



## MANAAKI MARAE

### UNIT STANDARD 29566 (version 3)

Prepare fruit and vegetables to present for manuhiri

(Level 2, Credits 3)

# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

## Tēnā koe

This ākonga booklet is a guide for use in assessing against **Manaaki Marae - Whāngai Manuhiri unit standard 29566**. Further guidance (credit value, authenticity, referencing) is also provided at the back of this booklet.

This resource is designed to help you gather evidence, by outlining tasks you could do to meet the requirements of the unit standard. Please aim to do more than what is required in this booklet, as this should ensure you have covered everything you need to do.

Kia ora rā!

## Assessment criteria

### Paetae/Achieved

Ākonga that achieve this standard will be able to: prepare fruit and vegetables to present for manuhiri.

The only grades for this unit standard are **Paetae/Achieved** or **Not Achieved**.

All tasks must be completed correctly to achieve the unit standard. Once completed, please fill-out an assessment schedule with your kaiako/assessor (they will provide you with one).

You may present evidence for this assessment orally, visually, digitally or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc. You will need to discuss your presentation method with your kaiako/assessor and any resources you might need.

## Integrated assessment

Integrated assessment (where an assessment task (or tasks) allows assessment of several relevant outcomes at the same time) is encouraged. For this reason, tasks conducted in the assessment against this unit standard may also provide some evidence for use with the following unit standards:

Level 2		Credits
29567	Prepare equipment and cook kai in an oven to present for manuhiri	4
29568	Prepare equipment and fry kai to present for manuhiri	4
29569	Prepare equipment and cook kai with liquid to present for manuhiri	6
31160	Prepare, cook, and present dishes for manuhiri	10
Level 3		Credits
30540	Plan, prepare, and produce a hāngi as part of a team, in accordance with tikanga and kawa	5
30541	Prepare, cook, and present a range of dishes for manuhiri	15
Level 4		Credits
31162	Prepare and produce a hāngi in accordance with tikanga and provided plan	10

## Questions?

Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and reassessment (only if needed)). If you have any questions, please ask your kaiako/assessor.

Kia ora, kia kaha, ā, kia eke!

## GUIDANCE INFORMATION

It is recommended that you complete Unit 167, Practise food safety methods in a food business under supervision, prior to being assessed against this standard.

It is also recommended that assessment against this unit standard occurs concurrently with assessment against other Manaaki Marae - Whāngai Manuhiri unit standards.

This entry-level unit standard is intended for learners who will carry out activities under close supervision and guidance in a marae context to prepare and present fruit and vegetables.

Manaaki is an ethic of thoughtfulness, generosity and caring for others. Manaaki manuhiri links this ethic directly to Māori well-being, to the marae and the mana of its people. The proverb, 'ka tika ā muri, ka tika ā mua' best describes this significant aspect of the Māori value system, ensuring the front and back of the marae (both of which are interdependent), work together to provide for its guests. It is characterised through the acts of hospitality and demands excellence of the hosts to uphold their mana, the mana of all guests, and (therefore) the mana of the marae itself. The basic principles underpinning manaaki (in a marae context) are common, but while there are some constants, the details of its execution may differ. These differences may be at a rohe, iwi, hapū, whānau, or marae level.

## REFERENCE

Te Kai Manawa Ora –Marae Food Safety Guide (July 2013). Ministry for Primary Industries(available online from <https://www.mpi.govt.nz/food-safety/food-act-2014/marae-food/> or <https://www.mpi.govt.nz/food-safety/community-food/marae-food-safety/>).

Legislation and regulations to be complied with include but are not limited to the Food Hygiene Regulations 1974, Food Act 2014, Animal Products Act 1999, Health and Safety at Work Act 2015, and any subsequent amendments.

Ākonga must demonstrate appropriate health, safety, and hygiene techniques at all times.

## LEGISLATION

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## DEFINITIONS

Marae context refers to a context or environment that incorporates the tikanga and kawa of the marae, and must be reflected in the outcome of this unit standard.

Tikanga are cultural practices and procedures exercised by Māori in their daily lives. These practices reflect the concepts upon which they are based and provide guidelines for appropriate behaviour in Māori society. They also prescribe consequences for any breaches or when tikanga is not followed. They can be particular to a rohe, iwi, hapū, whānau, marae, or hapori.

Kawa are the protocols or customs of the marae (and inside the wharenuī); particularly those related to formal activities such as pōwhiri, karanga, whaikōrero, mihi, hākari etc. Kawa can be particular to marae, and may vary amongst whānau, hapū, and iwi.

Dish requirements refer to any recipe or dish type made known to the candidate prior to assessment against this unit standard.

Brunoise – to dice finely.

Macedoine – to dice.

Julienne – to cut into very thin batons (matchsticks).

Jardinière – to cut into thin batons.

Mirepoix – to roughly cut (for flavouring stocks, soups and sauces).

Chiffonade – to coarsely shred (of leafy herbs or vegetables).

Haché – to mince or grind (not with a machine).

## ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

NOTE: You must reference all sources of information. You must also present information in your own words.

### Outcome 1 Prepare fruit and vegetables in accordance with marae context and tikanga.

### Assessment Task 1 – this task assesses ER 1.1, 1.2 and 1.3

#### For this task you need to:

- identify the fruits and vegetables required for your dish(es)
- wash and/or peel the fruits and vegetables required for your dish(es)
- cut the fruit and vegetables required for your dish(es) using classical cuts, and
- in accordance with marae context and tikanga.

You also need to demonstrate appropriate health, safety, and hygiene techniques at all times, and incorporate tikanga in the execution of all tasks.

For this task you need to prepare **both fruits and vegetables**. You may wish to prepare fruit for one dish and vegetables for another, but you can prepare both in the one dish.

**Classical cuts** may include brunoise, macedoine, julienne, jardinière, mirepoix, chiffonade, and haché (see Guidance information above).

**You must provide evidence of four different classical cuts. Only four in total is needed, no matter how many dishes you are preparing.**

You may present your evidence for one dish, using **both fruit and vegetables**, and show four different classical cuts if you wish. If you are preparing fruit and vegetables for more than one dish, you only need to show **a total of four classical cuts** (not four classical cuts for each dish); however, it is a good idea to do more.

You may use the following worksheets to present your evidence (you may also use additional paper if required).

Using photos is a good way to show what you have done, but please provide explanations for each photo to allow your kaiako/assessor to determine if you have provided enough of the right evidence. Video evidence is even better.



#### Brunoise

This is a very small diced cube, sized between 1-3 mm square. Often used as a garnish for consommé. Typical vegetables used are carrot, onion, turnip and celery.



#### Macedoine

This is diced cube 5 mm square. Root vegetables are suited to this cut, e.g. carrot, turnip, swede.



#### Jardinière

A short thin baton or stick, about 2.5 cm long and approximately 3 mm wide and 3 mm thick. Size may be varied depending on end use.



#### Baton

Sticks of vegetables approximately 5 cm long, 5 mm wide and 5 mm thick. Used as an accompaniment.



#### Paysanne

Various thin shapes such as squares, triangles, circles or half rounds. In order to cut economically, the shape of the vegetable will decide which shape to choose. All are cut thinly, about 1-2 mm thick.



#### Julienne

Long thin match-stick shaped pieces about 4 cm in length. Vegetables cut julienne are mostly used as garnish.

This image taken from <http://lcm-ua.org/vegetable-cuts-chart/>.

## Work Sheet 1

<b>DISH 1</b>	
<b>FRUIT AND/OR VEGETABLES REQUIRED</b>	
<b>FRUIT AND/OR VEGETABLES WASHED AND/OR PEELED (INSERT PHOTO(S))</b>	

**L  
E  
V  
E  
L  
  
2**

## Work Sheet 1 contd...

L  
E  
V  
E  
L  
  
2

CLASSICAL CUTS (INSERT PHOTOS AND NAMES OF CUTS)	
CUT 1	CUT 2
CUT 3	CUT 4

## Work Sheet 1 contd...

### HEALTH, SAFETY AND HYGIENE PRACTICES; AND TIKANGA

Explain and/or show (with photos) all the health, safety and hygiene practices; and tikanga, you incorporated when carrying out the assessment tasks

## Work Sheet 2

L  
E  
V  
E  
L  
2

<b>DISH 2</b>	
<b>FRUIT AND/OR VEGETABLES REQUIRED</b>	
<b>FRUIT AND/OR VEGETABLES WASHED AND/OR PEELED (INSERT PHOTO(S))</b>	



## Work Sheet 2 contd....

CLASSICAL CUTS (INSERT PHOTOS AND NAMES OF CUTS)	
CUT 1	CUT 2
CUT 3	CUT 4

L  
E  
V  
E  
L  
  
2

## Work Sheet 2 contd...

### HEALTH, SAFETY AND HYGIENE PRACTICES; AND TIKANGA

Explain and/or show (with photos) all the health, safety and hygiene practices; and tikanga, you incorporated when carrying out the assessment tasks

L  
E  
V  
E  
L  
  
2

**Outcome 2 Present fruit and vegetables in accordance with marae context and tikanga.**
**Assessment Task 2 – this task assesses ER 2.1 and 2.2**
**For this task you need to:**

- required for your dish(es)
- in a manner acceptable to serve to manuhiri, and
- in accordance with marae context and tikanga.

You also need to demonstrate appropriate health, safety, and hygiene techniques at all times, and incorporate tikanga in the execution of all tasks.

For this task, present the **fruits and vegetables** required for your dish(es) that you prepared in the previous task.

**Dish requirements** may include (but are not limited to) portioning, basic garnishing, plating, and simple accompaniments (see Guidance information above).

**You must provide evidence of two different dish requirements.**

**Acceptable to serve to manuhiri** includes (but is not limited to) presentation, temperature, and taste. If it:

- doesn't look good
- is cold when it should be hot or hot when it should be cold etc, and
- doesn't taste good

then it is not good enough to serve to manuhiri.

You may use the following worksheets to present your evidence (you may also use additional paper if required).

Using photos is a good way to show what you have done, but please provide explanations for each photo to allow your kaiako/assessor to determine if you have provided enough of the right evidence. Video evidence is even better.

**REMEMBER – You must present information in your own words, and all references must be provided.**



## Work Sheet 3

### DISH REQUIREMENT 1

Insert a photo(s) of the fruit and vegetables you have prepared and are presenting; and explain which dish requirement they meet

L  
E  
V  
E  
L  
  
2

### DISH REQUIREMENT 2

Insert a photo(s) of the fruit and vegetables you have prepared and are presenting; and explain which other dish requirement they meet

## Work Sheet 3 contd...

### ACCEPTABLE TO SERVE TO MANUHIRI

Insert a photo(s) of the fruit and vegetables you have prepared and are presenting; and explain the temperature and taste

### HEALTH, SAFETY AND HYGIENE PRACTICES; AND TIKANGA

Explain and/or show (with photos) all the health, safety and hygiene practices; and tikanga, you incorporated when carrying out the assessment tasks

## A few things for you to think about

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- preparing fruit and vegetables in accordance with marae context and tikanga
  - identifying fruit and vegetables in terms of dish requirements
  - washing and/or peeling fruit and vegetables as per dish requirements
  - preparing fruit and vegetables in accordance with dish requirements, using classical cuts
  - classical cuts may include (but are not limited to) brunoise, macedoine, julienne, jardinière, mirepoix, chiffonade, haché
- presenting fruit and vegetables in accordance with marae context and tikanga
  - presenting fruit and vegetables in accordance with at least two dish requirements
    - dish requirements may include (but are not limited to) portioning, basic garnishing, plating, and simple accompaniments
  - presenting fruit and vegetables in a manner acceptable to serve to manuhiri
    - acceptable includes (but is not limited to) presentation, temperature, taste.

Remember, you are being assessed against this unit standard because your kaiako/assessor is confident that you are ready to be assessed.

If you have any pātai, or are unsure about anything, please discuss with your kaiako/assessor.

Kia kaha!

## Further guidance

### CREDIT VALUE

Credit value relates to the amount of learning in the standard, with each credit representing 10 notional learning hours. Notional learning hours include all planned learning activities (directed learning, self-directed learning, assessment) leading toward the achievement of the standard.

### AUTHENTICITY

All work submitted for assessment must be produced by you. You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work has been produced by you. To help manage authenticity of your work, you will need to use your own words and provide references to sources of information.

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>.

### EXAMPLES OF REFERENCING STYLES

Please talk to your kaiako/assessor about how to reference and/or use the examples below.

#### 1 **Book**

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

#### 2 **Course handout/Lecture notes (electronic version)**

Archard, S. Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

#### 3 **Film**

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritv.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

#### 4 **Magazine/Newspaper article – popular/trade/general interest**

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

#### 5 **Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text**

J. Jackson, personal communication, March 12, 2011.

#### 6 **Webpage**

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

