

TAONGA PUORO

UNIT STANDARD 30238 (VERSION 3)

Collect natural materials to create uncrafted taonga puoro

(Level 1, Credits 3)

ASSESSOR BOOKLET

'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'*

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
Collect natural materials to create uncrafted taonga puoro	Demonstrate in-depth knowledge to collect natural materials to create uncrafted taonga puoro.	Demonstrate comprehensive knowledge to collect natural materials to create uncrafted taonga puoro.

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.

As mentioned above, the grades for this assessment include Paetae, Kaiaka, or Kairangi. Grades awarded will depend on how well ākonga demonstrate knowledge of people associated with Māori performing arts.

Ākonga booklet

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

- assessment and other information
- assessment tasks.

Ākonga assessment material

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

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, practice and/or study, 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.

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

Outcome 1 Collect natural materials to create uncrafted taonga puoro.
Assessment Task 1 – this task assesses PC 1.1, 1.2, and 1.3

Collect a range of (FIVE) different natural materials from THREE different environments to be used as uncrafted taonga puoro

The ākonga must present information in their own words, and all sources of information must be acknowledged.

ENVIRONMENT ONE:

List natural materials below:

- Shells
- Kōhatu
- Drift wood
- Bone

ENVIRONMENT TWO:

List natural materials below:

- Sticks/rākau
- Leaves
- Vines
- stones

ENVIRONMENT THREE:

List natural materials below:

- Kōhatu
- Rākau

WHAT KARAKIA WERE GIVEN IN THE PROCESS OF COLLECTING YOUR RESOURCES AND MAKING THE TAONGA PUORO?

Unuhia, unuhia

Unuhia ki te uru tapu nui a Tane

Kia wātea, kia māmā, te ngākau, te tinana, te wairua i te ara takatā

Koia rā e Rongo, whakairia ake ki runga

Kia tina! TINA! Hui e! TĀIKI E!

Draw on, draw on,
Draw on the supreme sacredness
To clear, to free the heart, the body and the spirit of mankind
Rongo, suspended high above us (i.e. in 'heaven')
Draw together! Affirm!

DESCRIBE THE AREAS WHERE THE MATERIALS WERE SOURCED:

EXPLAIN THE RELATIONSHIP BETWEEN THE UNCRAFTED TAONGA PUORO AND THE SOUNDS OF THE TAIAO.

Ko Ranginui, Ko Papatūānuku, ka puta ko Tānemāhuta, ka puta ko Manuka, ā, ka puta ko tēnei taonga.

Kia maumahara te Kaiako

For Paetae/Achieved

Collect natural materials to create uncrafted taonga puoro will be evidenced through:

- reciting appropriate karakia when collecting natural materials;
- identifying and collecting at least five different natural materials from three different environments to be used as three uncrafted taonga puoro make taonga puoro;

For Kaiaka/Merit

In-depth knowledge to collect natural materials to create uncrafted taonga puoro will be evidenced through:

- reciting appropriate karakia at the beginning and end of the collection process,
- describing the source of the natural materials.

For Kairangi/Excellence

Comprehensive knowledge to collect natural materials to create uncrafted taonga puoro will be evidenced through:

- reciting karakia from memory at the beginning and end of the collection process,
- reciting appropriate the whakapapa of the natural materials in terms of associated atua.



Figure 1



Figure 2

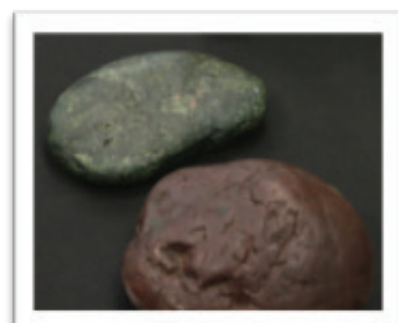


Figure 3

ASSESSMENT SCHEDULE

Assessment Task 1	Evidence Statements	Judgement Statements
<p>Collect a range (five) different natural materials from three different environments to be used as three uncrafted taonga puoro.</p>	<p>Evidence for Paetae/Achievement</p> <p>It is expected that ākongā responses will vary according to iwi traditions. However, the following components should be included in the ākongā responses:</p> <p>While collecting natural materials to create uncrafted taonga puoro, or after the collection where appropriate, the following are observed:</p> <ul style="list-style-type: none"> • Reciting appropriate karakia when collecting natural materials. • Identifying and collecting at least five different natural materials from three different environments to be used as three uncrafted taonga puoro. • Using natural materials to make three different taonga puoro. <p>Evidence for Achievement with Kaiaka/Merit</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • reciting appropriate karakia karakia at the beginning and end of the collection process, • describing the source of the natural materials. <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • reciting appropriate karakia from memory at the beginning and end of the collection process, • describing the whakapapa of the natural materials in terms of associated atua. 	<p>Judgement for Paetae/Achieved, Kaiaka/Merit and Kairangi/Excellence</p> <p>A range of different natural materials are collected from three different environments to be used as three uncrafted taonga puoro.</p>

Image reference

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- Māori Qualifications Services. (2016), MQS TP 1312 (062) photograph. Figure 1, page 26
- Māori Qualifications Services. (2016), MQS TP 1312 (059) photograph. Figure 2, page 26
- Māori Qualifications Services. (2016), MQS TP 1312 (032) photograph. Figure 3, page 26

Other Rauemi:

WEBSITES:

Brian Flintoff, 'Māori musical instruments – taonga puoro - The family of Papa – rhythmic instruments', Te Ara - the Encyclopedia of New Zealand, <http://www.TeAra.govt.nz/en/maori-musical-instruments-taonga-puoro/page-3>

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