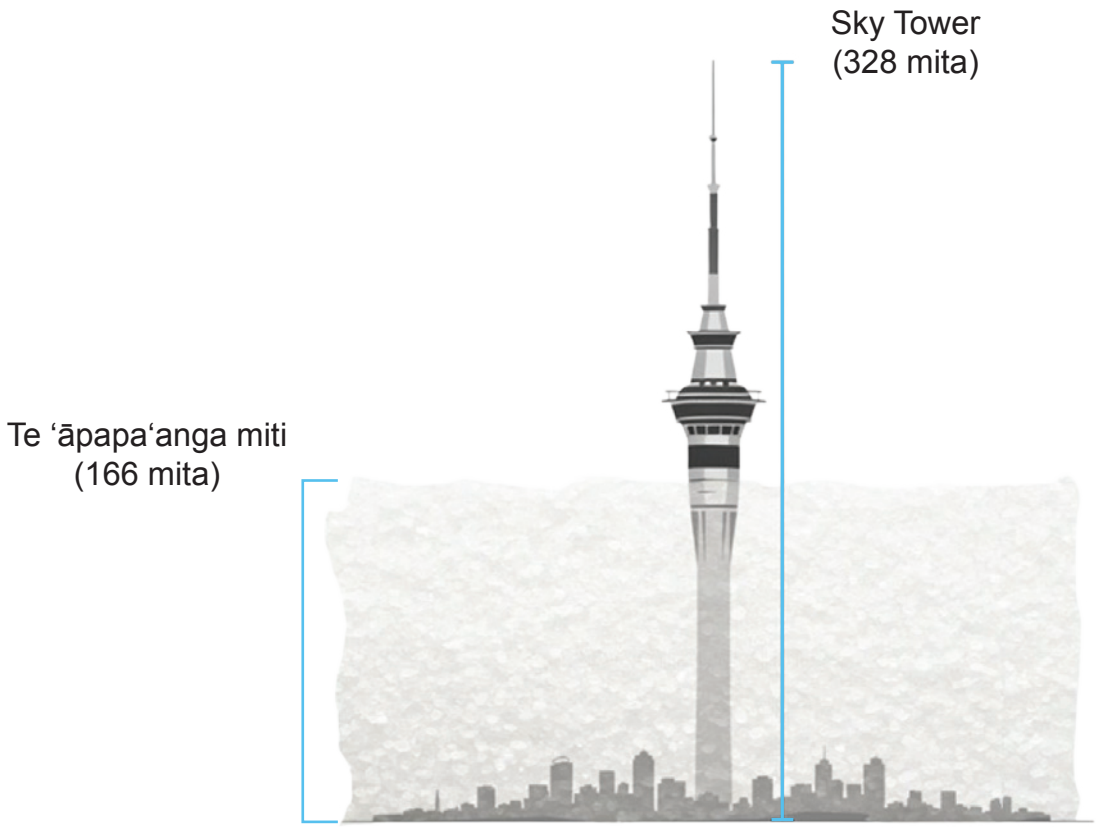
Cromwell is the New Zealand town furthest from the sea.

4(d) In a **straight line**, what is the shortest distance from Cromwell to the sea?

Round your answer to the **nearest 10 km**.

[ ] km

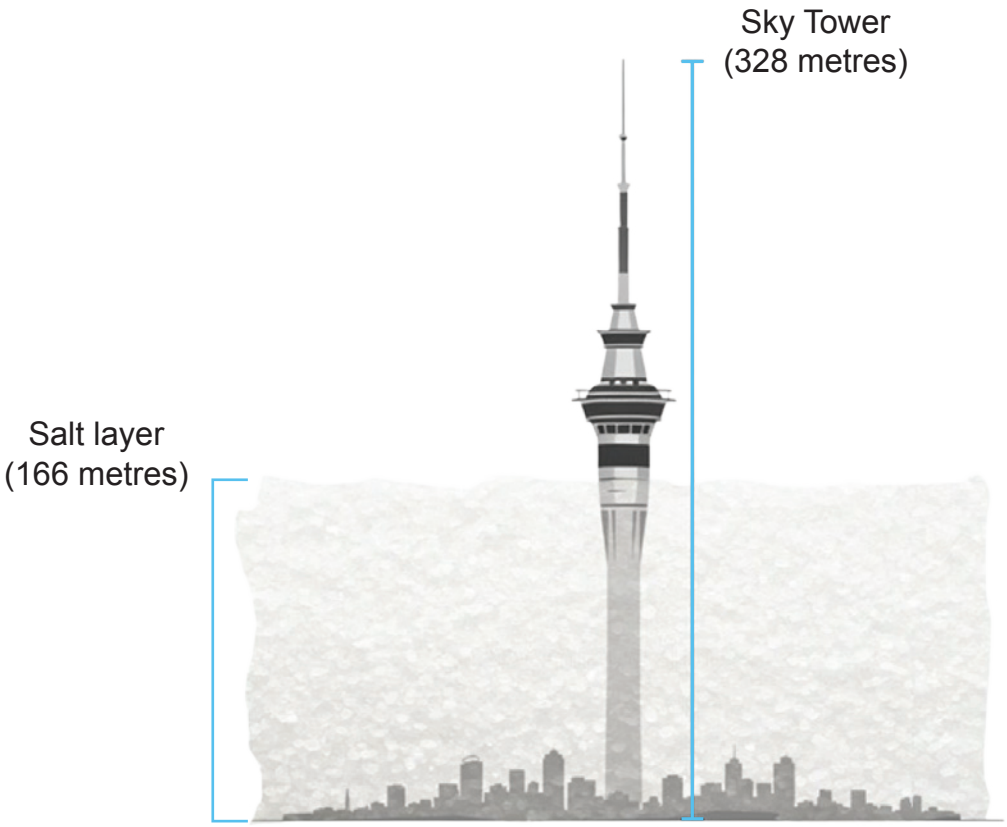
Ka rava te miti i roto i te tai i te tāpoki iā runga i te katoaʻanga o te ʻEnua, mei tetaʻi 166 mita te teitei.



4(e) Ka taeria āinei te ʻāpapaʻanga miti ki te ʻāpa o te teitei o te Sky Tower?

Tāʻangaʻangaʻia te kimikimiʻanga i te ʻakamārama i taʻau paʻuʻanga.

There is enough salt in the sea to cover the land surface of Earth with a layer of salt 166 metres high.

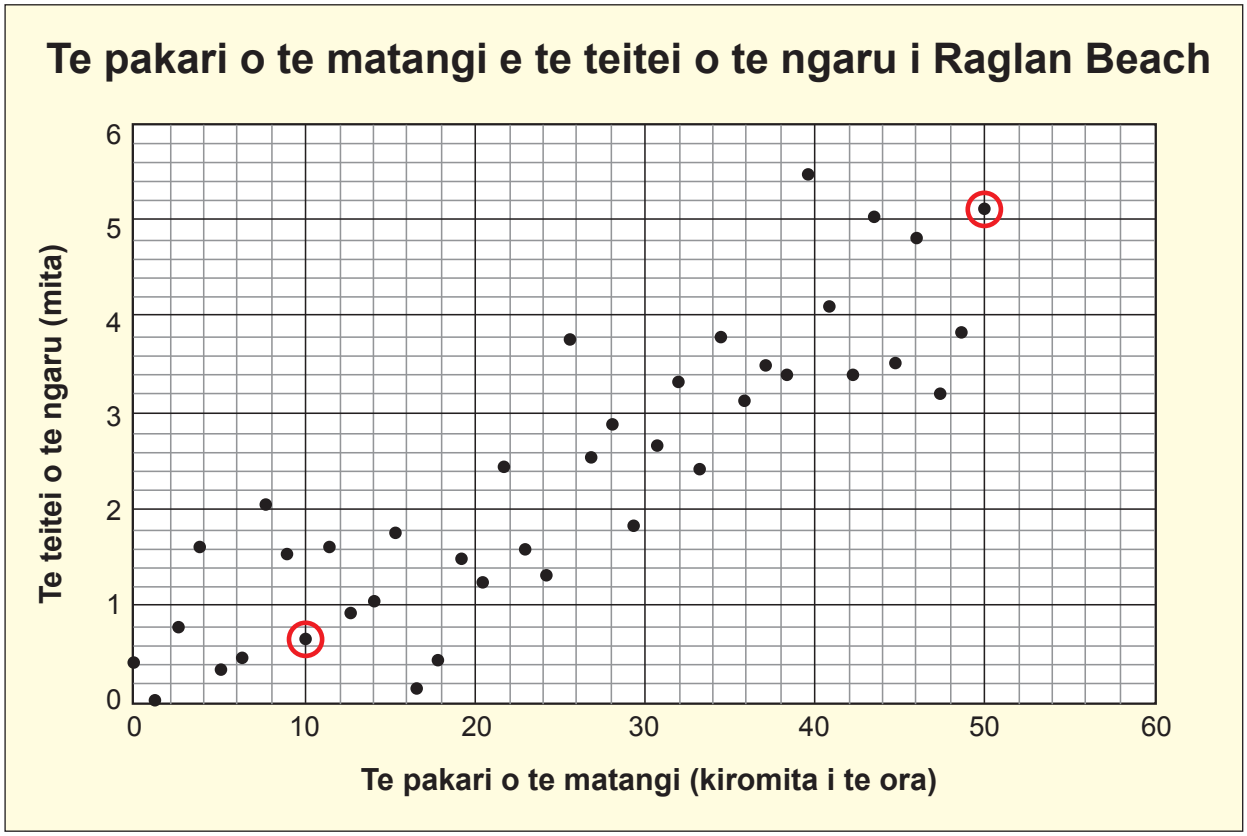


4(e) Would the salt layer come up to half the height of the Sky Tower?

Use calculations to explain your answer.

Te ʻakaāri mai nei te graph i raro ake nei i te pakari o te matangi, e te teitei o te ngaru i Raglan Beach.

Te ʻakaāri mai te au topataʻanga tatakitaʻi i te vāito, tei raveʻia i taua taime rāi.

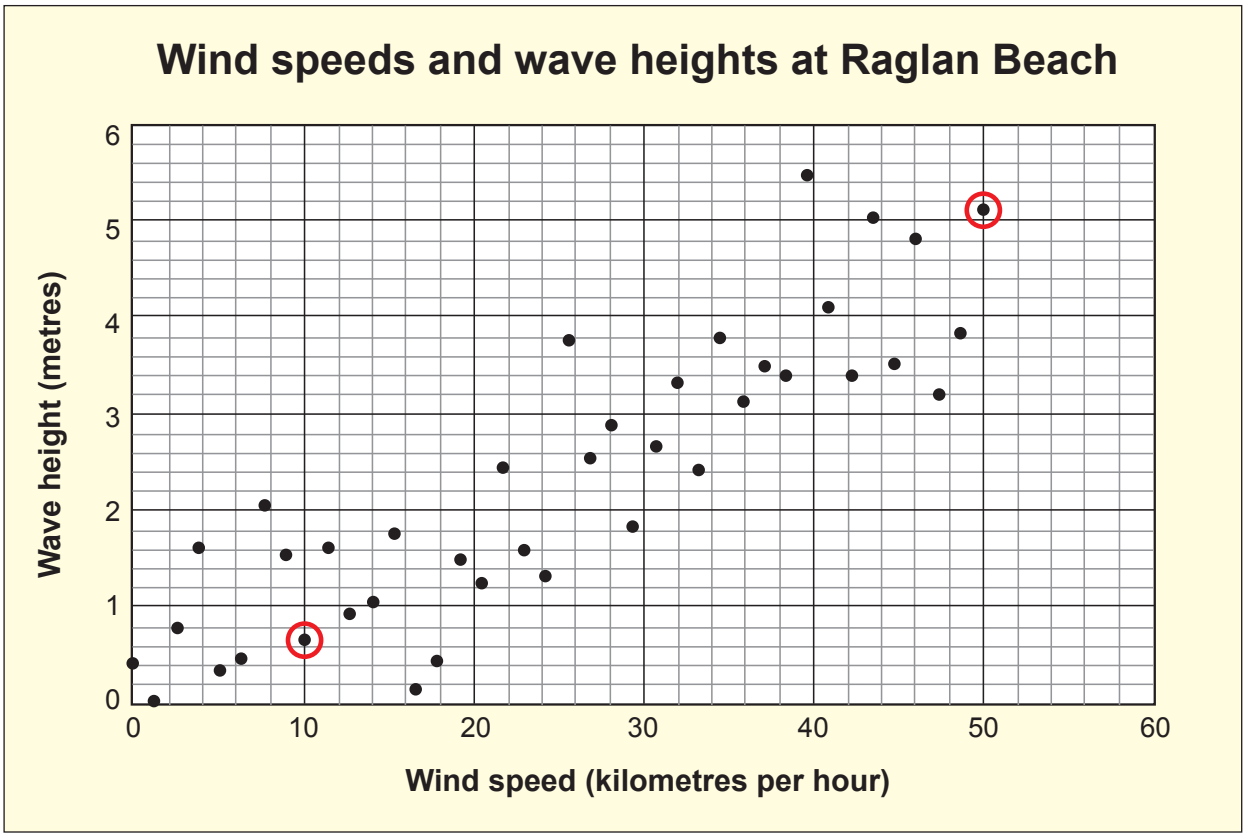


4(f) Te ʻakapeʻea nei te teitei o te ngaru, i te taime e pakari mai ra te matangi?

Taʻangaʻangaʻia nga ʻakairo e rua tei roto i te au rīngi muramura, i te ʻakamārama i taʻau paʻuʻanga.

The graph below shows the wind speeds and wave heights at Raglan Beach.

Each dot shows both measurements taken at the same time.



4(f) What happens to wave height as wind speed increases?

Use the two points inside red circles to explain your answer.

UIʻANGA RIMA: Te ʻUraʻanga

E au pupu ʻakatūtūʻanga te ʻakanekeʻanga ʻura, teia te ʻākaraʻanga, te pokaraʻanga i te rima, e te takaʻiʻanga ki te pae.

E taʻangaʻanga ana okotaʻi nekeʻanga no te ʻura, i tetaʻi 8 tārēʻanga.

Ka tangi te ʻakateniʻanga, no tetaʻi tārēʻanga 120 i te miniti.

5(a) Me taeria e te ʻuraʻanga ki tetaʻi **4** miniti, ʻeʻia i reira ʻerā ʻakanekeʻanga?

☐ te au nekeʻanga

Te ʻakaāri mai nei teia tūtū, i tetaʻi tuʻanga o tetaʻi ʻakanekeʻanga ʻura.



5(b) Mei te aʻa i reira te mamao o te rima o te tangata ʻura, i roto i te degrees, mei tōna pae?

(i) 45° ◯

(ii) 75° ◯

(iii) 90° ◯

(iv) 145° ◯

(v) 195° ◯

QUESTION FIVE: Dancing

A dance move is a group of actions, for example, clapping hands then stepping to the side.

Each dance move takes 8 beats.

The music plays at 120 beats per minute.

5(a) If the dance lasts for **4** minutes, how many moves are there?

[ ] moves

This image shows part of a dance move.



5(b) About how many degrees is the dancer's arm from their side?

(i) 45° ◯

(ii) 75° ◯

(iii) 90° ◯

(iv) 145° ◯

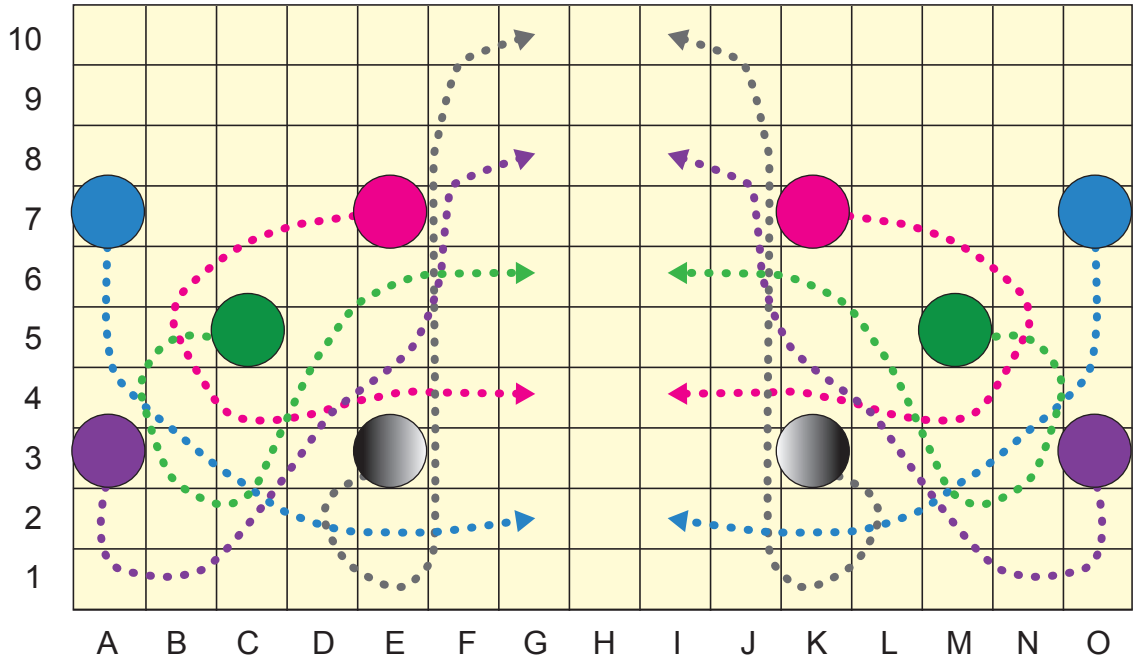
(v) 195° ◯

Ka maʻani te aronga ʻura i te au symmetric, e te au asymmetric shapes, i te ʻakareka i ta ratou ʻura.

5(c) ʻIkiʻia (✓) te tūtū tei roto te tangata ʻura i tetaʻi turanga symmetric (e rāina iʻo tōna).

			
(i) ◯	(ii) ◯	(iii) ◯	(iv) ◯

I roto i teia ʻakapapaʻanga, ko te au rīngi, te aronga ʻura.



Ka ʻakamata tetaʻi tangata ʻura, ki ko i te turanga (piʻapiʻa) **O7**.

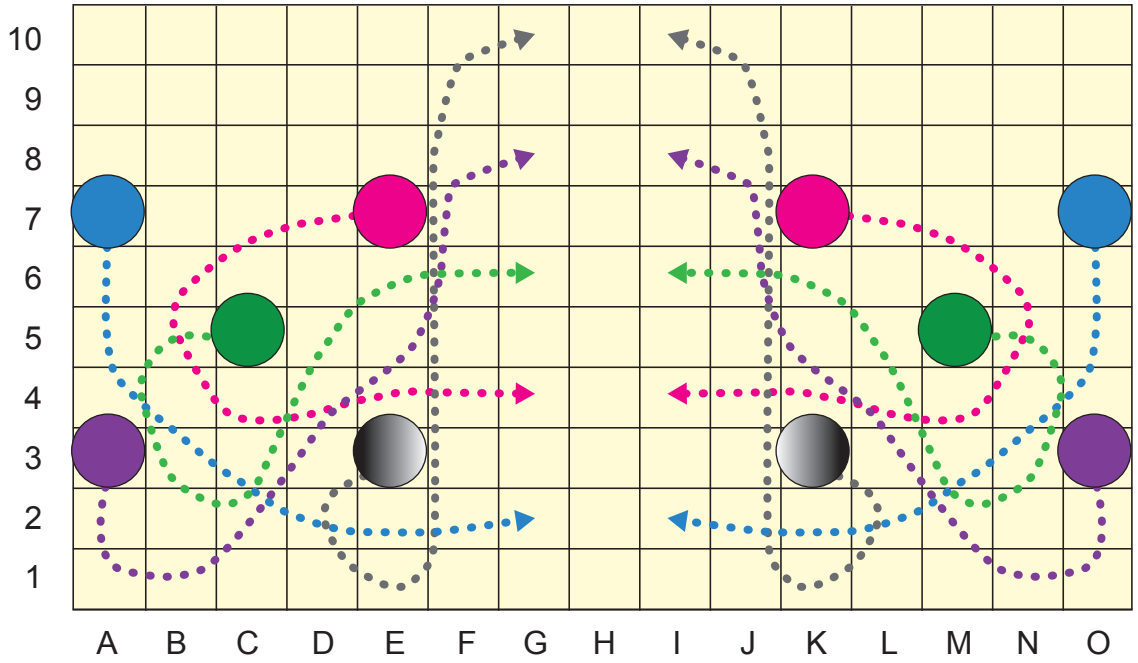
5(d) Tukunaʻia tetaʻi reta, e tetaʻi numero, i te ʻakaāri i te ngāʻi i ʻakaoti ei te tangata ʻura.

Dancers make symmetric and asymmetric shapes to add interest to the dance.

5(c) Select (✓) the image in which the dancer is symmetric (has a mirror line).

			
(i) ◯	(ii) ◯	(iii) ◯	(iv) ◯

In this diagram the circles are dancers.



A dancer starts at position (square) **O7**.

5(d) Enter a letter and a number to show which position the dancer finishes in.

ʻE ʻoronga ana tetaʻi ʻāpiʻi ʻura i te tutaki e āru mai nei.



5(e) ʻEʻia aʻau moni i reira te ka taporoporo **no te ʻāpiʻipiʻiʻanga ʻokotaʻi** na roto te ʻikiʻanga i te ʻāpiʻipiʻiʻanga ʻoko māmā e 10?

$ ☐ i te ʻāpiʻipiʻiʻanga ʻokotaʻi

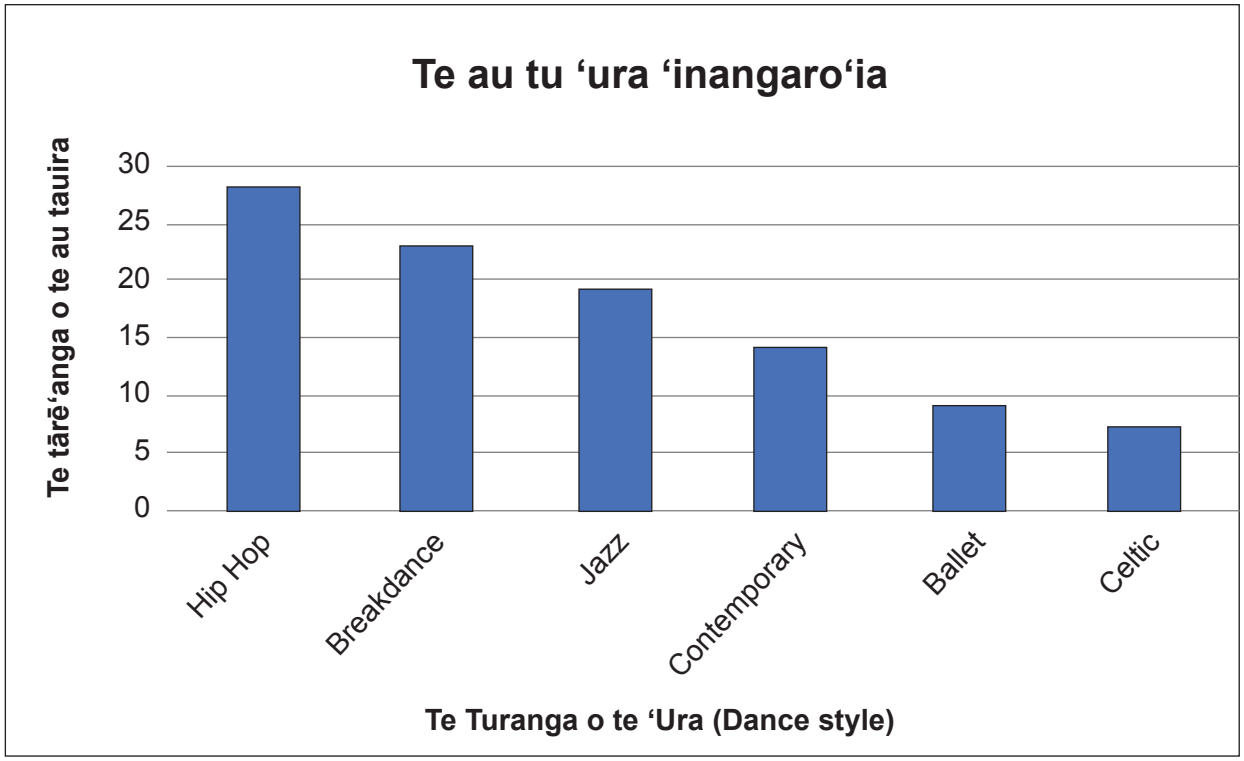
A dance school offers the following prices.



5(e) How much do you save **per lesson** by choosing the 10-lesson deal?

$ ☐ per lesson

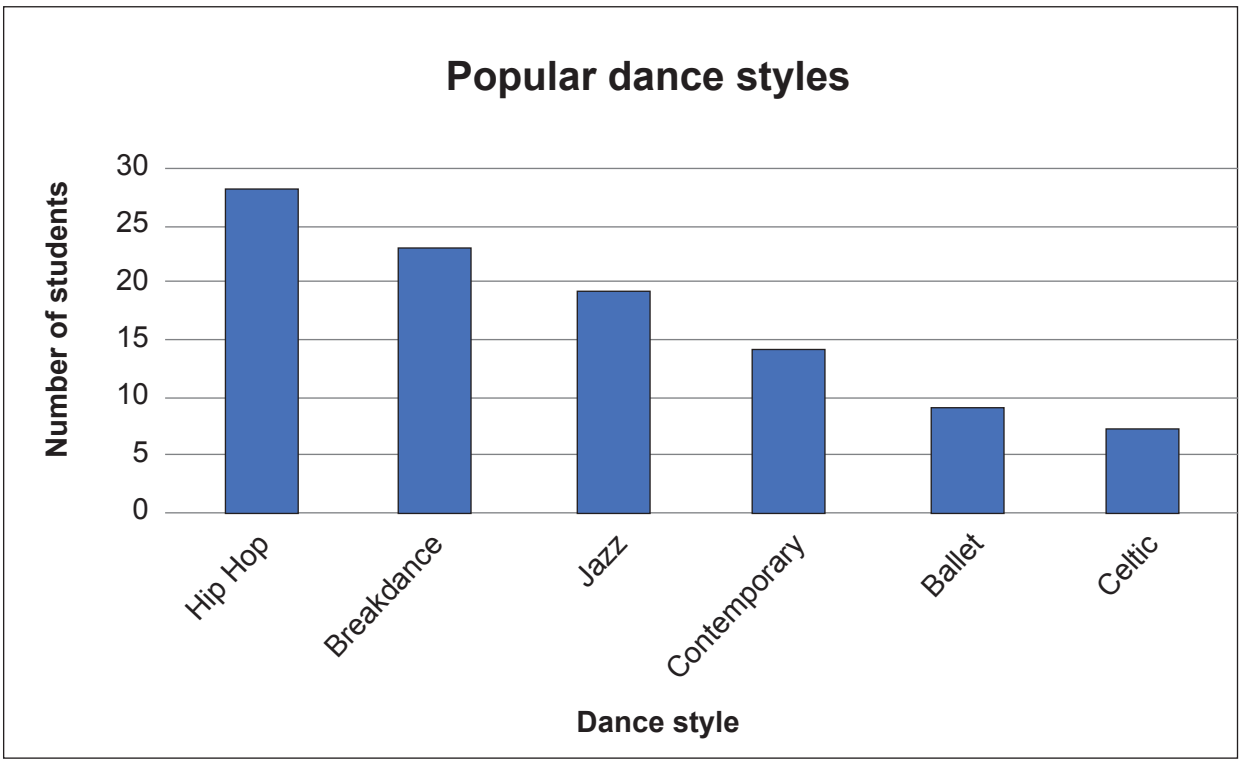
Te ʻakaāri mai nei teia graph, i te tārēʻanga o te au tauira ʻura, te tāmou nei i te au turanga ʻura tūkētūkē.



5(f) ʻE maʻata atu āinei te au tauira te tāmou nei i te Breakdance, i te kāpipitiʻanga o te Contemporary, Ballet, e te Celtic?

Taʻangaʻangaʻia te tārēʻanga o te au tauira mei roto i te graph, i te ʻakamārama i taʻau paʻuʻanga.

This graph shows the number of dance students learning different dance styles.



5(f) Are there more students learning Breakdance than Contemporary, Ballet, and Celtic combined?

Use the number of students from the graph to explain your answer.

Teta‘i atu ngā‘i ātea, me ka ‘inangaro‘ia.
Tātā‘ia te numero (au numero) o te ui‘anga me ka tau.

TE NUMERO O TE UI'ANGA

Extra space if required.
Write the question number(s) if applicable.

QUESTION NUMBER

He mihi

Kua whakahāngaitia ngā rawa i tangohia ai i ngā puna e whai ake nei hei whakamahinga i tēnei aromatawai:

Uiʻanga Taʻi

Te au kapi 2–3: Te vai-tavenvene, kua ʻangaʻia na roto i te taʻangaʻangaʻanga i te generative AI
Te pata, kua ʻangaʻia na roto i te taʻangaʻangaʻanga i te generative AI
Te au kapi 4–5: Te tiāki u, kua ʻangaʻia na roto i te taʻangaʻangaʻanga i te generative AI
Te pa, e te taviriʻanga no te icon, https://stock.adobe.com/images/flat-line-icons-set-of-baking-and-pastry-tools/2028113035
Te au kapi 6–7: Tini tunu-kēke, https://ecomstore.co.nz/products/bakemaster-loose-base-sq-deep-cake-pan-20-x-20-x-7cm-non-stick
Te au kapi 8–9: Te au māngiki, kua ʻangaʻia na roto i te taʻangaʻangaʻanga i te generative AI

Uiʻanga Rua

Te au kapi 10–11: Planets, https://www.skyatnightmagazine.com/space-science/facts-about-astronomy-space
Te au kapi 12–13: Te au arapo marama, https://www.timeanddate.com/astronomy/moon/phases.html
Te au kapi 14–15: Halley's Comet, https://en.wikipedia.org/wiki/Halley%27s_Comet
Te au kapi 16–17: Asteroid, https://en.wikipedia.org/wiki/4_Vesta
Te au kapi 18–19: Planets, https://stock.adobe.com/images/the-planets-of-the-solar-system-isolated-on-white-background-3d-space-render-elements-of-this-image-are-furnished-by-nasa/255791889

Uiʻanga Toru

Te au kapi 20–21: Te ʻakapapaʻanga kai, kua ʻangaʻia na roto i te taʻangaʻangaʻanga i te generative AI
Te au kapi 22–23: Ika, https://www.instagram.com/p/DZPKpbNjc_M/
Te ika tei paraiʻia ki te varaoamata i mua ake ka varaipāniʻia ai, https://www.kuraplan.com/free-images/food_fish_and_chips
Google map, Google Maps 2026 / Maxar Technologies

Uiʻanga ʻĀ

Te au kapi 26–27: Māpu, https://www.researchgate.net/figure/General-water-circulation-around-New-Zealand-Warm-and-cold-currents-are-shown-in-red-and_fig11_280720668
Te au kapi 28–29: Te Toʻorā, AdobeStock_2029242063
Te pu rākau, AdobeStock_1901863942
Te au kapi 30–31: Sperm whale, https://www.discovery.com/nature/sperm-whales-are-loud-enough-to-burst-your-eardrums
Māpu, https://www.discovery-motorhomes.co.nz/catalogue/exque-10di.php
Te au kapi 32–33: Sky Tower, created using generative AI
Te au kapi 34–35: ʻAkakitekiteʻanga no te graph, https://www.surf-forecast.com/breaks/Raglan-whale-Bay

Uiʻanga Rima

Te au kapi 36–37: Te mouʻanga i tetaʻi ura kia kore e ngāueue, kua ʻangaʻia na roto i te taʻangaʻangaʻanga i te generative AI
Te au kapi 38–39: Te au ata o te au ʻūra, kua ʻangaʻia na roto i te taʻangaʻangaʻanga i te, generative AI
Te au kapi 40–41: Te tūtū ʻura, kua ʻangaʻia na roto i te taʻangaʻangaʻanga i te generative AI

Acknowledgements

Material from the following sources has been adapted for use in this assessment:

Question One

Pages 2–3: Liquid sweetener, created using generative AI
Butter, created using generative AI
Page 4–5: Milk jug, created using generative AI
Bowl and whisk for icon, https://stock.adobe.com/images/flat-line-icons-set-of-baking-and-pastry-tools/2028113035
Page 6–7: Cake tin, https://ecomstore.co.nz/products/bakemaster-loose-base-sq-deep-cake-pan-20-x-20-x-7cm-non-stick
Page 8–9: Monkeys, created using generative AI

Question Two

Page 10–11: Planets, https://www.skyatnightmagazine.com/space-science/facts-about-astronomy-space
Page 12–13: Moon phases, https://www.timeanddate.com/astronomy/moon/phases.html
Page 14–15: Halley's Comet, https://en.wikipedia.org/wiki/Halley%27s_Comet
Page 16–17: Asteroid, https://en.wikipedia.org/wiki/4_Vesta
Page 18–19: Planets, https://stock.adobe.com/images/the-planets-of-the-solar-system-isolated-on-white-background-3d-space-render-elements-of-this-image-are-furnished-by-nasa/255791889

Question Three

Page 20–21: Menu, created using generative AI
Page 22–23: Fish, https://www.instagram.com/p/DZPKpbNjc_M/
Battered fish, https://www.kuraplan.com/free-images/food_fish_and_chips
Google map, Google Maps 2026 / Maxar Technologies

Question Four

Page 26–27: Map, https://www.researchgate.net/figure/General-water-circulation-around-New-Zealand-Warm-and-cold-currents-are-shown-in-red-and_fig11_280720668
Page 28–29: Whale, AdobeStock_2029242063
Tree, AdobeStock_1901863942
Page 30–31: Sperm whale, https://www.discovery.com/nature/sperm-whales-are-loud-enough-to-burst-your-eardrums
Map, https://www.discovery-motorhomes.co.nz/catalogue/exque-10di.php
Page 32–33: Sky Tower, created using generative AI
Page 34–35: Information for graph, https://www.surf-forecast.com/breaks/Raglan-whale-Bay

Question Five

Page 36–37: Dance pose, created using generative AI
Page 38–39: Dance silhouettes, created using generative AI
Page 40–41: Dance poster, created using generative AI

English translation of the wording on the front cover

32406C TERM 3

Draw a cross through the box (☒) if you have NOT written in this booklet ☐

+

NZQA | Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Numeracy 2026

32406C Apply mathematics and statistics in a range of everyday situations

Credits: Ten

32406C

WEEK TWO | 14–18 SEPTEMBER 2026

OUTCOMES	
1	Formulate mathematical and statistical approaches to solving problems in a range of everyday situations.
2	Use mathematics and statistics to meet the numeracy demands of a range of everyday situations.
3	Explain mathematical and statistical responses to situations.

Enter your National Student Number (NSN) and School Code into the space above.

You should attempt ALL the questions in this booklet.

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 2–48 in the correct order and that none of these pages is blank.

Do not write in the margins (▨). 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.

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