



TĪKAROHIA TE MARAMA REALISE YOUR POTENTIAL

Assessment Support Materials

MAU RĀKAU



Assessment Support Materials

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Introduction

Welcome to the Assessment Support Materials for Mau Rākau

The Assessment Support Materials for Mau Rākau have been developed to support you the assessor in achieving the outcomes of the unit standards listed below and are guidelines only. Please ensure you are using the most up to date standard by checking the NZQA website before using the materials in this booklet. If you would like to provide us with feedback on these materials or suggest changes to the content of this resource please contact us on Māori Qualification Services mqs@nzqa.govt.nz

Ngā mihi

Level 1

- 27544** Demonstrate knowledge of tākaro Māori
- 27546** Demonstrate knowledge of torotoro tinana
- 27547** Identify ngā momo rākau whawhai
- 20948** Demonstrate knowledge of tūwaewae

Level 2

- 20949** Demonstrate knowledge of, and perform, toroparawae

Level 3

- 20953** Perform tikawe (video link only)

Level 4

- 27549** Demonstrate knowledge of te taki
- 20954** Demonstrate knowledge of and perform ngā wāhanga o te taki

'Te manu ka kai i te miro, nōna te ngahere
Te manu ka kai i te mātauranga, nōna te ao'

—

*'The bird that partakes of the berry, his is the forest.
The bird that partakes of knowledge, his is the world'*

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FIELD MĀORI ASSESSMENT
SUPPORT MATERIAL

TĪKAROHIA TE MARAMA
REALISE YOUR POTENTIAL



MAU RĀKAU

UNIT STANDARD 27544 (VERSION 3)

Demonstrate knowledge of tākaro Māori

(Level 1, Credits 6)

ASSESSOR BOOKLET

Assessor Information

This unit standard can be awarded with Paetae/Achievement, Kaiaka/Merit and Kairangi/Excellence grades.

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of tākaro Māori.	Demonstrate in-depth knowledge of tākaro Māori.	Demonstrate comprehensive knowledge of tākaro Māori.

Assessment criteria

There are **TWO** (2) assessment tasks that the ākonga must correctly complete to gain credits for this standard. Once the ākonga has correctly completed the tasks, the assessor must complete the assessment schedule for each ākonga.

Please remember that the focus is tākaro Māori!

Nō reira:

- the most effective activities for assessment will be those that are practical or performance based
- assessments can occur in a range of contexts, e.g. marae, school, classroom, practices or other learning contexts
- Mau Rākau grading can be used to assess Outcome 1 and 2 of this unit standard
- local mau rākau exponents and/or experts may be used to assess ākonga.

Ākonga assessment booklet

The ākonga receives this. It outlines important information for the ākonga including:

- assessment and other information
- assessment tasks.

Ākonga assessment tasks

These sheets and any other evidence should be collected by the Assessor and retained for assessment and moderation purposes.

Where ākonga choose to provide oral description/evidence for the tasks, this must be recorded or verified by a mau rākau exponent. Where ākonga work has been selected for moderation, the recording and/or letter of attestation must be included with the materials.

You will need to discuss with the ākonga the length of time they have to complete the assessment. He ture-a-kōnui: one credit equates to 10 notional hours of teaching and assessment.

Evidence of Task 2 (Outcome 2) may be recorded. Where ākonga work has been selected for moderation, the recording must be included with materials.

Where a recording of the demonstration is submitted for moderation, the ākonga identification sheet must be included.

Authenticity

As per NZQA requirements, the assessor must:

- verify that the work submitted for assessment has been produced by the ākonga
- consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

Ākonga may work with and learn from others to gather information from a variety of sources. However, you must be clear that the work to be assessed has been processed and produced by the ākonga.

To help manage authenticity of ākonga work, where the ākonga is asked to complete any written tasks, the ākonga is asked to use their own words as well as provide reference/s for their information. Please ensure you discuss this with your ākonga.

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/>

Referencing

This assessment requires the ākonga to reference his/her information. For the purposes of this assessment, the following are examples of reference styles.

EXAMPLES OF REFERENCING STYLES

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.maoritelevision.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/>.

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3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

4. all files must be viewable online
5. URLs, e.g. for student created websites, will need to be submitted as links within a document.



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ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

Outcome 1 Demonstrate knowledge of tikanga associated with tākaro Māori.
Assessment Task 1 – Tikanga – this task assesses PC 1.1
Explain THREE tikanga practices associated specifically with tākaro Māori.

Tikanga practices may include but are not limited to: karakia, whakatauki, whakatauākī, haka, pao, pūrākau, pakiwaitara.

The information must be in your own words.
Part one of a sample answer that would be acceptable for ‘Kaiaka/Merit’.
A whakatauākī relevant to tākaro Māori.

‘E mū tōrere mai ana koutou ki au e hoa ma’...

‘Are you striving against me, or, are you looking for trouble’...

Reference: Elsdon Best recorded this whakatauki from Mohi Turei of Ngāti Porou: Te Ara - the Encyclopaedia of New Zealand, updated 14-Aug-13

 URL: <http://www.TeAra.govt.nz/en/mau-rakau-maori-use-of-weaponry/page-1>

- Kua iho roa te ākonga ki ngā tikanga a iwi, a Whare rānei, e pā ana ki ngā tākaro Māori
- Kua iho roa te ākonga ki te whakamārama i ngā tikanga a iwi, a Whare rānei, e pā ana ki ngā tākaro Māori (identify specific iwi or Whare tikanga relevant to tākaro Māori)

Outcome 2 Demonstrate tākarō Māori
Assessment Task 2 – Performance

Demonstrate and describe any FIVE tākarō Māori in accordance with iwi tradition or a specific Whare Tū Taua.

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

Part of a sample description/demonstration that would be acceptable for 'Achieved'.
Description of tākarō Māori.
Whai (String games)

- Also, called māui, huhu and hūhi
- Each player creates patterns using a string made of flax held between their hands, and while chanting players competed to create the most complex patterns in the most elegant way.
- Traditionally whai was played by males and females of all ages, but women were the best at this game.
- Children who showed particular skill at the game were trained in the more complex patterns.

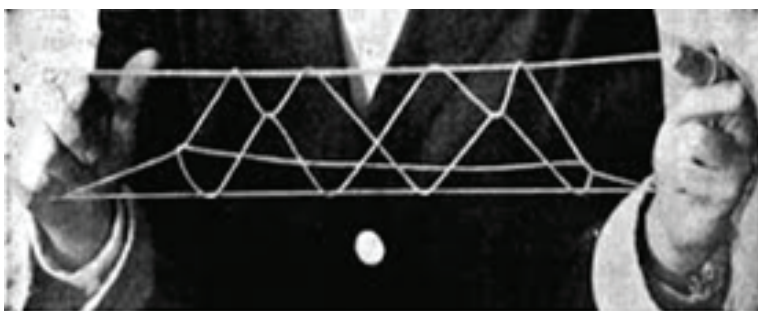


FIG. 43.—A figure in Maori cat's-cradle.

Ross Calman. 'Traditional Māori games – ngā tākarō – Stick games, string games, poi and haka', Te Ara - the Encyclopaedia of New Zealand, updated 23-Aug-13

URL: <http://www.TeAra.govt.nz/en/traditional-maori-games-nga-takaro/page-5>

Kia maumahara te Kaiako

For Paetae/Achieved, me:

- hāngai ki ngā tikanga me te pūtake o ngā tākaro Māori;
- tika te mita o te reo, te whakahua i ngā kupu, me te hā;
- hāngai ngā tākaro Māori ki ngā tohutohu, ki ngā ture anō hoki o tētahi iwi, a Whare Tū Tauā rānei.

For Kaiaka/Merit, me:

- iho roa ki ngā tikanga a iwi, a Whare rānei, e pā ana ki ngā tākaro Māori ā iwi, ā Whare rānei;
- iho roa te whakamārama i ngā tikanga a iwi, a Whare rānei, e pā ana ki ngā tākaro Māori (identify specific iwi or Whare Tū Taua tikanga relevant to tākaro Māori)
- iho roa ki ngā nuku me ngā ture o ngā momo tākaro Māori a iwi, a Whare Tū Taua rānei
- iho roa ki ngā mātauranga mo ngā momo tākaro ā iwi (describe specific iwi or Whare features of each tākaro);
- hāngai ngā mahi a hinengaro, a tinana, a waewae ki ngā tākaro Māori, kia tika te tū (demonstrate deliberate movements and appropriate actions, which are relevant to each tākaro).

For Kairangi/Excellence, me:

- iho matua ki ngā tikanga e pā ana ki ngā tākaro a iwi, a whare rānei;
- iho matua ki te whakamārama i ngā tikanga e pā ana ki ngā tākaro a iwi, a Whare rānei (identify and explain tikanga relevant to tākaro Māori unique to iwi or Whare Tū Taua)
- iho matua ki ngā nuku me ngā ture mo ngā tākaro a iwi, a Whare rānei
- iho matua ki ngā mātauranga a iwi, a Whare rānei e pā ana ki ngā momo tākaro a iwi (describe the significance of iwi or Whare specific features of each tākaro)
- mataara, ā, me hāngai hoki ngā mahi a hinengaro, a tinana, a waewae ki ngā tākaro Māori, ā, kia puta mai te wairua o te ngākaunui ki āna mahi (give an attentive and spontaneous demonstration with deliberate and focused movements and appropriate actions, which are relevant to tākaro Māori).

A checklist for this task has been provided for you on the following page. This may help when you complete the assessment schedule.

Please ensure one checklist is used per ākonga. You will need to photocopy extra copies of the checklist.

OUTCOME 2 ASSESSOR CHECKLIST

Demonstrate torotoro tinana

ĀKONGA
DATE

REQUIREMENTS	PERFORMANCE CRITERIA	TUTOR COMMENTS
Tākaro Māori (please tick)	Tick relevant box <ul style="list-style-type: none"> Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā; Kua hāngai ngā torotoro tinana ki ngā tohutohu, ki ngā ture anō hoki o tētahi iwi, o tētahi Whare Tū Tauā rānei. 	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>	Paetae/Achieved	<input type="checkbox"/>
<input type="checkbox"/>	<ul style="list-style-type: none"> Kua iho roa ki ngā nuku me ngā ture o ngā momo tākaro Māori a iwi, a Whare Tū Tauā rānei Kua iho roa ki ngā mātauranga mo ngā momo tākaro ā iwi (described specific iwi or Whare features of each tākaro): Kua hāngai ngā mahi a hinengaro, a tinana, a waewae ki ngā tākaro Māori, kia tika te tū (demonstrated deliberate movements and appropriate actions, which are relevant to each tākaro). 	
<input type="checkbox"/>		
<input type="checkbox"/>		
The FIVE tākaro Māori demonstrations should be in accordance with iwi tradition or a specific Whare Tū Tauā.	Kaiaka/Merit	<input type="checkbox"/>
	<ul style="list-style-type: none"> Kua mataara, ā, kua hāngai hoki ngā mahi a hinengaro, a tinana, a waewae ki ngā tākaro Māori, ā, kia puta mai te wairua o te ngākaunui ki āna mahi (gave an attentive and spontaneous demonstration with deliberate and focused movements and appropriate actions, which are relevant to tākaro Māori). 	
	Kairangi/Excellence	<input type="checkbox"/>

MARKING SCHEDULE

Task 1	Evidence Statements	Judgement Statements
Demonstrate knowledge of tikanga associated with tākarō Māori	<p>Evidence for Paetae/Achievement:</p> <p>It is expected that tikanga practices described are relevant to tākarō Māori and, according to iwi or Whare traditions. However, the following components should be included in the ākonga responses:</p> <ul style="list-style-type: none"> • Kua hāngai ki ngā tikanga me te pūtake o ngā tākarō Māori; • Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā. <p>Evidence for Achievement with Kaiaka/Merit.</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • Kua iho roa ki ngā tikanga a iwi, a Whare rānei, e pā ana ki ngā tākarō Māori ā iwi, ā Whare rānei; • Kua iho roa te whakamārama i ngā tikanga a iwi, a Whare rānei, e pā ana ki ngā tākarō Māori (identify specific iwi or Whare Tū Taua tikanga relevant to tākarō Māori). <p>Evidence for Achievement with Kairangi/ Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • Kua iho matua ki ngā tikanga e pā ana ki ngā tākarō a iwi, a whare rānei; • Kua iho matua ki te whakamārama i ngā tikanga e pā ana ki ngā tākarō a iwi, a Whare rānei (identify and explain tikanga relevant to tākarō Māori unique to iwi or Whare Tū Taua). 	Explanation of THREE tikanga practices associated with tākarō Māori are in accordance with a specific iwi or Whare Tū Taua.
<p>Examples of referencing:</p> <p>Book: Pōtiki, M. (1995) Haka Mana Para Tawa Ngāwhā. Kaitiāia, New Zealand: Kauae Runga Publishers.</p> <p>Webpage: http://www.hakamanaparatawangawha.co.nz</p> <p>Course hand out/Lecture notes: Knowles, B. (2012). Mau Rākau class: [Te Wakahuia Video]. Piopiotahi, New Zealand: Piopiotahi College.</p>		

Task 2	Evidence Statements	Judgement Statements
Demonstrate Tākaro Māori.	<p>Evidence for Paetae/Achievement:</p> <p>It is expected that ākonga demonstrations will vary, according to iwi traditions. However, the following components should be included in the ākonga performance:</p> <ul style="list-style-type: none"> • Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā; • Kua hāngai ngā tākaro Māori ki ngā tohutohu, ki ngā ture anō hoki o tētahi iwi, a Whare Tū Tauā rānei. <p>Evidence for Achievement with Kaiaka/Merit.</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • Kua iho roa ki ngā nuku me ngā ture o ngā momo tākaro Māori a iwi, a Whare Tū Tauā rānei • Kua iho roa ki ngā mātauranga mo ngā momo tākaro ā iwi (described specific iwi or Whare features of each tākaro); • Kua hāngai ngā mahi a hinengaro, a tinana, a waewae ki ngā tākaro Māori, kia tika te tū (demonstrated deliberate movements and appropriate actions, which are relevant to each tākaro). <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • Kua iho matua ki ngā nuku me ngā ture mo ngā tākaro a iwi, a Whare rānei • Kua iho matua ki ngā mātauranga a iwi, a Whare rānei e pā ana ki ngā momo tākaro a iwi (described the significance of iwi or Whare specific features of each tākaro) • Kua mataara, ā, kua hāngai hoki ngā mahi a hinengaro, a tinana, a waewae ki ngā tākaro Māori, ā, kia puta mai te wairua o te ngākaunui ki āna mahi (gave an attentive and spontaneous demonstration with deliberate and focused movements and appropriate actions, which are relevant to tākaro Māori).. 	Demonstration of FIVE tākaro Māori are in accordance with iwi tradition or a specific Whare Tū Tauā.

Notes:

Notes:

FIELD MĀORI ASSESSMENT
SUPPORT MATERIAL

TĪKAROHIA TE MARAMA
REALISE YOUR POTENTIAL



MAU RĀKAU

UNIT STANDARD 27546 (VERSION 3)

Demonstrate knowledge of torotoro tinana

(Level 1, Credits 5)

ASSESSOR BOOKLET

Assessor Information

This unit standard can be awarded with Paetae/Achievement, Kaiaka/Merit and Kairangi/Excellence grades.

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of torotoro tinana.	Demonstrate in-depth knowledge of torotoro tinana.	Demonstrate comprehensive knowledge of torotoro tinana.

Assessment criteria

There are **TWO** (2) assessment tasks that the ākonga must correctly complete to gain credits for this standard. Once the ākonga has correctly completed the tasks, the assessor must complete the assessment schedule for each ākonga.

Please remember that the focus is tākaro Māori!

Nō reira:

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- assessments can occur in a range of contexts, e.g. marae, school, classroom, practices or other learning contexts
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- assessment and other information
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ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

Outcome 1 Demonstrate knowledge of tikanga practices associated with torotoro tinana
Assessment Task 1 – Tikanga – this task assesses PC 1.1
Explain THREE tikanga practices associated with torotoro tinana.

Tikanga practices may include but is not limited to: karakia, whakataukī, whakatauākī, haka, pao, pūrākau.

1.1 Demonstration includes an explanation of the tikanga practices associated with torotoro tinana according to iwi tradition or a specific Whare Tū Taua.
Range: may include but is not limited to – karakia, whakataukī, whakatauākī, haka, pao, pūrākau; evidence of three tikanga associated specifically with torotoro tinana is required.
All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.
Part one of a sample answer that would be acceptable for ‘Kaiaka/Merit’.
A whakatauākī relevant to tākaro Māori.

He waewae taimaha, he kiri mākū

Translated as “Heavy feet, wet skin”, this whakataukī refers to the skill and dexterity required of a skilled toa (warrior). If the toa was clumsy, slow, or “heavy” on his feet, his skin would soon be wet with his own blood as a consequence – thus the importance of ngā tākaro Māori that help build the flexibility, agility, and endurance required of the toa.

Reference: Moko Mead, Hirini and Neil Grove. Ngā Pēpeha a ngā Tīpuna. Victoria University Press, 2001. Wellington. p.134

Outcome 2
Demonstrate torotoro tinana

Assessment Task 2 – Performance – this task assesses PC 2.1, 2.2, 2.3

Demonstrate **THREE** torotoro tinana that incorporate either iwi or specific Whare Tū Taua variation with regard to whakarite torotoro tinana and movement, displaying an awareness of the physical and mental skills that are important to mau rākau.

Torotoro tinana may include but is not limited to - omaoma haere, pekepeke haere, stretches, endurance activities. Physical and mental skills includes but is not limited to:

Endurance	Flexibility	Posture	Agility
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2.1 Demonstration of torotoro tinana incorporates one iwi or Whare Tū Taua variation with regard to movement.

2.2 Demonstration shows an awareness of physical skills important to mau rākau.
Range includes but is not limited to – endurance, flexibility, posture, agility.

2.3 Demonstration incorporates iwi or Whare variation with regards to whakarite torotoro tinana.

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

Sample demonstration that would be acceptable for ‘Achieved’.

2	Performance of THREE torotoro tinana.
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Kia maumahara te Kaiako

For Paetae/Achieved, me:

- hāngai ki ngā tikanga me te pūtake o ngā torotoro tinana;
- tika te mita o te reo, te whakahua i ngā kupu, me te hā;
- hāngai ngā torotoro tinana ki ngā tohutohu, ki ngā ture anō hoki o tētahi iwi, o tētahi Whare Tū Tauā rānei.

For Kaiaka/Merit, me:

- explain in-depth the tikanga practices associated with torotoro tinana in accordance with iwi tradition or a specific Whare Tū Taua
 - kia iho roa (kia marama) ki ngā tikanga a iwi e pā ana ki ngā torotoro tinana
 - kia iho roa te whakamārama i ngā tikanga a iwi, a Whare rānei e pā ana ki ngā torotoro tinana (identify specific iwi or Whare tikanga relevant to torotoro tinana);
- demonstrate torotoro tinana with purpose
 - kia iho roa ki ngā pukenga me ngā ture o ngā momo tūwaewae a iwi, a Whare rānei (demonstrate the iwi or Whare Tū Taua specific movements with confidence)
 - kia iho roa ki ngā mātauranga a iwi, a Whare rānei mo ngā momo torotoro tinana (describe specific iwi or Whare features of each torotoro tinana);
 - kia hāngai te mahi a hinengaro, a tinana, a waewae ki ngā torotoro tinana, ā, kua tika te tū (demonstrate deliberate movements and appropriate actions, which are relevant to each torotoro tinana).

For Kairangi/Excellence, me:

- comprehensively explain the tikanga practices associated with torotoro tinana in accordance with iwi tradition or a specific Whare Tū Taua
 - kia iho matua (kua matatau) ki ngā tikanga a iwi, a Whare rānei e pā ana ki ngā torotoro tinana
 - kia iho matua te whakamārama i ngā tikanga a iwi, a Whare rānei e pā ana ki ngā torotoro tinana (identify and explain tikanga relevant to torotoro tinana unique to iwi or Whare Tū Taua)
- demonstrate torotoro tinana with accuracy and confidence
 - kia iho matua ki ngā ki ngā pukenga me ngā ture mo ngā torotoro tinana a iwi, a Whare rānei (demonstrate the iwi or Whare Tū Taua specific movements with fluency)
 - kia iho matua ki ngā mātauranga a iwi, a Whare rānei e pā ana ki ngā torotoro tinana (describe the significance of iwi or Whare specific features of torotoro tinana)
 - kia mataara te pia, ā, kia hāngai te mahi a hinengaro, a tinana, a waewae ki te torotoro tinana, ā, kia puta mai te wairua o te ngākaunui ki āna mahi (an attentive and spontaneous demonstration with deliberate and focused movements and appropriate actions, which are relevant to torotoro tinana).

The **THREE** torotoro tinana should incorporate the tikanga of one iwi or Whare Tū Taua, and show awareness of the physical skills important to mau rākau

Endurance

Flexibility

Posture

Agility

For **Outcome 2** you will need to record or provide a letter of attestation for each student performing **THREE** torotoro tinana, either individually or in a group.

Please discuss with your students how and when the assessments/demonstration will occur.

OUTCOME 2

ASSESSOR CHECKLIST

Demonstrate torotoro tinana

ĀKONGA	
DATE	

REQUIREMENTS	PERFORMANCE CRITERIA	TUTOR COMMENTS
<p>Tākaro Māori (please name and tick)</p> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div>	<p>Tick relevant box</p> <ul style="list-style-type: none"> Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā; Kua hāngai ngā torotoro tinana ki ngā tohutohu, ki ngā ture anō hoki o tētahi iwi, o tētahi Whare Tū Tauā rānei. 	
	<p>Paetae/Achieved <input type="checkbox"/></p>	
<p>The demonstration of THREE torotoro tinana should:</p> <ol style="list-style-type: none"> incorporate one iwi or Whare Tū Taua variation with regard to movement incorporate iwi or Whare variation with regards to whakarite torotoro tinana, and show awareness of the physical skills important to mau rākau <ul style="list-style-type: none"> Endurance Flexibility Posture Agility 	<ul style="list-style-type: none"> Kua iho roa ki ngā pukenga me ngā ture o ngā momo tūwaewae a iwi, a Whare rānei (demonstrate the iwi or Whare Tū Taua specific movements with confidence) Kua iho roa ki ngā mātauranga a iwi, a whare rānei mo ngā momo torotoro tinana (describe specific iwi or Whare features of each torotoro tinana); Kua hāngai te mahi a hinengaro, a tinana, a waewae ki ngā torotoro tinana, ā, kua tika te tū (demonstrate deliberate movements and appropriate actions, which are relevant to each torotoro tinana). 	
	<p>Kaiaka/Merit <input type="checkbox"/></p>	
	<ul style="list-style-type: none"> Kua iho matua ki ngā ki ngā pukenga me ngā ture mo ngā torotoro tinana a iwi, a Whare rānei (demonstrate the iwi or Whare Tū Taua specific movements with fluency) āna mahi (gave an attentive and spontaneous demonstration with deliberate and focused movements and appropriate actions, which are relevant to tākaro Māori). Kua iho matua ki ngā mātauranga a iwi, a whare rānei e pā ana ki ngā torotoro tinana describe the significance of iwi or whare specific features of torotoro tinana) Kua mataara te pia, ā, kia hāngai te mahi a hinengaro, a tinana, a waewae ki te torotorotinana, ā, kia puta mai te wairua o te ngākaunui ki āna mahi (an attentive and spontaneous demonstration with deliberate and focused movements and appropriate actions, which are relevant to torotoro tinana). 	
	<p>Kairangi/Excellence <input type="checkbox"/></p>	

MARKING SCHEDULE

Task 1	Evidence Statements	Judgement Statements
Tikanga	<p>Evidence for Paetae/Achievement:</p> <p>It is expected that tikanga practices described are relevant to torotoro tinana, and according to iwi traditions. However, the following components should be included in the ākonga responses:</p> <ul style="list-style-type: none"> • Kua hāngai ki ngā tikanga me te pūtake o ngā torotoro tinana; • Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā. <p>Evidence for Achievement with Kaiaka/Merit.</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • Kua iho roa ki ngā tikanga a iwi e pā ana ki ngā torotoro tinana • Kua iho roa te whakamārama i ngā tikanga a iwi, a Whare rānei e pā ana ki ngā torotoro tinana (identify specific iwi or Whare tikanga relevant to torotoro tinana). <p>Evidence for Achievement with Kairangi/ Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • Kua iho matua ki ngā tikanga a iwi, a Whare rānei e pā ana ki ngā torotoro tinana • Kia iho matua te whakamārama i ngā tikanga a iwi, a Whare rānei e pā ana ki ngā torotoro tinana (identify and explain tikanga relevant to torotoro tinana unique to iwi or Whare Tū Taua). 	<p>Explanation of THREE tikanga practices associated with torotoro tinana are in accordance with a specific iwi or Whare Tū Taua.</p>
<p>Examples of referencing:</p> <p>Book: Pōtiki, M. (1995) Haka Mana Para Tawa Ngāwhā. Kaitaia, New Zealand: Kauae Runga Publishers.</p> <p>Webpage: http://www.hakamanaparatawangawha.co.nz</p> <p>Course hand out/Lecture notes: Knowles, B. (2012). Mau Rākau class: [Te Wakahuia Video]. Piopiotahi, New Zealand: Piopiotahi College.</p>		

Task 2	Evidence Statements	Judgement Statements
Performance	<p>Evidence for Paetae/Achievement:</p> <p>It is expected that ākonga demonstrations will vary, according to iwi traditions. However, the following components should be included in the ākonga performance:</p> <ul style="list-style-type: none"> • Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā; • Kua hāngai ngā torotoro tinana ki ngā tohutohu, ki ngā ture anō hoki o tētahi iwi, o tētahi Whare Tū Tauā rānei. <p>Evidence for Achievement with Kaiaka/Merit.</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • Kua iho roa ki ngā pukenga me ngā ture o ngā momo tūwaewae a iwi, a Whare rānei (demonstrate the iwi or Whare Tū Taua specific movements with confidence); • Kua iho roa ki ngā mātauranga a iwi, a Whare rānei mo ngā momo torotoro tinana (describe specific iwi or Whare features of each torotoro tinana); • Kua hāngai te mahi a hinengaro, a tinana, a waewae ki ngā torotoro tinana, ā, kua tika te tū (demonstrate deliberate movements and appropriate actions, which are relevant to each torotoro tinana). <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • Kua iho matua ki ngā ki ngā pukenga me ngā ture mo ngā torotoro tinana a iwi, a Whare rānei (demonstrate the iwi or Whare Tū Taua specific movements with fluency); • Kua iho matua ki ngā mātauranga a iwi, a Whare rānei e pā ana ki ngā torotoro tinana (describe the significance of iwi or Whare specific features of torotoro tinana); • Kua mataara te pia, ā, kia hāngai te mahi a hinengaro, a tinana, a waewae ki te torotoro tinana, ā, kia puta mai te wairua o te ngākaunui ki āna mahi (an attentive and spontaneous demonstration with deliberate and focused movements and appropriate actions, which are relevant to torotoro tinana). 	<p>Demonstration of THREE torotoro tinana are in accordance with iwi tradition or a specific Whare Tū Taua.</p>

Notes:

Notes:

FIELD MĀORI ASSESSMENT
SUPPORT MATERIAL

TĪKAROHIA TE MARAMA
REALISE YOUR POTENTIAL



MAU RĀKAU

UNIT STANDARD 27547 (VERSION 3)

Identify ngā momo rākau whawhai

(Level 1, Credits 6)

ASSESSOR BOOKLET

Assessor Information

This unit standard can be awarded with Paetae/Achievement, Kaiaka/Merit and Kairangi/Excellence grades.

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Identify ngā momo rākau whawhai	Demonstrate in-depth knowledge to identify ngā momo rākau whawhai.	Demonstrate comprehensive knowledge to identify ngā momo rākau whawhai.

Assessment criteria

There is **ONE** (1) assessment task for this standard that has three parts a, b, and c. The ākonga must correctly complete all of the parts of the assessment to gain credits for this standard. Once the ākonga has correctly completed the task, the assessor must complete the assessment schedule for each ākonga.

Please remember that the focus is ngā momo rākau whawhai

Nō reira:

- the most effective activities for assessment will be those that are practical or performance based,
- assessments can occur in a range of contexts, e.g. marae, school, classroom, practices or other learning contexts,
- Mau Rākau grading can be used to assess Outcomes 1 and 2 of this unit standard,
- local mau rākau exponents and/or experts may be used to assess ākonga.

Ākonga assessment booklet

The ākonga receives this. It outlines important information for the ākonga including:

- assessment and other information
- assessment tasks.

Ākonga assessment tasks

These sheets and any other evidence should be collected by the Assessor and retained for assessment and moderation purposes.

Where ākonga choose to provide oral description/evidence for Task 1 (Outcomes 1 and 2), this may be recorded or verified by a mau rākau exponent. Where ākonga work has been selected for moderation, the recording and/or attestation form must be included with the materials.

You will need to discuss with the ākonga the length of time they have to complete the assessment. He ture-a-kōnui: one credit equates to 10 notional hours of teaching and assessment.

Where a recording of the demonstration is submitted for moderation, the ākonga identification sheet must be included.

Authenticity

As per NZQA requirements, the assessor must:

- verify that the work submitted for assessment has been produced by the ākonga
- consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

Ākonga may work with and learn from others to gather information from a variety of sources. However, you must be clear that the work to be assessed has been processed and produced by the ākonga.

To help manage authenticity of ākonga work, where the ākonga is asked to complete any written tasks, the ākonga is asked to use their own words as well as provide reference/s for their information. Please ensure you discuss this with your ākonga.

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/>

Referencing

This assessment requires the ākonga to reference his/her information. For the purposes of this assessment, the following are examples of reference styles.

EXAMPLES OF REFERENCING STYLES

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.maoritelevision.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/>.

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.

Digital submissions can be made directly through the application at any time.

Using the online [External Moderation Application](#), schools and providers must include:

1. a copy of the task and any key supporting resources
2. a copy of the assessment schedule
3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

4. all files must be viewable online
5. URLs, e.g. for student created websites, will need to be submitted as links within a document.



For more information on the digital moderation process, please contact your Principal Nominee or Moderation Liaison (ML).

If you have any issues with preparing materials for moderation OR do not have materials to submit (ie you didn't assess this standard), **speak** to your Principal Nominee (PN) or Moderation Liaison (ML).

ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

Outcome 1 Identify ngā momo rākau whawhai

Outcome 2 Identify trees suitable, and not suitable, to make ngā momo rākau whawhai.

Assessment Task 1 – this task assesses PC 1.1, 2.1 & 2.2

Identify ngā momo rākau and trees.

You must complete all parts of the task.

(a) Identify **THREE** rākau whawhai, one long, one short plus one other by name and style.

(b) Identify **THREE** trees that are suitable to make each of those rākau whawhai (from part a) by

- name,
- type,
- habitat, and
- the reasons why the trees are suitable to make each rākau whawhai you identified in (a).

(c) Identify **THREE** trees that are not suitable to make each of those rākau whawhai (from part a) by

- name,
- type,
- habitat, and
- the reasons why the trees are unsuitable to make each rākau whawhai you identified in (a).

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

Part of a sample answer that would be acceptable for ‘Paetae/Achieved’.

He momo rākau whawhai – Te Taiaha



The taiaha is a long handled weapon or fighting staff usually made from wood. Because of its shape it is sometimes mistakenly referred to as a spear.

The taiaha has a pointed end, the arero (tongue) which protrudes from the upoko (head), which then comes to the ate (liver) or tinana (body). It is used for stabbing, parrying and striking. Some taiaha were adorned with a collar of feathers or hair from a kurī. The purpose of the collar was both to add to the beauty of the weapon and to distract the wielder's opponent during battle.

The Akeake is a shrub or small tree, common in coastal and lowland forests and scrublands throughout the North Island, and as far south as Greymouth and Banks Peninsula in the South Island. Akeake is one of the hardest native woods. The centre of the trunk is black with streaks of white and the wood is very dense and heavy. Because of these properties, the Akeake is used to make weapons such as the taiaha.

Reference: Basil Keane, 'Riri – traditional Māori warfare - Rākau Māori – Māori weapons and their uses', Te Ara - the Encyclopaedia of New Zealand, updated 12-Nov-15

URL: <http://www.TeAra.govt.nz/en/riri-traditional-maori-warfare/page-3>

Kia maumahara te Kaiako

For Paetae/Achieved, me:

- hāngai ngā whakamārama mō ia rākau whawhai
- hāngai ngā whakamārama e pā ana ki ngā rākau tōtika hei hanga i ngā momo rākau whawhai,
 - te ingoa, te momo o te rākau, te wāhi tipu, me te pūtake
- hangai ngā whakamārama e pā ana ki ngā rākau kāore e tōtika hei hanga i ngā momo rākau whawhai
 - te ingoa, te momo o te rākau, te wāhi tipu, me te pūtake

For Kaiaka/Merit, me:

- iho roa te whakamārama i ngā mātauranga e pā ana ki ngā momo rākau whawhai (identify iwi or Whare specific names and styles, and the origins of the types of rākau);
- iho roa te whakamārama i ngā tikanga a-iwi, ā whare rānei, e pā ana ki ngā momo rākau whawhai (identify specific iwi or Whare tikanga relevant to ngā momo rākau whawhai).

For Kairangi/Excellence, me:

- iho matua te whakamārama i ngā mātauranga e pā ana ki ngā rākau whawhai (identify the origins and stories associated with the types of rākau according to specific iwi or Whare Tū Taua);
- iho matua ki te whakamārama i ngā tikanga a-iwi, ā whare rānei e pā ana ki ngā momo rākau whawhai (identify and explain tikanga relevant to ngā momo rākau unique to iwi or Whare Tū Taua).

MARKING SCHEDULE

Task 1	Evidence Statements	Judgement Statements
Identify ngā momo rākau and trees	<p>Evidence for Paetae/Achievement:</p> <p>The following components should be included in the ākonga responses:</p> <ul style="list-style-type: none"> • Kua hāngai ngā whakamārama mō ia rākau whawhai • Kua hāngai ngā whakamārama e pā ana ki ngā rākau tōtika hei hanga i ngā momo rākau whawhai, <ul style="list-style-type: none"> • te ingoa, te momo o te rākau, te wāhi tipu, me te pūtake • Kua hangai ngā whakamārama e pā ana ki ngā rākau kāore e tōtika hei hanga i ngā momo rākau whawhai <ul style="list-style-type: none"> • te ingoa, te momo o te rākau, te wāhi tipu, me te pūtake <p>Evidence for Achievement with Kaiaka/Merit.</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • Kua iho roa te whakamārama i ngā mātauranga e pā ana ki ngā momo rākau whawhai (identify iwi or Whare specific names and styles, and the origins of the types of rākau); • Kua iho roa te whakamārama i ngā tikanga a-iwi, ā whare rānei, e pā ana ki ngā momo rākau whawhai (identify specific iwi or Whare tikanga relevant to ngā momo rākau whawhai). <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • Kua iho matua te whakamārama i ngā mātauranga e pā ana ki ngā rākau whawhai (identify the origins and stories associated with the types of rākau according to specific iwi or Whare Tū Taua); • Kua iho matua ki te whakamārama i ngā tikanga a-iwi, a whare rānei e pā ana ki ngā momo rākau whawhai (identify and explain tikanga relevant to ngā momo rākau unique to iwi or Whare Tū Taua). 	<p>Momo rākau whawhai are correctly identified in terms of name and style</p> <p>Trees that are suitable, and not suitable, to make ngā momo rākau whawhai are identified.</p>

Notes:

FIELD MĀORI ASSESSMENT
SUPPORT MATERIAL

TĪKAROHIA TE MARAMA
REALISE YOUR POTENTIAL



MAU RĀKAU

UNIT STANDARD 20948 (VERSION 5)

Demonstrate knowledge of tūwaewae

(Level 1, Credits 10)

ASSESSOR BOOKLET

Assessor Information

This unit standard can be awarded with Paetae/Achievement, Kaiaka/Merit and Kairangi/Excellence grades.

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of tūwaewae.	Demonstrate in-depth knowledge of tūwaewae.	Demonstrate comprehensive knowledge of tūwaewae.

Assessment criteria

There are **TWO** (2) assessment tasks that the ākonga must correctly complete to gain credits for this standard. Once the ākonga has correctly completed the tasks, the assessor must complete the assessment schedule for each ākonga.

- Please remember that the focus is tūwaewae!

Nō reira:

- the most effective activities for assessment will be those that are practical or performance based;
- assessments can occur in a range of contexts, e.g. marae, school, classroom, practices or other learning contexts;
- Mau Rākau grading can be used to assess Outcome 1 and 2 of this unit standard;
- local mau rākau exponents and/or experts may be used to assess ākonga.

Ākonga assessment booklet

The ākonga receives this. It outlines important information for the ākonga including:

- assessment and other information
- assessment tasks.

Ākonga assessment tasks

These sheets and any other evidence should be collected by the Assessor and retained for assessment and moderation purposes.

Where ākonga choose to provide oral description/evidence for Task 1 and/or Task 2 (Outcome 1), this must be recorded or verified by a mau rākau exponent. Where ākonga work has been selected for moderation, the recording and/or letter of attestation must be included with the materials.

You will need to discuss with the ākonga the length of time they have to complete the assessment. He ture-a-kōnui: one credit equates to 10 notional hours of teaching and assessment.

Where a recording of the demonstration is submitted for moderation, the ākonga identification sheet must be included.

Evidence of Task 2 (Outcome 2) must be recorded. Where ākonga work has been selected for moderation, the recording must be included with materials.

Authenticity

As per NZQA requirements, the assessor must:

- verify that the work submitted for assessment has been produced by the ākonga
- consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

Ākonga may work with and learn from others to gather information from a variety of sources. However, you must be clear that the work to be assessed has been processed and produced by the ākonga.

To help manage authenticity of ākonga work, where the ākonga is asked to complete any written tasks, the ākonga is asked to use their own words as well as provide reference/s for their information. Please ensure you discuss this with your ākonga.

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/>

Referencing

This assessment requires the ākonga to reference his/her information. For the purposes of this assessment, the following are examples of reference styles.

EXAMPLES OF REFERENCING STYLES

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.maoritelevision.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/>.

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.

Digital submissions can be made directly through the application at any time.

Using the online [External Moderation Application](#), schools and providers must include:

1. a copy of the task and any key supporting resources
2. a copy of the assessment schedule
3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

4. all files must be viewable online
5. URLs, e.g. for student created websites, will need to be submitted as links within a document.



For more information on the digital moderation process, please contact your Principal Nominee or Moderation Liaison (ML).

If you have any issues with preparing materials for moderation OR do not have materials to submit (ie you didn't assess this standard), **speak** to your Principal Nominee (PN) or Moderation Liaison (ML).

ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

Outcome 1 Demonstrate knowledge of tikanga relevant to tūwaewae.

Assessment Task 1 – Tikanga - this task assesses PC 1.1

Explain karakia and whakatauākī relevant to tūwaewae.
All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

Sample answer that would be acceptable for ‘Kaiaka/Merit’.

A karakia and a whakatauākī relevant to tūwaewae

e.g. He waewae taumaha, he kiri mākū

Reference: Rangi Matamua. 'Mau rākau – Māori use of weaponry - Weapons training', Te Ara - the Encyclopaedia of New Zealand, updated 14-Aug-13

 URL: <http://www.TeAra.govt.nz/en/mau-rakau-maori-use-of-weaponry/page-1>

- Kua iho roa te ākonga ki ngā tikanga a iwi, a Whare rānei, e pā ana ki ngā tūwaewae
- Kua iho roa te ākonga ki te whakamārama i ngā tikanga a iwi, a Whare rānei, e pā ana ki ngā tūwaewae (identify specific iwi or Whare tikanga relevant to tūwaewae)

Outcome 2 Demonstrate tūwaewae

Assessment Task 2 – Performance – this task assesses PC 2.1, 2.2

Perform TWELVE tūwaewae movements incorporating iwi or Whare Tū Taua variation, and displaying an awareness of physical and mental skills that are important to mau rākau.

Physical and mental skills includes but is not limited to:

Endurance	flexibility	posture	agility
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All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

2.1 Demonstration incorporates one iwi or Whare Tū Taua variation with regard to movement.

2.2 Demonstration shows an awareness of physical and mental skills important to mau rākau.

Part of a sample description/demonstration that would be acceptable for ‘Achieved’.

Performance of **TWELVE** tūwaewae.
Refer to NZQA DVD for sample demonstrations

Kia maumahara te Kaiako

For Paetae/Achieved, me:

- matatau ki ngā kupu o te karakia me te whakatauaki
- tika te mita o tō reo, te whakahua i ngā kupu, me te hā
- hāngai ngā tūwaewae ki ngā tohutohu, ki ngā ture anō hoki o te mau o te rākau,
- hāngai ki ngā tikanga me te pūtake o te tūwaewae.

For Kaiaka/Merit, me:

- iho roa ki ngā tikanga a iwi, a Whare rānei, e pā ana ki ngā tūwaewae
- iho roa ki te whakamārama i ngā tikanga a iwi, a Whare rānei, e pā ana ki ngā tūwaewae (identify specific iwi or Whare tikanga relevant to tūwaewae)
- iho roa ki ngā nuku me ngā ture o ngā momo tūwaewae a iwi, a Whare rānei
- iho roa ki ngā mātauranga a iwi, a Whare rānei mo ngā momo tūwaewae (describe specific iwi or Whare features of tūwaewae)
- hāngai ngā mahi a hinengaro, a tinana, a waewae ki ngā tūwaewae, kia tika te tū (demonstrate deliberate movements and appropriate actions, which are relevant to tūwaewae).

For Kairangi/Excellence, me:

- iho matua ki ngā pukenga a iwi, a Whare rānei e pā ana ki ngā wāhanga o te taki (demonstrate knowledge of the iwi or Whare Tū Taua specific movements with fluency);
- iho matua te whakamārama i ngā pukenga a iwi, a Whare rānei e pā ana ki ngā momo taki (link specific iwi or Whare movements and combinations associated with te taki to the main kaupapa of ngā momo taki);
- iho matua te whakamārama i ngā tikanga a iwi, a Whare rānei e pā ana ki ngā momo taki (link specific iwi or Whare movements and combinations associated with te taki to the tikanga of ngā momo taki).

The **TWELVE** tūwaewae movements should incorporate

- The tikanga of one iwi or Whare Tū Taua
- Endurance
- Flexibility
- Posture
- Agility

The ākonga must explain at least **THREE** (3) momo taki, and one tikanga associated with each momo taki according to iwi tradition or a specific Whare Tū Taua.

Please discuss with your students how and when the assessments/demonstration will occur.

A checklist for this task has been provided for you on the following page. This may help when you complete the assessment schedule.

Please ensure one checklist is used per ākonga. You will need to photocopy extra copies of the checklist.

OUTCOME 2 ASSESSOR CHECKLIST

Demonstrate tūwaewae

ĀKONGA
DATE

REQUIREMENTS	PERFORMANCE CRITERIA	TUTOR COMMENTS
Tūwaewae Movements (please tick)	Tick relevant box <ul style="list-style-type: none"> Kua hāngai ngā tūwaewae ki ngā tohutohu, ki ngā ture anō hoki o te mau o te rākau, Kua hāngai ki ngā tikanga me te pūtake o te tūwaewae. 	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>	Paetae/Achieved <input type="checkbox"/>	
<input type="checkbox"/>	<ul style="list-style-type: none"> Kua iho roa te ākonga ki ngā nuku me ngā ture o ngā momo tūwaewae a iwi, a Whare rānei Kua iho roa te ākonga ki ngā mātauranga a iwi, a Whare rānei mo ngā momo tūwaewae (described specific iwi or Whare features of tūwaewae) Kua hāngai ngā mahi a hinengaro, a tinana, a waewae ki ngā tūwaewae, ā, kua tika te tū (demonstrated deliberate movements and appropriate actions, which are relevant to tūwaewae). 	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>	Kaiaka/Merit <input type="checkbox"/>	
<input type="checkbox"/>	<ul style="list-style-type: none"> Kua iho matua te ākonga ki ngā nuku me ngā ture mo ngā tūwaewae a iwi, a Whare rānei Kua iho matua te ākonga ki ngā mātauranga a iwi, a Whare rānei e pā ana ki ngā tūwaewae (described the significance of iwi or Whare specific features of tūwaewae) Kua mataara te ākonga, ā, kua hāngai ngā mahi a hinengaro, a tinana, a waewae ki te tūwaewae, ā, kua puta mai te wairua o te ngākaunui ki āu mahi (demonstration is attentive and spontaneous with deliberate and focused movements and appropriate actions, which are relevant to tūwaewae). 	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>	Kairangi/Excellence <input type="checkbox"/>	

MARKING SCHEDULE

Task 1	Evidence Statements	Judgement Statements
Explain karakia and whakatauāki associated with tūwaewae	<p>Evidence for Paetae/Achievement:</p> <p>It is expected that ākonga karakia and whakatauāki are relevant to tūwaewae and, according to iwi traditions. However, the following components should be included in the ākonga responses:</p> <ul style="list-style-type: none"> • Kua matatau ki ngā kupu o te karakia me te whakatauaki • Kua tika te mita o tō reo, tō whakahua i ngā kupu, me te hā. <p>Evidence for Achievement with Kaiaka/Merit.</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • Kua iho roa te ākonga ki ngā tikanga a iwi, a Whare rānei, e pā ana ki ngā tūwaewae • Kua iho roa te whakamārama i ngā tikanga a iwi, a Whare rānei, e pā ana ki ngā tūwaewae (identifies specific iwi or Whare tikanga relevant to tūwaewae). <p>Evidence for Achievement with Kairangi/ Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • Kua iho matua te ākonga ki ngā tikanga e pā ana ki ngā tūwaewae • Kua iho matua te whakamārama i ngā tikanga a iwi, a Whare rānei e pā ana ki ngā tūwaewae (identifies and explains tikanga relevant to tūwaewae unique to iwi or Whare Tū Taua). 	Karakia and whakatauāki are correctly explained.
<p>Examples of referencing:</p> <p>Book: Pōtiki, M. (1995) Haka Mana Para Tawa Ngāwhā. Kaitiaia, New Zealand: Kauae Runga Publishers.</p> <p>Webpage: http://www.hakamanaparatawangawha.co.nz</p> <p>Course hand out/Lecture notes: Knowles, B. (2012). Mau Rākau class: [Te Wakahuia Video]. Piopiotahi, New Zealand: Piopiotahi College.</p>		

Notes:



MAU RĀKAU

UNIT STANDARD 20949 (VERSION 5)

Demonstrate knowledge of, and perform, toroparawae

(Level 2, Credits 10)

ASSESSOR BOOKLET

Assessor Information

This unit standard can be awarded with Paetae/Achievement, Kaiaka/Merit and Kairangi/Excellence grades.

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of, and perform, toroparawae.	Demonstrate in-depth knowledge of toroparawae, and perform toroparawae with purpose.	Demonstrate comprehensive knowledge of toroparawae, and perform toroparawae with accuracy and fluency.

Assessment criteria

There are TWO (2) assessment tasks that the ākonga must correctly complete to gain credits for this standard. Once the ākonga has correctly completed the tasks, the assessor must complete the assessment schedule for each ākonga.

Please remember that the focus is tūwaewae!

Nō reira:

- the most effective activities for assessment will be those that are practical or performance based;
- assessments can occur in a range of contexts, e.g. marae, school, classroom, practices or other learning contexts;
- Mau Rākau grading can be used to assess Outcome 1 and 2 of this unit standard;
- local mau rākau exponents and/or experts may be used to assess ākonga.

Ākonga assessment booklet

The ākonga receives this. It outlines important information for the ākonga including:

- assessment and other information
- assessment tasks.

Ākonga assessment tasks

These sheets and any other evidence should be collected by the Assessor and retained for assessment and moderation purposes.

Where ākonga choose to provide oral description/evidence for Task 1 and/or Task 2 (Outcome 1), this must be recorded or verified by a mau rākau exponent. Where ākonga work has been selected for moderation, the recording and/or letter of attestation must be included with the materials.

You will need to discuss with the ākonga the length of time they have to complete the assessment. He ture-a-kōnui: one credit equates to 10 notional hours of teaching and assessment.

Evidence of Task 2 (Outcome 2) must be recorded. Where ākonga work has been selected for moderation, the recording must be included with materials.

Authenticity

As per NZQA requirements, the assessor must:

- verify that the work submitted for assessment has been produced by the ākonga
- consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

Ākonga may work with and learn from others to gather information from a variety of sources. However, you must be clear that the work to be assessed has been processed and produced by the ākonga.

To help manage authenticity of ākonga work, where the ākonga is asked to complete any written tasks, the ākonga is asked to use their own words as well as provide reference/s for their information. Please ensure you discuss this with your ākonga.

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/>

Referencing

This assessment requires the ākonga to reference his/her information. For the purposes of this assessment, the following are examples of reference styles.

EXAMPLES OF REFERENCING STYLES

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.maoritelevision.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/>.

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.

Digital submissions can be made directly through the application at any time.

Using the online [External Moderation Application](#), schools and providers must include:

1. a copy of the task and any key supporting resources
2. a copy of the assessment schedule
3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

4. all files must be viewable online
5. URLs, e.g. for student created websites, will need to be submitted as links within a document.



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If you have any issues with preparing materials for moderation OR do not have materials to submit (ie you didn't assess this standard), **speak** to your Principal Nominee (PN) or Moderation Liaison (ML).

ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

Outcome 1 Demonstrate knowledge of toroparawae

 LEVEL
2

Assessment Task 1 – Tikanga – this task assesses PC 1.1
Demonstrate and explain toroparawae in accordance with iwi tradition or a specific Whare Tū Taua.
All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.
1.1 Toroparawae are demonstrated and explained in accordance with iwi tradition or a specific Whare Tū Taua.
I te ākonga e whakaatu ana ngā toroparawae:
Mō Paetae/Achieved, me:

- hāngai ngā whakamārama ki ngā akoranga a iwi, a Whare rānei.

Mō Kaiaka/Merit, me:

- iho roa ngā whakamārama i ngā pukenga a iwi, a Whare rānei e pā ana ki ngā toroparawae (identify and describe toroparawae movements and combinations specific to iwi or Whare Tū Taua).

Mō Kairangi/Excellence, me:

- iho matua te whakamārama i ngā pukenga a iwi, a Whare rānei e pā ana ki ngā toroparawae (link the importance of iwi or Whare specific toroparawae movements to the development of physical skills essential for mau rākau).

Outcome 2 Perform Toroparawae
Assessment Task 1 – Performance – this task assesses PC 2.1, 2.2 and 2.3

Perform combinations of at least NINE tūwaewae with at least SIX appropriate whakatautau movements incorporating iwi or Whare Tū Taua variation, generating ihi, wehi, and wana, and displaying an awareness of physical and mental skills that are important to mau rākau.

Physical and mental skills includes but is not limited to:

Endurance	Flexibility	Posture	Agility
2.1 Performance incorporates iwi variation with regard to movement			
2.2 Performance generates ihi, wehi, and wana.			
2.3 Performance demonstrates awareness of physical and mental skills important to mau rākau.			
Range includes but is not limited to – endurance, flexibility, posture, agility.			

I te ākonga e whakaatu ana ngā toroparawae:

The combinations of at least NINE tūwaewae with at least SIX appropriate whakatautau movements should incorporate

- Endurance
- Flexibility
- Posture
- Agility

For Outcome 2 you will need to record or provide an attestation for each student performing NINE different tūwaewae movements, either individually or in a group.

Please discuss with your students how and when the recordings/ performances/ attestations will occur.

A checklist for this task has been provided for you on the following page. This may help when you complete the assessment schedule.

Please ensure one checklist is used per ākonga. You will need to photocopy extra copies of the checklist.

Kia maumahara te Kaiako

For Paetae/Achieved, me:

- hāngai ngā toroparawae ki ngā tohutohu, ki ngā ture anō hoki o te mau o te rākau;
- hāngai ki ngā tikanga me te pūtake o ngā toroparawae;
- puta te ihi, te wehi, me te mana!
- hāngai ngā toroparawae ki ngā tohutohu, ki ngā ture anō hoki o te mau o te rākau;
- hāngai ki ngā tikanga me te pūtake o ngā toroparawae;
- puta te ihi, te wehi, me te mana!

For Kaiaka/Merit, me:

- iho roa ki ngā pukenga a iwi, a Whare rānei e pā ana ki ngā toroparawae (demonstrate the iwi or Whare Tū Taua specific movements with confidence);
- hāngai ngā mahi a hinengaro, a tinana, a waewae ki ngā toroparawae, kia tika te tū (perform toroparawae with deliberate movements and appropriate actions);
- puta te ihi, te wehi, te wana, me te mataara!

For Kairangi/Excellence, me:

- iho matua ngā pukenga a iwi, a Whare rānei e pā ana ki ngā toroparawae (demonstrate the iwi or Whare Tū Taua specific movements with fluency);
- hāngai ngā mahi a hinengaro, a tinana, a waewae ki ngā toroparawae, ā, kua puta mai te wairua i te ngākau nui ki āna mahi (perform toroparawae spontaneously with deliberate movements and appropriate actions);
- puta te ihi, te wehi, te wana, me te mataara i te tīmatanga ki te mutunga.

OUTCOME 2 **ASSESSOR CHECKLIST**
Ākonga demonstration
ĀKONGA**DATE****REQUIREMENTS****PERFORMANCE CRITERIA****TUTOR
COMMENTS**

The combinations of at least NINE tūwaewae with at least SIX appropriate whakatautau movements should incorporate

The tikanga of one iwi or Whare Tū Taua. Endurance, Flexibility, Posture, Agility

Tick relevant box

- Kua hāngai ngā toroparawae ki ngā tohutohu, ki ngā ture anō hoki o te mau o te rākau
- Kua hāngai ki ngā tikanga me te pūtake o ngā toroparawae
- Kua puta te ihi, te wehi, me te mana!

☐

Paetae/Achieved

☐☐☐☐☐☐☐

- Kua iho roa te ākonga ki ngā pukenga a iwi, a Whare rānei e pā ana ki ngā toroparawae (demonstrated the iwi or Whare Tū Taua specific movements with confidence)
- Kua hāngai ngā mahi a hinengaro, a tinana, a waewae ki ngā toroparawae, kia tika te tū (performed toroparawae with deliberate movements and appropriate actions)
- Kua puta te ihi, te wehi, te wana, me te mataara!

Kaiaka/Merit

☐☐☐

- Kua iho matua te ākonga ki ngā pukenga a iwi, a Whare rānei e pā ana ki ngā toroparawae (demonstrated the iwi or Whare Tū Taua specific movements with fluency)
- Kua hāngai āu mahi a hinengaro, a tinana, a waewae ki ngā toroparawae, ā, kua puta mai te wairua i te ngākau nui ki āna mahi (performed toroparawae spontaneously with deliberate movements and appropriate actions)
- Kua puta te ihi, te wehi, te wana, me te mataara i te tīmatanga ki te mutunga.

Kairangi/Excellence

☐

MARKING SCHEDULE

Task 1	Evidence Statements	Judgement Statements
Demonstrate and explain toroparawae in accordance with iwi tradition or a specific Whare Tū Taua.	<p>Evidence for Paetae/Achievement:</p> <p>It is expected that ākonga whakamārama are relevant to torowaewae and, according to iwi or Whare Tū Taua traditions. However, the following components should be included in the ākonga responses:</p> <ul style="list-style-type: none"> Kua hāngai ngā whakamārama ki ngā akoranga a iwi, a Whare rānei. <p>Evidence for Achievement with Kaiaka/Merit.</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> Kua iho roa ngā whakamārama i ngā pukenga a iwi, a Whare rānei e pā ana ki ngā toroparawae (toroparawae movements and combinations specific to iwi or Whare Tū Taua have been identified and described). <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> Kua iho matua te ākonga ki te whakamārama i ngā pukenga a iwi, a Whare rānei e pā ana ki ngā toroparawae (The importance of iwi or Whare specific toroparawae movements have been linked to the development of physical skills essential for mau rākau). 	Toroparawae are correctly demonstrated and explained in accordance with a specific iwi or Whare Tū Taua.
<p>Examples of referencing:</p> <p>Book: Pōtiki, M. (1995) Haka Mana Para Tawa Ngāwhā. Kaitiaia, New Zealand: Kauae Runga Publishers.</p> <p>Webpage: http://www.hakamanaparatawangawha.co.nz</p> <p>Course hand out/Lecture notes: Knowles, B. (2012). Mau Rākau class: [Te Wakahuia Video]. Piopiotahi, New Zealand: Piopiotahi College.</p>		

Task 2	Evidence Statements	Judgement Statements
<p>Perform combinations of at least NINE tūwaewae with at least SIX appropriate whakatautau movements incorporating iwi or Whare Tū Taua variation generating ihi, wehi, and wana; and displaying endurance, flexibility, posture and agility.</p>	<p>Evidence for Paetae/Achievement:</p> <p>It is expected that ākonga performances will vary, according to iwi or Whare Tū Taua traditions. However, the following components should be included in the ākonga performance:</p> <ul style="list-style-type: none"> • Kua hāngai ngā toroparawae ki ngā tohutohu, ki ngā ture anō hoki o te mau o te rākau • Kua hāngai ki ngā tikanga me te pūtake o ngā toroparawae • Kua puta te ihi, te wehi, me te mana! <p>Evidence for Achievement with Kaiaka/Merit.</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • Kua iho roa te ākonga ki ngā pukenga a iwi, a Whare rānei e pā ana ki ngā toroparawae (demonstrated the iwi or Whare Tū Taua specific movements with confidence) • Kua hāngai ngā mahi a hinengaro, a tinana, a waewae ki ngā toroparawae, kia tika te Tū (performed toroparawae with deliberate movements and appropriate actions) • Kua puta te ihi, te wehi, te wana, me te mataara! <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • Kua iho matua te ākonga ki ngā pukenga a iwi, a Whare rānei e pā ana ki ngā toroparawae (demonstrated the iwi or Whare Tū Taua specific movements with fluency) • Kua hāngai āu mahi a hinengaro, a tinana, a waewae ki ngā toroparawae, ā, kua puta mai te wairua i te ngākau nui ki āna mahi (performed toroparawae spontaneously with deliberate movements and appropriate actions) • Kua puta te ihi, te wehi, te wana, me te mataara i te tīmatanga ki te mutunga. 	<p>The combinations of at least NINE tūwaewae with SIX whakatautau movements incorporate tikanga of one iwi or Whare Tū Taua, generate ihi, wehi, and wana, and display endurance, flexibility, posture, and agility.</p>
<p>Examples of referencing:</p> <p>Book: Pōtiki, M. (1995) Haka Mana Para Tawa Ngāwhā. Kaitiaia, New Zealand: Kauae Runga Publishers.</p> <p>Webpage: http://www.hakamanaparatawangawha.co.nz</p> <p>Course hand out/Lecture notes: Knowles, B. (2012). Mau Rākau class: [Te Wakahuia Video]. Piopiotahi, New Zealand: Piopiotahi College.</p>		

Notes:

Notes:

**FIELD MĀORI ASSESSMENT
SUPPORT MATERIAL**

TĪKAROHIA TE MARAMA
REALISE YOUR POTENTIAL



MAU RĀKAU

UNIT STANDARD 27549 (VERSION 4)

Demonstrate knowledge of te taki

(Level 4, Credits 15)

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4

ASSESSOR BOOKLET

Assessor Information

This unit standard can be awarded with Paetae/Achievement, Kaiaka/Merit and Kairangi/Excellence grades.

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of the taki.	Demonstrate in-depth knowledge of te taki.	Demonstrate comprehensive knowledge of te taki.

Assessment criteria

There is ONE (1) assessment task that the ākonga must correctly complete to gain credits for this standard. Once the ākonga has correctly completed the task, the assessor must complete the assessment schedule for each ākonga.

Please remember that the focus is tūwaewae!

Nō reira:

- the most effective activities for assessment will be those that are practical or performance based
- assessments can occur in a range of contexts, e.g. marae, school, classroom, practices or other learning contexts
- Mau Rākau grading can be used to assess Outcome 1 of this unit standard
- local mau rākau exponents and/or experts may be used to assess ākonga.

Ākonga assessment booklet

The ākonga receives this. It outlines important information for the ākonga including:

- assessment and other information
- assessment tasks.

Ākonga assessment tasks

These sheets and any other evidence should be collected by the Assessor and retained for assessment and moderation purposes.

Where ākonga choose to provide oral description/evidence for Task 1 (Outcome 1), this must be recorded or verified by a mau rākau exponent.

Where ākonga work has been selected for moderation, the recording and/or letter of attestation must be included with the materials.

You will need to discuss with the ākonga the length of time they have to complete the assessment. He ture-a-kōnui: one credit equates to 10 notional hours of teaching and assessment.

Authenticity

As per NZQA requirements, the assessor must:

- verify that the work submitted for assessment has been produced by the ākonga
- consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

Ākonga may work with and learn from others to gather information from a variety of sources. However, you must be clear that the work to be assessed has been processed and produced by the ākonga.

To help manage authenticity of ākonga work, where the ākonga is asked to complete any written tasks, the ākonga is asked to use their own words as well as provide reference/s for their information. Please ensure you discuss this with your ākonga.

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/>

Referencing

This assessment requires the ākonga to reference his/her information. For the purposes of this assessment, the following are examples of reference styles.

EXAMPLES OF REFERENCING STYLES

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.maoritelevision.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>.

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6 Webpage

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

PREPARATION FOR MODERATION

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1. a copy of the task and any key supporting resources
2. a copy of the assessment schedule
3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

4. all files must be viewable online
5. URLs, e.g. for student created websites, will need to be submitted as links within a document.



For more information on the digital moderation process, please contact your Principal Nominee or Moderation Liaison (ML).

If you have any issues with preparing materials for moderation OR do not have materials to submit (ie you didn't assess this standard), **speak** to your Principal Nominee (PN) or Moderation Liaison (ML).

ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

Outcome 1 Explain knowledge of te taki
Assessment Task 1 – Tikanga – this task assesses PC 1.1, 1.2 and 1.3
Explain

- i. ngā wāhanga o te taki
 - ii. ngā momo taki, and
 - iii. ngā tikanga o ngā momo taki
- in accordance with iwi tradition or a specific Whare Tū Taua.

1.1	Explanation includes ngā wāhanga o te taki Range introduction, challenging manuhiri, offering of taki, exit.
1.2	Explanation includes ngā momo taki Range momo taki may include but are not limited to – rākau whakaara, rākau tapu, rākau whakawaha, rākau kāwhaki, rākau whakaoho, rākau humārie; evidence of at least three is required. I te ākongā e whakamārama ana i te taki:
1.3	Explanation includes the tikanga associated with ngā momo taki. Range tikanga associated with at least three momo taki is required. one tikanga for each momo taki selected in performance criterion 1.2.

Kia maumahara te Kaiako

For Paetae/Achieved, me:

- explain ngā wāhanga o te taki;
- hāngai ki ngā kōrero a iwi, a Whare rānei mō ngā momo taki (explain types of taki in accordance with iwi or Whare tradition);
- hāngai ngā kōrero ki ngā tikanga a iwi, a Whare rānei e pā ana ki ngā momo taki (describe tikanga pertaining to te taki in accordance with iwi or Whare tradition).

For Kaiaka/Merit, me:

- iho roa ki ngā pukenga a iwi, a Whare rānei e pā ana ki ngā wāhanga o te taki (demonstrate knowledge of the iwi or Whare Tū Taua specific movements with confidence);
- iho roa te whakamārama i ngā pukenga a iwi, a Whare rānei e pā ana ki ngā momo taki (describe specific iwi or Whare movements and combinations associated with ngā momo taki);
- iho roa te whakamārama i ngā tikanga a iwi, a Whare rānei e pā ana ki ngā momo taki (describe tikanga of specific iwi or Whare associated with te taki).

For Kairangi/Excellence, me:

- iho matua ki ngā pukenga a iwi, a Whare rānei e pā ana ki ngā wāhanga o te taki (demonstrate knowledge of the iwi or Whare Tū Taua specific movements with fluency);
- iho matua te whakamārama i ngā pukenga a iwi, a Whare rānei e pā ana ki ngā momo taki (link specific iwi or Whare movements and combinations associated with te taki to the main kaupapa of ngā momo taki);
- iho matua te whakamārama i ngā tikanga a iwi, a Whare rānei e pā ana ki ngā momo taki (link specific iwi or Whare movements and combinations associated with te taki to the tikanga of ngā momo taki).

The explanations of NGĀ WĀHANGA O TE TAKI must include:

- The introduction
- Challenging manuhiri
- Offering of taki
- Exit

The ākonga must explain at least THREE (3) momo taki, and one tikanga associated with each momo taki according to iwi tradition or a specific Whare Tū Taua.

Please discuss with your students how and when the assessments/demonstration will occur.

A checklist for this task has been provided for you on the following page. This may help when you complete the assessment schedule.

Please ensure one checklist is used per ākonga. You will need to photocopy extra copies of the checklist.

OUTCOME 2

ASSESSOR CHECKLIST

Explanation of Tikanga

ĀKONGA

DATE

REQUIREMENTS	PERFORMANCE CRITERIA	TUTOR COMMENTS
Ngā momo Taki (please tick)	Tick relevant box	
<input type="checkbox"/>	Ngā wāhanga o te taki are explained.	
<input type="checkbox"/>	Kua hāngai ki ngā kōrero a iwi, a Whare rānei mō ngā momo taki (ngā momo taki are explained in accordance with iwi or Whare tradition).	
<input type="checkbox"/>	Kua hāngai ngā kōrero ki ngā tikanga a iwi, a Whare rānei e pā ana ki ngā momo taki (tikanga pertaining to te taki are described in accordance with iwi or Whare tradition)	
Tikanga associated with each momo Taki according to iwi tradition or a specific Whare Tū Taua. (please tick)	Paetae/Achieved <input type="checkbox"/>	
	<ul style="list-style-type: none"> Kua iho roa te ākonga ki ngā pukenga a iwi, a Whare rānei e pā ana ki ngā wāhanga o te taki (The student has demonstrated the iwi or Whare Tū Taua specific movements with confidence) Kua iho roa te whakamārama i ngā pukenga a iwi, a Whare rānei e pā ana ki ngā momo taki (specific iwi or Whare movements and combinations associated with ngā momo taki are described). Kua iho roa te whakamārama i ngā tikanga a iwi, a Whare rānei e pā ana ki ngā momo taki (tikanga of specific iwi or Whare associated with te taki are described). 	
<input type="checkbox"/>	Kaiaka/Merit <input type="checkbox"/>	
<input type="checkbox"/>	<ul style="list-style-type: none"> Kua iho matua te ākonga ki ngā pukenga a iwi, a Whare rānei e pā ana ki ngā wāhanga o te taki (The student has demonstrated the iwi or Whare Tū Taua specific movements with fluency) Kua iho matua te whakamārama i ngā pukenga a iwi, a Whare rānei e pā ana ki ngā momo taki (specific iwi or Whare movements and combinations associated with te taki have been linked to the main kaupapa of ngā momo taki). Kua iho matua te whakamārama i ngā tikanga a iwi, a Whare rānei e pā ana ki ngā momo taki (specific iwi or Whare movements and combinations associated with te taki have been linked to tikanga of ngā momo taki). 	
<input type="checkbox"/>		
The explanations of ngā wāhanga o te taki must include:		
<ul style="list-style-type: none"> The introduction Challenging manuhiri Offering of taki Exit 		
	Kairangi/Excellence <input type="checkbox"/>	

LEVEL 3

MARKING SCHEDULE

Task 1	Evidence Statements	Judgement Statements
Explain knowledge of te taki	<p>Evidence for Paetae/Achievement:</p> <p>It is expected that ākonga whakamārama are relevant to te taki and, according to iwi or Whare Tū Taua traditions. However, the following components should be included in the ākonga responses:</p> <ul style="list-style-type: none"> • Explanation of ngā wāhanga o te taki. • Kia hāngai ki ngā kōrero a iwi, a Whare rānei mō ngā momo taki (explanation of ngā momo taki in accordance with iwi or Whare tradition). • Kia hāngai ngā kōrero ki ngā tikanga a iwi, a Whare rānei e pā ana ki ngā momo taki (description of tikanga pertaining to te taki in accordance with iwi or Whare tradition). <p>Evidence for Achievement with Kaiaka/Merit.</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • Kia iho roa ki ngā pukenga a iwi, a Whare rānei e pā ana ki ngā wāhanga o te taki (confident demonstration of the iwi or Whare Tū Taua specific movements) • Kia iho roa te whakamārama i ngā pukenga a iwi, a Whare rānei e pā ana ki ngā momo taki (description of specific iwi or Whare movements and combinations associated with ngā momo taki). • Kia iho roa te whakamārama i ngā tikanga a iwi, a Whare rānei e pā ana ki ngā momo taki (description of specific iwi or Whare tikanga associated with te taki). <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • Kia iho matua ki ngā pukenga a iwi, a Whare rānei e pā ana ki ngā wāhanga o te taki (fluent demonstration of the iwi or Whare Tū Taua specific movements) • Kia iho matua te whakamārama i ngā pukenga a iwi, a Whare rānei e pā ana ki ngā momo taki (Specific iwi or Whare movements and combinations associated with te taki are linked to the main kaupapa of ngā momo taki). • Kia iho matua te whakamārama i ngā tikanga a iwi, a Whare rānei e pā ana ki ngā momo taki (Specific iwi or Whare movements and combinations associated with te taki are linked to the tikanga of ngā momo taki). 	Ngā wāhanga o te taki are correctly demonstrated and explained in accordance with a specific iwi or Whare Tū Taua.

Notes:



MAU RĀKAU

UNIT STANDARD 20954 (VERSION 5)

Demonstrate knowledge of and perform ngā wāhanga o te taki

(Level 4, Credits 15)

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ASSESSOR BOOKLET

Assessor Information

This unit standard can be awarded with Paetae/Achievement, Kaiaka/Merit and Kairangi/Excellence grades.

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of and perform ngā wāhanga o te taki	Demonstrate in-depth knowledge of the performance of ngā wāhanga o te taki.	Demonstrate comprehensive knowledge of the performance of ngā wāhanga o te taki.

Assessment criteria

There is ONE (1) assessment task that the ākonga must correctly complete to gain credits for this standard. Once the ākonga has correctly completed the task, the assessor must complete the assessment schedule for each ākonga.

Please remember that the focus is te taki!

Nō reira:

- the most effective activities for assessment will be those that are practical or performance based
- assessments can occur in a range of contexts, e.g. marae, school, classroom, practices or other learning contexts
- Mau Rākau grading can be used to assess Outcome 1 of this unit standard
- local mau rākau exponents and/or experts may be used to assess ākonga.

Ākonga assessment booklet

The ākonga receives this. It outlines important information for the ākonga including:

- assessment and other information
- assessment tasks.

Ākonga assessment tasks

These sheets and any other evidence should be collected by the Assessor and retained for assessment and moderation purposes.

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You will need to discuss with the ākonga the length of time they have to complete the assessment. He ture-a-kōnui: one credit equates to 10 notional hours of teaching and assessment.

Authenticity

As per NZQA requirements, the assessor must:

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Referencing

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3 Film

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

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ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

Outcome 1 Demonstrate knowledge of and perform ngā wāhanga o te taki.
Assessment Task 1 – this task assesses PC 1.1, 1.2 and 1.3

Demonstrate the correct sequence and flow of ngā wāhanga o te taki in accordance with iwi tradition or a specific Whare Tū Taua, generating ihi, wehi, and wana, and displaying an awareness of physical and mental skills that are important to mau rākau.

The sequence includes:

introduction

challenging manuhiri

offering of taki

exit

Physical and mental skills includes but is not limited to:

Endurance

flexibility

posture

agility

1.1 Demonstration of te taki incorporates the correct sequence and flow of ngā wāhanga o te taki in accordance with a specific iwi or Whare Tū Taua.

Range introduction, challenging manuhiri, offering of taki, exit.

1.2 Demonstration generates ihi, wehi, and wana.

1.3 Demonstration includes awareness of physical and mental skills important to mau rākau.

Range includes but is not limited to – endurance, flexibility, posture, agility.

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Kia maumahara te Kaiako

For Paetae/Achieved, me:

- whakaatu ngā wāhanga o te taki;
- hāngai ki ngā mahi a iwi, a Whare rānei mō ngā wāhanga o te taki (demonstrate ngā wāhanga o te taki in accordance with iwi or Whare tradition);
- hāngai ngā pukenga a iwi, a Whare rānei e pā ana ki ngā wāhanga o te taki (demonstrate skills pertaining to ngā wāhanga o te taki in accordance with iwi or Whare tradition).

For Kaiaka/Merit, me:

- iho roa ki ngā pukenga o te taki a tinana, a wairua, a hinengaro (maintain and sustain the essence o te taki);
- iho roa ki ngā tikanga o te taki, ki ngā nuku, ki ngā ture anō hoki;
- hāngai ngā mahi a hinengaro, a tinana, a waewae ki te taki, kia tika te tū (perform ngā wāhanga o te taki with deliberate movements and appropriate actions, which are relevant to te taki);
- puta te ihi, te wehi, te wana, me te mataara!

For Kairangi/Excellence, me:

- iho matua ki ngā pukenga o te taki a tinana, a wairua, a hinengaro (perform ngā wāhanga o te taki with confidence);
- iho matua ki ngā tikanga o te taki, ki ngā nuku, ki ngā ture anō hoki;
- hāngai ngā mahi a hinengaro, a tinana, a waewae ki te taki, kia puta mai te wairua i te ngākaunui ki āna mahi (perform spontaneously with deliberate movements and appropriate actions, which are relevant to te taki);
- puta te ihi, te wehi, te wana, me te mataara i te tīmatanga ki te mutunga.

The demonstration of ngā wāhanga o te taki should incorporate:

- Endurance
- Flexibility
- Posture
- Agility

Please discuss with your students how and when the assessments/demonstration will occur.

A checklist for this task has been provided for you on the following page. This may help when you complete the assessment schedule.

Please ensure one checklist is used per ākonga. You will need to photocopy extra copies of the checklist.

OUTCOME 1		ASSESSOR CHECKLIST									
		Demonstration									
ĀKONGA											
DATE											
REQUIREMENTS	PERFORMANCE CRITERIA	TUTOR COMMENTS									
The sequence: (please tick) <table border="1"> <tr> <td><input type="checkbox"/></td> <td>Introduction</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Challenging manuhiri</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Offering of Taki</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Exit</td> </tr> </table>	<input type="checkbox"/>	Introduction	<input type="checkbox"/>	Challenging manuhiri	<input type="checkbox"/>	Offering of Taki	<input type="checkbox"/>	Exit	Tick relevant box <ul style="list-style-type: none"> Kua whakaatu ngā wāhanga o te taki.\ Kua hāngai ki ngā mahi a iwi, a Whare rānei mō ngā wāhanga o te taki (ngā wāhanga o te taki are demonstrated in accordance with iwi or Whare tradition) Kua hāngai ngā pukenga a iwi, a Whare rānei e pā ana ki ngā wāhanga o te taki (skills pertaining to ngā wāhanga o te taki are demonstrated in accordance with iwi or Whare tradition). 		
<input type="checkbox"/>	Introduction										
<input type="checkbox"/>	Challenging manuhiri										
<input type="checkbox"/>	Offering of Taki										
<input type="checkbox"/>	Exit										
Physical and mental skills include but is not limited to: <ul style="list-style-type: none"> Endurance Flexibility Posture Agility 	Paetae/Achieved <input type="checkbox"/>										
	<ul style="list-style-type: none"> Kua iho roa ki ngā pukenga o te taki a tinana, a wairua, a hinengaro (the essence o te taki is maintained and sustained) Kua iho roa ki ngā tikanga o te taki, ki ngā nuku, ki ngā ture anō hoki; Kua hāngai ngā mahi a hinengaro, a tinana, a waewae ki te taki, kia tika te tū (ngā wāhanga o te taki are performed with deliberate movements and appropriate actions, which are relevant to te taki) Kua puta te ihi, te wehi, te wana, me te mataara! 										
	Kaiaka/Merit <input type="checkbox"/>										
	<ul style="list-style-type: none"> Kua iho matua te ākongā ki ngā pukenga o te taki a tinana, a wairua, a hinengaro (ngā wāhanga o te taki are performed with confidence) Kua iho matua te ākongā ki ngā tikanga o te taki, ki ngā nuku, ki ngā ture anō hoki; Kua hāngai ngā mahi a hinengaro, a tinana, a waewae ki te taki, kia puta mai te wairua i te ngākaunui ki āna mahi (demonstration is perform spontaneously with deliberate movements and appropriate actions, which are relevant to te taki) Kua puta te ihi, te wehi, te wana, me te mataara i te tīmatanga ki te mutunga 										
	Kairangi/Excellence <input type="checkbox"/>										

MARKING SCHEDULE

Task 1	Evidence Statements	Judgement Statements
Demonstrate of ngā wāhanga o te taki.	<p>Evidence for Paetae/Achievement:</p> <p>It is expected that ākonga whakamārama are relevant to te taki and, according to iwi or Whare Tū Taua traditions. However, the following components should be included in the ākonga responses:</p> <ul style="list-style-type: none"> • Kua whakaatu ngā wāhanga o te taki; • Kua hāngai ki ngā mahi a iwi, a Whare rānei mō ngā wāhanga o te taki (ngā wāhanga o te taki are demonstrated in accordance with iwi or Whare tradition); • Kua hāngai ngā pukenga a iwi, a Whare rānei e pā ana ki ngā wāhanga o te taki (skills pertaining to ngā wāhanga o te taki are demonstrated in accordance with iwi or Whare tradition). <p>Evidence for Achievement with Kaiaka/Merit.</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • Kua iho roa ki ngā pukenga o te taki a tinana, a wairua, a hinengaro (the essence o te taki is maintained and sustained) • Kua iho roa ki ngā tikanga o te taki, ki ngā nuku, ki ngā ture anō hoki; • Kua hāngai ngā mahi a hinengaro, a tinana, a waewae ki te taki, kia tika te tū (ngā wāhanga o te taki are performed with deliberate movements and appropriate actions, which are relevant to te taki) • Kua puta te ihi, te wehi, te wana, me te mataara! <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • Kua iho matua te ākonga ki ngā pukenga o te taki a tinana, a wairua, a hinengaro (ngā wāhanga o te taki are performed with confidence) • Kua iho matua te ākonga ki ngā tikanga o te taki, ki ngā nuku, ki ngā ture anō hoki; • Kua hāngai ngā mahi a hinengaro, a tinana, a waewae ki te taki, kia puta mai te wairua i te ngākaunui ki āna mahi (demonstration is performed spontaneously with deliberate movements and appropriate actions, which are relevant to te taki) • Kua puta te ihi, te wehi, te wana, me te mataara i te tīmatanga ki te mutunga 	Ngā wāhanga o te taki are correctly demonstrated and explained in accordance with a specific iwi or Whare Tū Taua.

Notes:

Notes: