



TĪKAROHIA TE MARAMA REALISE YOUR POTENTIAL

Assessment Support Materials

ENVIRONMENT MĀORI



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Māori Qualifications Services
Te Ohu Tohu Mātauranga Māori

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MĀORI ENVIRONMENTAL PRACTICES

UNIT STANDARD 6137 (VERSION 9)

Describe tapu, noa and mana in relation to the way Māori
interact with te taiao

(Level 1, Credits 3)

ASSESSOR BOOKLET



Māori Environmental Practices

Tēnā koe

This is the assessor booklet for Environment Māori unit standard:

6137, Describe tapu, noa and mana in relation to the way Māori interact with te taiao.

There are **two** assessment tasks that the ākonga must correctly complete to gain credits for this standard. After the tasks have been marked, the assessor can complete the assessment schedule for each ākonga.

Assessment against this standard can be conducted using various methods, such as written, oral, or visual presentations like haka, whakaari, waiata.

A few things to think about

Is the ākonga ready to do the assessment, have they been provided with all the information including:

- Ākonga assessment booklet
- To reference all sources of information is encouraged
- Timeframes and reassessment information relevant to task.

Authenticity

All work for the assessment must be:

- Produced by the ākonga
- Written/ typed in their own words
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Preparation for Moderation

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For digital and physical submissions, kura, schools and providers must include:

1. the ngohe aromatawai or assessment activity given to the ākongā
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ĀKONGA ASSESSMENT TASK

NAME

DATE

Assessment Task 1

Outcome 1: Describe tapu and noa in relation to the way Māori interact with te taiao.

1.1 Describe tapu and noa in relation to the way Māori interact with te taiao.

A description may include:

- *Tapu and noa influence the way Māori interact with te taiao. Places important to Māori are often called wāhi tapu. These places are considered tapu for a number of important reasons to Māori. Places can be rendered tapu for a certain length of time, according to the purpose of the tapu. In these cases, places can be returned to a state of noa for common usage.*
- *Tapu encompasses sacredness, restrictions and disciplines, and use these rules or commitments must be followed until such time they become Noa*
- *Noa is the removal of tapu, it allows for something to become ordinary or allowing regular use. Removal of tapu may include karakia, water, fire, kai.*

1.2 Identify and describe **two** local examples of tapu and noa in relation to the way Māori interact with te taiao.

Local examples may include:

- ***Rāhui** is a form of tapu that restricts access to or use of an area or resource. It's imposed by the kaitiaki of the area as an act of kaitiakitanga. The purpose can vary, but it often serves to protect and restore natural resources. People are to avoid the affected area until the rāhui is lifted.*
- ***Mātaitai** is a practical application of tapu and noa principles, allowing Māori whānau, hapū, and iwi to safeguard their coastal resources while still benefiting from them.*

Assessment Task 2

Outcome 2: Describe mana in relation to the way Māori interact with te taiao.

2.1 Describe mana atua, mana whenua and mana tūpuna in relation to the way Māori interact with te taiao.

A description may include:

Mana atua

- *derived from the mauri (life force) of atua*
- *it refers to the uniqueness and spiritual connectedness of a person understanding their own mana atua that is holistic wellbeing and their relationship with te taiao as kaitiakitanga*

Mana whenua

- *the right to use, manage and control the land based on tikanga*
- *refers to the territorial rights, power and authority held by the local Māori people over a specific area of land or territory derived from whakapapa to that particular place. The primary authority associated with possession and occupation of tribal land*

Mana tūpuna

- *the authority and responsibilities associated with land use and management*
- *refers to the power of authority that originates from atua and handed down through ngā kōrero tuku iho from generation to generation and reflects ancestral connections and responsibilities to te taiao, ūkaipo, tūrangawaewae*

2.2 Identify and describe a local example of mana atua, mana whenua and mana tūpuna in relation to the way Māori interact with te taiao.

A description may include:

Mana atua

- *Tāne Mahuta, atua of the forest – Te Nehenehenui Maniapoto ancestral lands and cultural heritage of Ngāti Maniapoto.*
- *Tangaroa, atua of the oceans – Te Rerenga Wairua, Cape Reinga, known as the final pathway that spirits take to the underworld.*

Mana whenua

- *Sustainable practices.*
- *Care of the land.*
- *Replenishing and managing taonga and resources.*
- *Restoration initiatives i.e, reforestation, wetland protection, cleaning of waterways.*

Mana tūpuna

- *Tikanga and kawa.*
- *Karakia.*
- *Pure.*

2.3 Explain the way mana atua, mana whenua and mana tūpuna each influence the way Māori interact with te taiao.

An explanation may include:

Mana atua influences

- *recognising the sacredness of natural elements*
- *connects people to these elements*
- *emphasizing respect, care and reciprocity*
- *rituals, karakia and ceremonies acknowledge and honour atua*
- *reciprocity and harmony to the taiao*

Mana whenua influences

- *authority, attributes and connections to specific land*
- *safeguard the mauri of their regions, ensuring fertility and wellbeing*
- *informs land use, resource management and decision making*

Mana tūpuna influences

- *whakapapa – interconnectedness of all living things*
- *kaitiakitanga – guardianship and protection of natural resources, land and cultural heritage*
- *tikanga and kawa – upholding customs, rituals and practices*

References

[Tikanga Māori Pre-1840 | NZETC \(victoria.ac.nz\)](#)

[Mana, tapu and mauri – Te Ara Encyclopedia of New Zealand](#)

[Why Māori land matters | Tūhono whenua \(tupu.nz\)](#)

[Key tikanga concepts and their relevance to wāhine and tāne | Waitangi Tribunal](#)

Assessment Schedule

Ākonga Name

Unit standard 6137

Describe tapu, noa and mana in relation to the way Māori interact with te taiao.

Level 1	Version 9	Credits 3	
Outcome	Performance criteria	Achieved	Not Achieved
Describe tapu and noa in relation to the way Māori interact with te taiao.	The ākonga has: Described tapu and noa and identified two local examples of tapu and noa in relation to the way Māori interact with te taiao.	<input type="checkbox"/>	<input type="checkbox"/>
Describe mana in relation to the way Māori interact with te taiao.	Described mana atua, mana whenua and mana tūpuna and identified local examples of mana atua, mana whenua and mana tūpuna and explained the way mana atua, mana whenua and mana tūpuna influenced the way Māori interact with te taiao.	<input type="checkbox"/>	<input type="checkbox"/>
Kaiako/Assessor Signature		Date	

Details of reassessment if required

Comments

Kaiako/Assessor Signature

Date



MĀORI ENVIRONMENTAL MANAGEMENT

UNIT STANDARD 6138 (VERSION 8)

Explain the role of whakataukī in relation to how Māori manage
te taiao.

(Level 1, Credits 2)

ASSESSOR BOOKLET



Māori Environmental Management

Tēnā koe

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6138, Explain the role of whakataukī in relation to how Māori manage te taiao.

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ĀKONGA ASSESSMENT TASK

NAME

DATE

Assessment Task 1

Outcome 1: Explain **two** whakataukī that depict a Māori view of te taiao.

1.1 Identify **two** whakataukī that depict a Māori view of te taiao.

Two examples of whakataukī may include:

Whakataukī 1

Ko au te taiao, ko te taiao ko au.

Whakataukī 2

He aha te mea nui o te ao, he tangata he tangata, he tangata.

1.2 Explain **two** whakataukī in terms of their relationship with the Māori view of te taiao.

Explanation 1

Ko au te taiao, ko te taiao ko au.

I am the environment, and the environment is me.

This whakataukī reflects an eternal relationship of respect, reciprocity and interconnectedness between Māori and te taiao. It encompasses the whenua, the waterways, climatic conditions, the living and spiritual realms.

Explanation 2

He aha te mea nui o te ao, he tangata he tangata, he tangata.

What is the most important thing in this world? It is people, it is people, it is people.

This whakataukī explains the significance Māori place on relationships and interconnectedness with te taiao. It is part of a longer whakataukī that says if the central shoot of the harakeke plant is removed the Kōmako bird will have no place to rest. This connects Māori as kaitiaki of manu and the analogy of the Pā harakeke to whānau Māori.

Assessment Task 2

Outcome 2: Explain **one** local whakataukī that depict a local, whānau, hapū and/or iwi view of te taiao.

- 2.1 Identify **one** whakataukī that depicts a local, whānau, hapū, and/or iwi view of te taiao.

An example of this may include:

“Mokau ki runga, Tāmaki ki raro

Mangatoatoa ki waenganui,

Pare Hauraki, Pare Waikato, Te Kaokaoroa o Paatetere ki te Nehenehenui”

- 2.2 Explain the whakataukī in terms of its relationship with the local, whānau, hapū and/or iwi view of te taiao.

An explanation may include:

Signifies the tribal boundaries of the Waikato peoples

Mokau to the South, Tāmaki to the North

Mangatoatoa lies in the middle

Waikato Hauraki protects te Kaokaoroa o Paatetere range that extending to Te Nehenehenui.

References

Mead, H. M, Grove, N. (2001). Ngā Pēpeha a ngā Tīpuna. Wellington: Victoria University Press.

Riley, M. (2020). Wise Words of the Māori: Revealing History and Traditions – Language as Food (revised edition) VIKING SEVENSEAS.

[Whakatauki for 11 August 2013 | RNZ](#)

[Waikato-Pare-Hauraki.pdf \(ako.ac.nz\)](#)

Assessment Schedule

Ākonga Name

Unit standard 6138

Explain the role of whakataukī in relation to how Māori manage te taiao.

Level 1	Version 8	Credits 2	
Outcome	Performance criteria	Achieved	Not Achieved
Explain two whakataukī that depict a Māori view of te taiao.	The ākonga has: Identified two whakataukī that depict a Māori view of te taiao and explained the two whakataukī in terms of their relationship with the Māori view of te taiao.	<input type="checkbox"/>	<input type="checkbox"/>
Explain one whakataukī that depict a local, whānau, hapū, and/or iwi view of te taiao.	Identified one whakataukī that depicts a local, whānau, hapū, and/or iwi view of te taiao and explained the whakataukī in terms of its relationship with local, whānau, hapū, and/or iwi view of te taiao.	<input type="checkbox"/>	<input type="checkbox"/>
Kaiako/Assessor Signature		Date	

Details of reassessment if required

Comments

Kaiako/Assessor Signature

Date



MĀORI ENVIRONMENTAL PRACTICES

UNIT STANDARD 6139 (VERSION 9)

Describe aroha in relation to the way Māori interact with te taiao.

(Level 1, Credits 2)

ASSESSOR BOOKLET



Māori Environmental Practices

Tēnā koe

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6139, Describe aroha in relation to the way Māori interact with te taiao.

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ĀKONGA ASSESSMENT TASK

NAME

DATE

Assessment Task 1

Outcome 1: Describe aroha in relation to the way Māori interact with te taiao.

1.1 Describe aroha in relation to the way Māori interact with te taiao.

A description may include:

- *Aroha is a fundamental concept in Māori culture, it can be defined as empathy and love*
- *Aroha is an attitude and an important cultural value that binds all aspects of Māoritanga together*
- *Aroha underpins how whānau, hapū, and/or iwi take care of te taiao*
- *Pepeha – connection to maunga, awa, iwi/hapū*
- *Ūkaipō – maintaining the connection to 'home', to whenua*
- *Examples of this may include:*
 - *Whānau engage in outdoor activities connecting with te taiao through practices like gathering kai, hunting and fishing, weaving or making rongoā*
 - *Maramataka*

1.2 Describe **two** local examples of aroha and how they relate to the way Māori interact with te taiao.

Examples of this may include:

- *School or community projects – planting trees, collecting rubbish, cleaning waterways*
- *Iwi/ hapū initiatives – river, forest and moana, restoration projects, Taiao wānanga, rāhui, kāpata kai – certain kai gathering areas are reserved for iwi, hapū, whānau hui*

Assessment Task 2

Outcome 2: Describe aroha in relation to a local, whānau, hapū and/or iwi and how they take care of te taiao.

2.1 & 2.2 Describe and explain the importance of aroha in relation to a local whānau, hapū, and/or iwi; and how they take care of te taiao.

A description may include:

- *Sharing of knowledge for sustainable practices*
- *The use of tikanga and kawa*
- *The use of appropriate karakia and other rituals*
- *Understanding whakapapa and kaitiakitanga*
- *Learning pūrākau and pakiwaitara associated to that area*
- *Learning waiata or mōteatea associated to that area*

References

Assessment Schedule

Ākonga Name

Unit standard 6139

Describe aroha in relation to the way Māori interact with te taiao.

Level 1	Version 9	Credits 2	
Outcome	Performance criteria	Achieved	Not Achieved
Describe aroha in relation to the way Māori interact with te taiao.	The ākonga has: Described aroha and two local examples of aroha in relation to the way Māori interact with te taiao.	<input type="checkbox"/>	<input type="checkbox"/>
Describe aroha in relation to a local, whānau, hapū, and/or iwi and how they take care of te taiao.	Described and explained the importance of aroha in relation to a local, whānau, hapū, and/or iwi and how they take care of te taiao.	<input type="checkbox"/>	<input type="checkbox"/>
Kaiako/Assessor Signature		Date	

Details of reassessment if required

Comments

Kaiako/Assessor Signature

Date



MĀORI ENVIRONMENTAL PRACTICES

UNIT STANDARD 15976 (VERSION 6)

Identify and explain te taiao occurrences in a local context using
pūrākau and waiata

(Level 1, Credits 2)

ASSESSOR BOOKLET



Māori Environmental Practices

Tēnā koe

This is the assessor booklet for Environment Māori unit standard:

15976, Identify and explain te taiao occurrences in a local context using pūrākau and waiata.

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ĀKONGA ASSESSMENT TASK

NAME

DATE

Assessment Task 1

Outcome 1: Identify te taiao occurrences recalled in **one** waiata and **one** pūrākau.

1.1 & 1.2 Identify, describe and explain a pūrākau and waiata in its account of te taiao occurrences.

Te taiao occurrences refers to a rare natural occurrence that would cause Māori to question and seek explanations. These may include when trees flower, phases of te maramataka, earthquakes, birds nesting etc.

Name of pūrākau

Legend of the Waikato River

In the pūrākau account, describe and explain te taiao occurrence.

A description may include:

- *Considered a tūpuna or taonga for both Tainui and Tūwharetoa.*
- *The dog cut the pathway for the healing waters of Tongariro to reach the ailing Taupiri and this is how the spiritual healing waters of the Waikato River was formed.*
- *It provided spiritual and material sustenance.*
- *It has many food sources, tuna, inanga and kōura.*
- *The river served as a network for trade, travel and communication.*
- *Māori seek blessings from the river.*
- *The river embodies cultural and historical stories.*

Name of waiata

Waikato te awa

In the waiata account describe and explain te taiao occurrences.

A description may include:

- *The Waikato River is a tūpuna, a taonga and the mauri life force for Tainui and Ngāti Tūwharetoa people.*
- *Generations of Waikato people have lived close to the river connection between the people and the river and the food sources plants and animals.*
- *He piko, he taniwha – at each bend of the river represents a taniwha known as kaitiaki.*
- *Taupiri maunga is a significant landmark, and holds cultural significance and embodies ancestral stories.*
- *Waikato awa is New Zealand's longest river and is considered a living tūpuna.*
- *It flows from the central North Island winding through landscapes, towns and cities and eventually reaching the Tasman Sea at Port Waikato.*

Assessment Task 2

Outcome 2: Explain te taiao occurrences that have been retold through the oral traditions of pūrākau and waiata.

2.1 Identify and explain a recount of te taiao occurrences in the selected pūrākau and/or waiata.

The Pūrākau of Tongariro and Pīhanga.

- *In ancient times four mighty mountain/maunga warriors roamed Te Ika-a-Māui the North Island of Aotearoa New Zealand: Tongariro, Taranaki, Tauhara, and Pūtauaki. Their affections were drawn to a beautiful wahine maunga named Pīhanga.*
- *The warrior maunga fiercely battled for Pīhanga's heart. After an intense struggle, Tongariro emerged as the victor.*
- *The defeated maunga decided to leave Tongariro's domain.*

2.2 Explain the impact of te taiao occurrences on Māori.

The maunga set off travelling as far as they could before dawn. As the sun rose, it fixed them in their new positions:

- *Pūtauaki headed east and settled at Kawerau.*
- *Tauhara moved more slowly, reaching only the other end of the lake Taupō.*
- *Taranaki journeyed west, forever looking back, hoping for a chance to return and avenge his defeat.*

Over time the maunga have become maunga tapu for iwi, hapū, and whānau in the rohe where they settled. They are cloaked in the taonga of Tāne and stand as Rangatira.

References

[History - Waikato River Authority](#)

[Waikato Te Awa \(Waikato River\) - a taonga | Waikato Regional Council](#)

[Waikato River - the beginning – Hamilton Libraries](#)

[Waikato River – Te Ara Encyclopedia of New Zealand](#)

Assessment Schedule

Ākonga Name

Unit standard 15976

Identify and explain te taiao occurrences in a local context using pūrākau and waiata.

Level 1	Version 6	Credits 2	
Outcome	Performance criteria	Achieved	Not Achieved
Identify te taiao occurrences recalled in one waiata and one pūrākau.	The ākonga has: Identified, described and explained one pūrākau and one waiata in its account of te taiao occurrences.	<input type="checkbox"/>	<input type="checkbox"/>
Explain te taiao occurrences that have been retold through the oral traditions of pūrākau and waiata or both.	Identified and explained a recount of te taiao occurrences in the selected pūrākau and/or waiata and explained the impacts of te taiao occurrences on Māori.	<input type="checkbox"/>	<input type="checkbox"/>
Kaiako/Assessor Signature		Date	

Details of reassessment if required

Comments

Kaiako/Assessor Signature

Date



MĀORI ENVIRONMENTAL PRACTICES

UNIT STANDARD 6141 (VERSION 8)

Describe whanaungatanga in relation to how Māori interact and
take care of te taiao

(Level 2, Credits 3)

ASSESSOR BOOKLET



Māori Environmental Practices

Tēnā koe

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6141, Describe whanaungatanga in relation to how Māori interact and take care of te taiao.

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4. the assessor decisions for each sample of learner work must be clearly identified
5. individual learners must be clearly identified where the learner is part of a group performance
6. learner samples must be a complete sample for each individual learner, rather than composite samples.

For **digital** submissions, please ensure all files and URLs are viewable online.

For **physical** submissions, please ensure the name/number of the kura, school or provider and standard are included.

If you have any issues with submissions, preparing material for moderation, or do not have material to submit (ie, you did not assess the standard), **speak** to your Principal's Nominee (PN) or Moderation Liaison (ML).

ĀKONGA ASSESSMENT TASK

NAME

DATE

Assessment Task 1

Outcome 1: Describe whanaungatanga in relation to how Māori interact with te taiao.

- 1.1 Describe the importance of whanaungatanga in relation to how Māori interact with te taiao.

A description may include:

It determines rights, responsibilities and obligations – people have a duty to sustainably manage and care for specific resources based on their connection to the whenua through whakapapa.

It recognises that Māori share a common whakapapa with the natural world, this shared ancestry connects Māori to the land, rivers, and all living things in te taiao.

- *Pepeha and whakapapa linking back to Ranginui and Papatūānuku.*
- *Ngā atua who governs over the natural resources. For example, Tāne governs over the ngahere, Tangaroa governs over the moana.*
- *Maramataka.*
- *Tohu o te taiao.*
- *Karakia, tikanga, kawa o te taiao.*

- 1.2 Describe a local example of whanaungatanga and how it relates to local Māori interaction with te taiao.

A description should include a local example and may include:

- *Working collectively and in collaboration.*
- *Resourcing.*
- *Challenges encountered.*
- *Successes.*
- *Plans moving forward.*

Assessment Task 2

Outcome 2: Describe whanaungatanga in relation to how local Māori take care of te taiao.

2.1 Describe whanaungatanga in relation to how local Māori take care of te taiao.

A description may include:

- *The local iwi involved in the restoration of Te Auaunga Awa are the mana whenua and kaitiaki of the ongoing health and protection of the awa. Together, the mana whenua and local government have worked on a strategy of their aspirations and work of restoring and maintaining the health and wellbeing of the awa, freshwater life and plants.*
- *Restoration projects.*
- *Mana whenua, mana moana.*
- *Kaitiakitanga.*
- *Ongoing future planning, sustainability.*
- *Relationships and partnerships.*

2.2 Describe the importance of whanaungatanga in relation to how local Māori take care of te taiao.

A description may include:

- *Cultural significance – whanaungatanga reinforces cultural identity with mana whenua and the whenua.*
- *Shared responsibility – mana whenua recognises that caring for the taiao is a collective responsibility, passing down knowledge and fostering a sense of duty to protect the land.*
- *Collaborative restoration projects – mana whenua work together on environmental restoration initiatives such as reforestation, wetland protection or cleaning up waterways. Their shared sense of whanaungatanga strengthens their commitment to these projects.*

References

<https://www.aucklandcouncil.govt.nz/about-auckland-council/how-auckland-council-works/local-boards/all-local-boards/puketapapa-local-board/Documents/te-auaunga-oakley-creek-vision-restoration-strategy.pdf>

[Te taiao – Activity collection | Health & PE TKI](#)

[Te Taiao | Te Kahui Rau](#)

[Model of Practice • Te Taenga Mai](#)

[How te Ao Māori, indigenous values, and wisdom will save our Ao \(toitangata.co.nz\)](#)

Assessment Schedule

Ākonga Name

Unit standard 6141

Describe whanaungatanga in relation to how Māori interact and take care of te taiao.

Level 2	Version 8	Credits 3	
Outcome	Performance criteria	Achieved	Not Achieved
Describe whanaungatanga in relation to how Māori interact with te taiao.	The ākonga has: Identified and described the importance of whanaungatanga in relation to how Māori interact with te taiao and provides a local example of whanaungatanga and how it relates to local Māori interaction with te taiao.	<input type="checkbox"/>	<input type="checkbox"/>
Describe whanaungatanga in relation to how local Māori take care of te taiao.	Identified, described and explained the importance of whanaungatanga in relation to how local Māori take care of te taiao.	<input type="checkbox"/>	<input type="checkbox"/>
Kaiako/Assessor Signature		Date	

Details of reassessment if required

Comments

Kaiako/Assessor Signature

Date



MĀORI ENVIRONMENTAL PRACTICES

UNIT STANDARD 6142 (VERSION 8)

Explain kaitiakitanga in relation to the way Māori
interact with te taiao

(Level 3, Credits 4)

ASSESSOR BOOKLET



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Māori Qualifications Services
Te Ohu Tohu Mātauranga Māori



Māori Environmental Practices

Tēnā koe

This is the assessor booklet for Environment Māori unit standard:

6142, Explain kaitiakitanga in relation to the way Māori interact with te taiao.

There are **two** assessment tasks that the ākonga must correctly complete to gain credits for this standard. After the tasks have been marked, the assessor can complete the assessment schedule for each ākonga.

Assessment against this standard can be conducted using various methods, such as written, oral, or visual presentations like haka, whakaari, waiata.

A few things to think about

Is the ākonga ready to do the assessment, have they been provided with all the information including:

- Ākonga assessment booklet
- To reference all sources of information is encouraged
- Timeframes and reassessment information relevant to task.

Authenticity

All work for the assessment must be:

- Produced by the ākonga
- Written/ typed in their own words
- Information taken from different sources should be referenced
- When participating in group work, evidence of individual performance is required.

Preparation for Moderation

It is no longer necessary to complete a Moderation Cover Sheet as this information is entered online. If physical materials are sent for moderation, please ensure name of school and standard are included.

For digital and physical submissions, kura, schools and providers must include:

1. the ngohe aromatawai or assessment activity given to the ākongā
2. the assessment schedule (ie, evidence and judgement statements)
3. **six** samples of assessed learner work **from the current year** for graded and ungraded standards, **one** sample each at **N, A, M, E** and **two** more at **A, M, E**
4. the assessor decisions for each sample of learner work must be clearly identified
5. individual learners must be clearly identified where the learner is part of a group performance
6. learner samples must be a complete sample for each individual learner, rather than composite samples.

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ĀKONGA ASSESSMENT TASK

NAME

DATE

Assessment Task 1

Outcome 1: Explain kaitiakitanga in terms of how Māori interact with te taiao.

- 1.1 Explain kaitiakitanga in terms of the roles and responsibilities tangata whenua/ mana whenua undertake in protecting, caring, using and managing taonga in te taiao.

An explanation may include:

- *Kaitiakitanga – guardianship or protection.*
- *Kaitiaki – someone who acts as a guardian, keeper, preserver or protector. Kaitiaki can take non-human form.*
- *They ensure the well-being of natural resources, including taonga such as land, water, forests and wildlife. An interconnectedness between the spiritual realm, humans and te taiao. Each spiritual realm (atua) has a specific guardianship over certain aspects of te taiao, i.e*
 - *Tāne Mahuta – Kaitiaki of the forest and its inhabitants*
 - *Tangaroa – Kaitiaki of the sea and its inhabitants.*
- *Mana whenua/tangata whenua refers to those with ancestral ties to a specific place, they are responsible for preserving and caring for the environment. They protect the mauri of the land ensuring its health, strength and the sustainability of natural resources.*
- *Mana moana – authority over the sea and lakes. Land rights extended as well to adjacent sea or lakes with fixed boundaries for fishing and the gathering of kai moana.*
- *Kaitiakitanga involves upholding mana, preserving taonga and maintaining the delicate balance of ecosystems. Safeguarding the future for generations to come.*

1.2 Identify and explain **three** other concepts relevant to kaitiakitanga.

Concepts may include: mana, rangatiratanga, whakapapa, manaakitanga, tapu and noa.

*An example of **three** other concepts relevant to kaitiakitanga could be:*

- *Mana exists in both people and te taiao, our natural resources are governed by atua. Mana flows into the world of tapu and mauri.*
- *Tapu encompasses sacredness, restrictions and disciplines, and these rules or commitments must be followed until such time they become Noa.*
- *Noa is the removal of tapu, it allows for something to become ordinary or allowing regular use. Removal of tapu may include karakia, water, fire, kai.*
- *Mauri is the energy that binds and animates all things in the physical world.*

In the context of kaitiakitanga, these concepts guide the responsibility of safeguarding te taiao and its resources for future generations, recognising the interconnectedness between people and the land.

Assessment Task 2

Outcome 2: Explain the use of tikanga Māori as part of exercising kaitiakitanga.

2.1 Explain the use of **three** tikanga Māori by tangata whenua/ mana whenua in carrying out roles and responsibilities under kaitiakitanga.

Tikanga Māori may include concepts and practices, including: whakapapa, tangata whenua, mana whenua, rāhui, taunaha whenua, karakia, kōhatu mauri, taiāpure, mātaimai.

Other concepts and practices could include:

- *Karakia are performed to connect with the spiritual realm, seek guidance and express respect to te taiao, for example, kaitiaki would normally do a karakia before entering the ngahere, going fishing or hunting. There are different karakia used depending on the intent of the kaitiaki.*
- *Mātaimai refers to a traditional Māori fishing practice where specific coastal areas are set aside for sustainable fishing by local communities. They ensure that fishing practices are sustainable protecting fish stocks and habitats.*
- *Rāhui is a prohibition or restriction placed on an area, resource, or activity due to cultural, environmental or safety reasons. When an eco-system is placed under stress (overfishing, pollution, or habitat degradation) a rāhui may be imposed. It signals that the area needs time to recover.*

2.2 Explain the effects of local kaitiakitanga practices on local taonga of te taiao.

Samples of these may include:

- *Sustainability practices for flora and fauna – e.g Rongoā – using native plants for healing purposes. Harakeke – using the fibres for weaving.*
- *Mahinga kai – sustainable practices for gathering food (fishing, hunting etc) and whenua – kaitiaki for the care of the land, preventing erosion, planting of native trees and maintaining biodiversity.*
- *Tikanga/kawa o te moana – e.g. Replenishing and managing paua beds.*
- *Tikanga/kawa when a whale strands – karakia, mana o te tohorā, care and use of whale bones.*

References

[Understanding kaitiakitanga — Science Learning Hub](#)

[Kaitiakitanga | Kauwhata Reo](#)

[Service Standards and Service Delivery Standards For The Health Sector](#)

[Understanding kaitiakitanga – Te Ara Encyclopedia of New Zealand](#)

[Traditional kaitiakitanga – Te Ara Encyclopedia of New Zealand](#)

Assessment Schedule

Ākonga Name			
Unit standard 6142			
Explain kaitiakitanga in relation to the way Māori interact with te taiao.			
Level 3	Version 8	Credits 4	
Outcome	Performance criteria	Achieved	Not Achieved
Explain kaitiakitanga in terms of how Māori interact with te taiao.	The ākonga has: Explained kaitiakitanga in terms of the roles and responsibilities of tangata whenua/ mana whenua undertake in protecting, caring, using and managing taonga in te taiao and explaining three other concepts relevant to kaitiakitanga.	<input type="checkbox"/>	<input type="checkbox"/>
Explain the use of tikanga Māori as part of exercising Kaitiakitanga.	Explained the use of three tikanga Māori used by tangata whenua/mana whenua in carrying out roles and responsibilities under kaitiakitanga and explained the effects of local kaitiakitanga practices on local taonga of te taiao.	<input type="checkbox"/>	<input type="checkbox"/>
Kaiako/Assessor Signature		Date	

Details of reassessment if required	
Comments	
Kaiako/Assessor Signature	Date