



TĪKAROHIA TE MARAMA REALISE YOUR POTENTIAL

Assessment Support Materials

TIKANGA



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Māori Qualifications Services
Te Ohu Tohu Mātauranga Māori



Assessment Support Materials

TIKANGA

Introduction

Welcome to the Assessment Support Materials for Tikanga.

The Assessment Support Materials for Tikanga have been developed to support you and the ākonga 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

- 16160** Describe the characteristics and actions of a selected atua
- 16165** Describe a hui and the roles associated with hui
- 27106** Describe whakapapa using terms associated within a family structure
- 27108** Describe the protocols and roles associated with pōwhiri

Level 2

- 16043** Examine different accounts of Māori migration prior to Pākehā contact
- 16044** Describe historical events of a hapū or iwi
- 16054** Describe the life achievements and impact of a Māori leader

Level 3

- 16136** Explain kawa and tikanga in relation to hui mārena
- 16041** Explain the place of pūrākau or pakiwaitara in Māori history
- 29555** Explain kawa and tikanga in relation to hui rā whānau



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Māori Qualifications Services
Te Ohu Tohu Mātauranga Māori

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

—

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

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TIKANGA

UNIT STANDARD 16160 (VERSION 8)

Describe the characteristics and actions of a selected atua

(Level 1, Credits 3)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tikanga unit standard 16160, Describe the characteristics and actions of a selected atua.

Assessment criteria

Paetae/Achieved

Describe the characteristics and actions of a selected atua in terms of whānau interaction.

You must complete the TWO (2) assessment tasks correctly to gain credits for this standard. The grades for this unit standard are Paetae/Achieved or Not Achieved.

Instructions

The tasks for this unit standard include describing the characteristics of a selected atua in terms of whānau interaction. Describing the actions of a selected atua in terms of whānau interactions.

This assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

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/>.

Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

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

To help manage authenticity of your work, you will need to use your own words (and provide references).

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

For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

Ngā kōrero tuku iho are Māori stories, or histories, which provide a basis or rationale for Māori belief systems and tikanga. They may be found in Māori oral traditions (such as pūrākau, pakiwaitara, whakapaapa, waiata, karanga, or whaikōrero) or in written works. They may also be particular to a marae, whānau, hapū, or iwi; and are often revered as treasured accounts to be passed down the generations.

Atua may include but are not limited to – Ranginui, Papatūānuku, Tāne, Tūmatauenga; demi-gods such as Māui, Tiki, Hineteiwaiwa, Mareikura, Whatukura; atua of local iwi and hapū.

Outcome 1 Describe the characteristics of a selected atua.

Assessment Task 1 – this task assesses PC 1.1

Describe the characteristics of an atua in terms of whānau interaction.

Select an atua and describe **TWO (2)** of their characteristics, in terms of their interaction with whānau members.

Characteristics include attributes and/or features of a social, cultural, spiritual, political, and ceremonial nature, or combinations of these.

Whānau interactions may include but are not limited to – roles played by atua in the separation of Ranginui and Papatūānuku, stance of individual atua, discussions and debates, tuakana/teina.

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

Work Sheet 1

CHARACTERISTIC 1

CHARACTERISTIC 1 CONTD...

CHARACTERISTIC 2

CHARACTERISTIC 2 CONTD...

Outcome 2 Describe the actions of a selected atua.**Assessment Task 2 – this task assesses PC 2.1****Describe the actions of an atua in terms of whānau interaction.**

Select an atua and describe **TWO (2)** actions of theirs, in terms of their interaction with whānau members.

Actions may include but are not limited to – the separation of Ranginui and Papatūānuku, creation of the world, the exploits of Māui.

Whānau interactions may include but are not limited to – roles played by atua in the separation of Ranginui and Papatūānuku, stance of individual atua, discussions and debates, tuakana/teina.

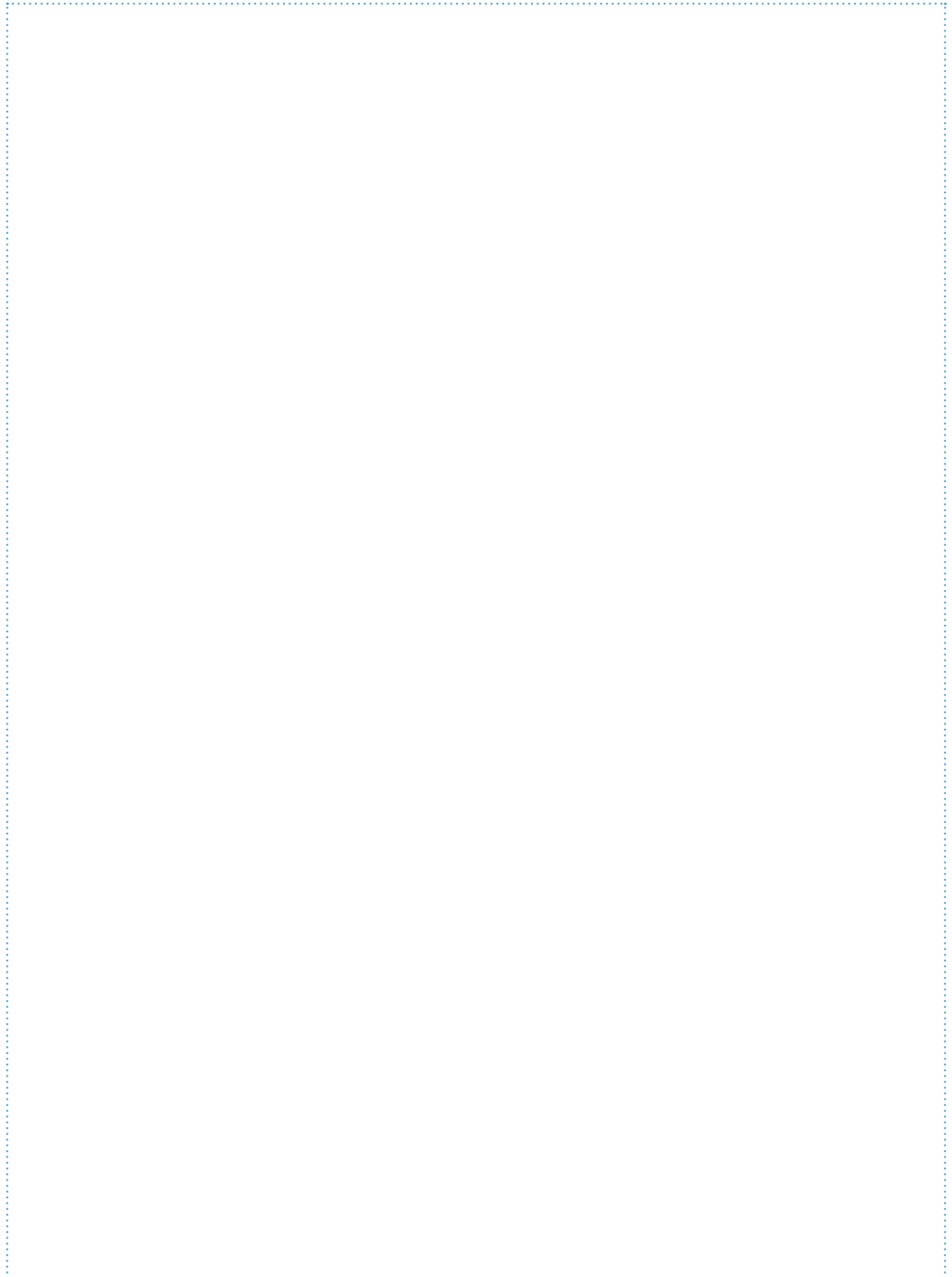
All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

Work Sheet 2**ACTION 1**

ACTION 2

References

(need help? - Refer to the reference guide at the front inside page of this booklet)



A few things for you to think about

- Information presented must be written in your own words.
- All sources of information must be referenced.
- All tasks must be completed fully.

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- describing the characteristics of a selected atua.
 - describing the selected atua's characteristics in terms of whānau interaction.
- describing the actions of a selected atua.
 - describing the selected atua's actions in terms of whānau interaction.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako/assessor.

Kia kaha!

Ākonga Record of Assessment

Unit Standard 16160: Describe the characteristics and actions of a selected atua			
Credits 3		Level 1	Version 8
Learning Outcome		Achievement	Ach / YTA
1.	Describe the characteristics of a selected atua	The ākonga has; Selected an atua and described two characteristics in terms of their interactions with whānau members.	
2.	Describe the actions of a selected atua	Selected an atua and described two actions of theirs in terms of their interactions with whānau members.	
Kaiako signature:		Date:	
Ākonga signature:		Date:	

Fill this box out only if the ākonga needs to resubmit

Details of Reassessment if required:	
Comments:	
Kaiako signature:	Date:
Ākonga signature:	Date:

Notes:



TIKANGA

UNIT STANDARD 16165 (VERSION 8)

Describe a hui and the roles associated with hui

(Level 1, Credits 2)

ĀKONGA BOOKLET

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

Assessment criteria

Paetae/Achieved

Describe a hui and the roles associated with hui.

You must complete the TWO (2) assessment tasks correctly to gain credits for this standard. The grades for this unit standard are Paetae/Achieved or Not Achieved.

Instructions

The tasks for this unit standard include describing a selected hui, and roles associated with the selected hui.

This assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

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)**

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3 **Film**

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevison.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/>.

Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

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KEY ELEMENT 2	
DESCRIPTION	
KEY ELEMENT 3	
DESCRIPTION	

Outcome 2 Describe roles associated with the hui.

Assessment Task 2 – this task assesses PC 2.1

Describe TWO (2) roles associated with the hui.

Roles may include, but are not limited to – kaikōrero, kaikaranga, kaikarakia, kaiwaiata, kaiwhakarite, ringawera, kaitiaki pūtea.

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

Work Sheet 2

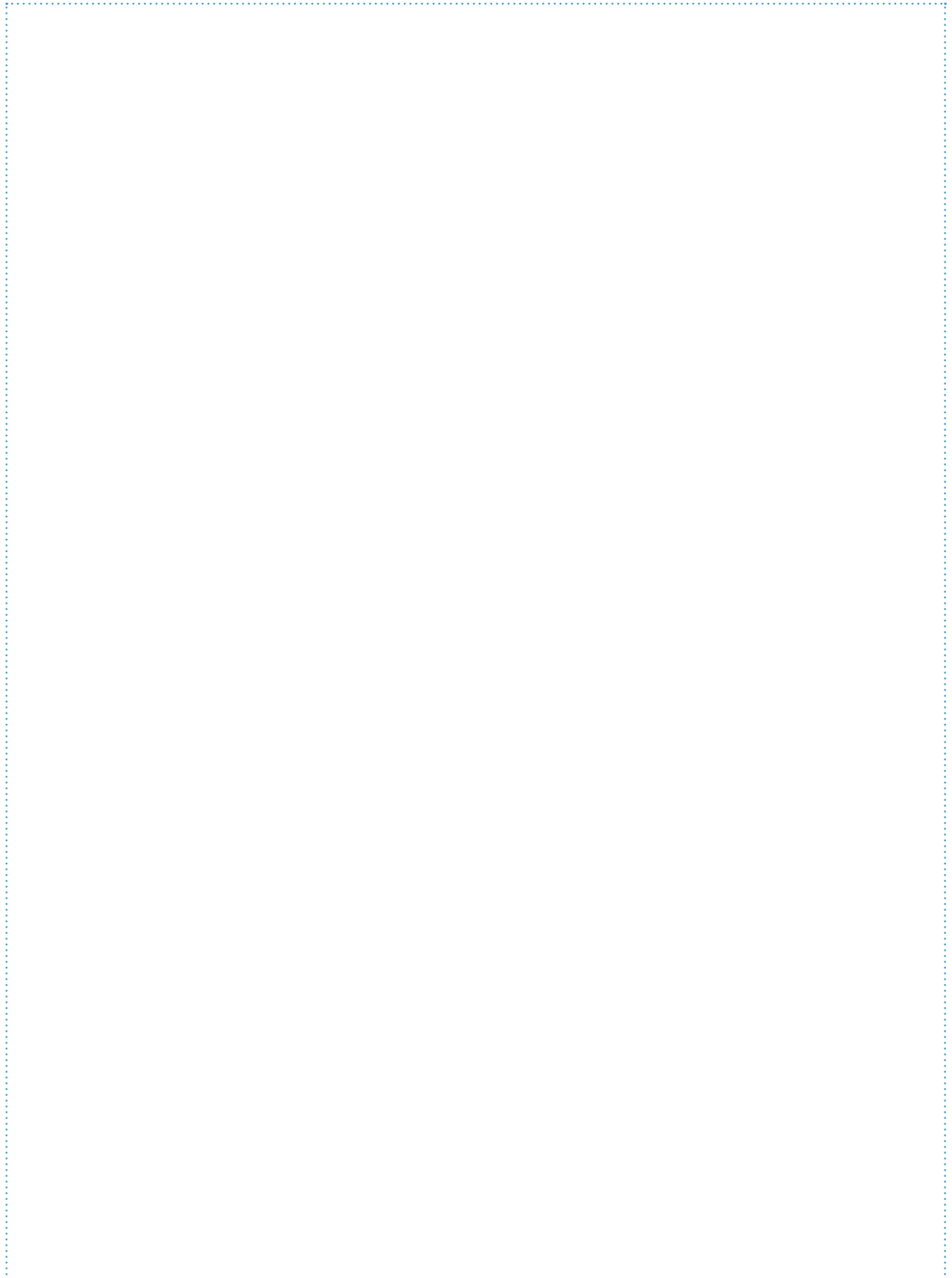
ROLE 1	
DESCRIPTION	

ROLE 2

DESCRIPTION

References

(need help? - Refer to the reference guide at the front inside page of this booklet)



A few things for you to think about

- Information presented must be written in your own words.
- All sources of information must be referenced.
- All tasks must be completed fully.

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- describing a selected hui
 - describing a hui in terms of its key elements
- describing roles associated with the selected hui
 - describing two roles.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako/assessor.

Kia kaha!

Ākonga Record of Assessment

Unit Standard 16165 Describe a hui and the roles of associated with hui			
Credits 2		Level 1	Version 8
Learning Outcome		Achievement	Ach / YTA
1.	Describe a selected hui	The ākonga has; Selected a hui and described it in terms of its kaupapa and two key elements.	
2.	Describe roles associated with the selected hui	Describe two roles associated with a selected hui	
Kaiako signature:		Date:	
Ākonga signature:		Date:	

Fill this box out only if the ākonga needs to resubmit

Details of Reassessment if required:	
Comments:	
Kaiako signature:	Date:
Ākonga signature:	Date:



TIKANGA

UNIT STANDARD 27106 (VERSION 5)

Describe whakapapa using terms associated
within a family structure

(Level 1, Credits 2)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tikanga unit standard 27106, *Describe whakapapa using terms associated within a family structure.*

Assessment criteria

Paetae/Achieved

Describe whakapapa using terms associated within a family structure

You must complete the TWO (2) assessment tasks correctly to gain credits for this standard. The grades for this unit standard are Paetae/Achieved or Not Achieved.

Instructions

The tasks for this unit standard include describing terms associated with whakapapa in relation to a family structure, and using terms associated with whakapapa in relation to a family structure.

This assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

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/>.

Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

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

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

For further information, please refer to the following link:

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ĀKONGA ASSESSMENT AND TASK SHEETS

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

Whakapapa includes a social order within whānau, hapū, iwi, and/or hapori.

Outcome 1 Describe whakapapa using terms associated within a family structure.

Assessment Task 1 – this task assesses PC 1.1

Describe the terms associated with whakapapa in relation to a family structure.

Select **three** terms associated with whakapapa and describe them in relation to a family structure. These words may include but are not limited to:

- tupuna/tipuna, kuia, koroua, karani pā, karanimā, poua, taua, koroheke, ruruhi, matua, whaea, kōka, māmā whakaangi, pāpā whakaangi, tamaiti, tamāhine, tuakana, teina, tuahine, tungāne, mokopuna, wahine, tāne, mataamua, pōtiki, taurima, whāngai, hungarei, taokete, hungaona, irāmutu, huatahi, ingoa whānau.

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

Work Sheet 1

TERM 1	DESCRIPTION

TERM 2	
DESCRIPTION	
TERM 3	
DESCRIPTION	

Assessment Task 2 – this task assesses PC 1.2

Use the terms associated with whakapapa in relation to a family structure.

Select **three** terms associated with whakapapa and use them in relation to a family structure. These words may include but are not limited to:

tupuna/tipuna, kuia, koroua, karani pā, karanimā, poua, taua, koroheke, ruruhi, matua, whaea, kōka, māmā whakaangi, pāpā whakaangi, tamaiti, tamāhine, tuakana, teina, tuahine, tungāne, mokopuna, wahine, tāne, mataamua, pōtiki, taurima, whāngai, hungarei, taokete, hungaona, irāmutu, huatahi, ingoa whānau.

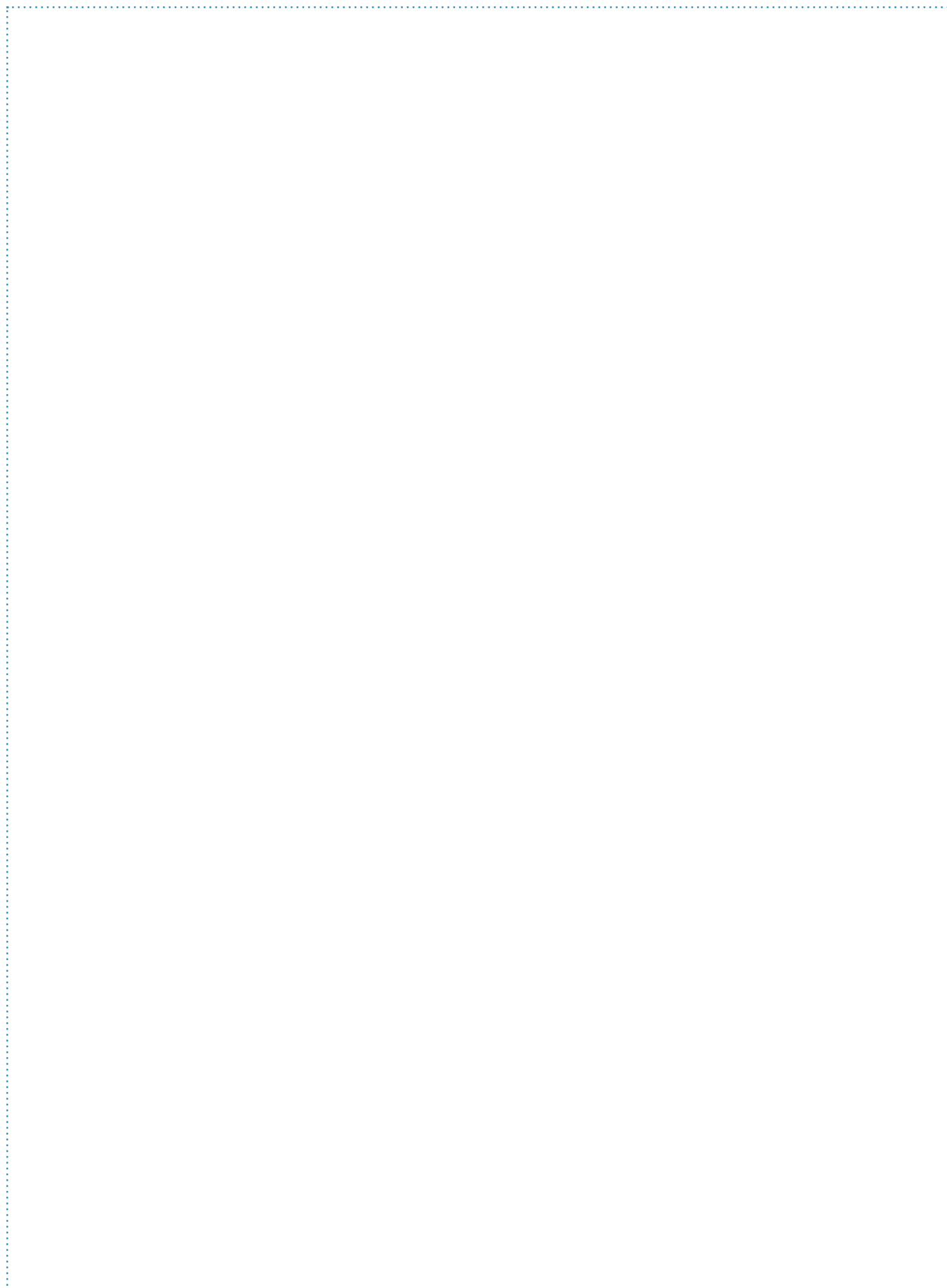
All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

Work Sheet 2

TERM 1	
USAGE	
TERM 2	
USAGE	
TERM 3	
USAGE	

References

(need help? - Refer to the reference guide at the front inside page of this booklet)



A few things for you to think about

- Information presented must be written in your own words.
- All sources of information must be referenced.
- All tasks must be completed fully.

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- describing terms associated with whakapapa
 - describing three terms associated with whakapapa, in relation to a family structure.
- using terms associated within whakapapa
 - using three terms associated with whakapapa, in relation to a family structure.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako/assessor.

Kia kaha!

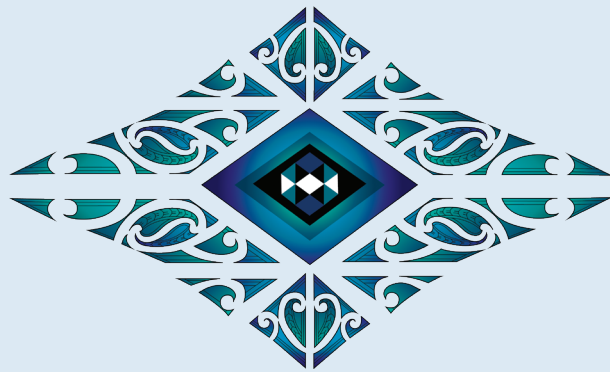
Ākonga Record of Assessment

Unit Standard 27106 Describe whakapapa using terms associated within a family structure			
Credits 2		Level 1	Version 5
Learning Outcome		Achievement	Ach / YTA
1.	Describe whakapapa using terms associated within a family structure.	<p>The ākonga has;</p> <p>Described three terms associated with whakapapa in relation to a family structure.</p> <p>Selected three terms associated with whakapapa and use them in relation to a family structure.</p>	
Kaiako signature:		Date:	
Ākonga signature:		Date:	

Fill this box out only if the ākonga needs to resubmit

Details of Reassessment if required:	
Comments:	
Kaiako signature:	Date:
Ākonga signature:	Date:

Notes:



TIKANGA

UNIT STANDARD 27108 (VERSION 5)

Describe the protocols and roles associated with pōwhiri

(Level 1, Credits 2)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tikanga unit standard 27108, *Describe the protocols and roles associated with pōwhiri*.

Assessment criteria

Paetae/Achieved

Describe the protocols and roles associated with pōwhiri.

You must complete the TWO (2) assessment tasks correctly to gain credits for this standard. The grades for this unit standard are Paetae/Achieved or Not Achieved.

Instructions

The tasks for this unit standard include describing protocols and roles associated with pōwhiri in terms of local rituals, and.

This assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

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/>.

Conditions

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- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

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For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT AND TASK SHEETS

Name

NSN #

Pōwhiri is a formal ceremony of welcome.

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

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

Outcome 1 Describe the protocols associated with pōwhiri.

Assessment Task 1 – this task assesses PC 1.1

Describe protocols associated with pōwhiri, in terms of local rituals.

Select **two** protocols associated with pōwhiri and describe them in terms of local rituals. Protocols may include but are not limited to:

- the purpose of the pōwhiri, ceremonial practices required (determined by the type of pōwhiri), karanga, whaikōrero, waiata.

Local rituals may include but are not limited to:

- the positioning of the manuhiri, the positioning of tangata whenua.

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

Work Sheet 1

PŌWHIRI PROTOCOL 1

PŌWHIRI PROTOCOL 1 CONTD...

PŌWHIRI PROTOCOL 2

Outcome 2 Describe the roles associated with pōwhiri.

Assessment Task 2 – this task assesses PC 2.1

Describe roles associated with pōwhiri, in terms of responsibilities.

Select **two** roles associated with pōwhiri and describe them in terms of responsibilities. These roles may include but are not limited to:

- kaikaranga, kaikōrero, kaiwaiata.

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

Worksheet 2

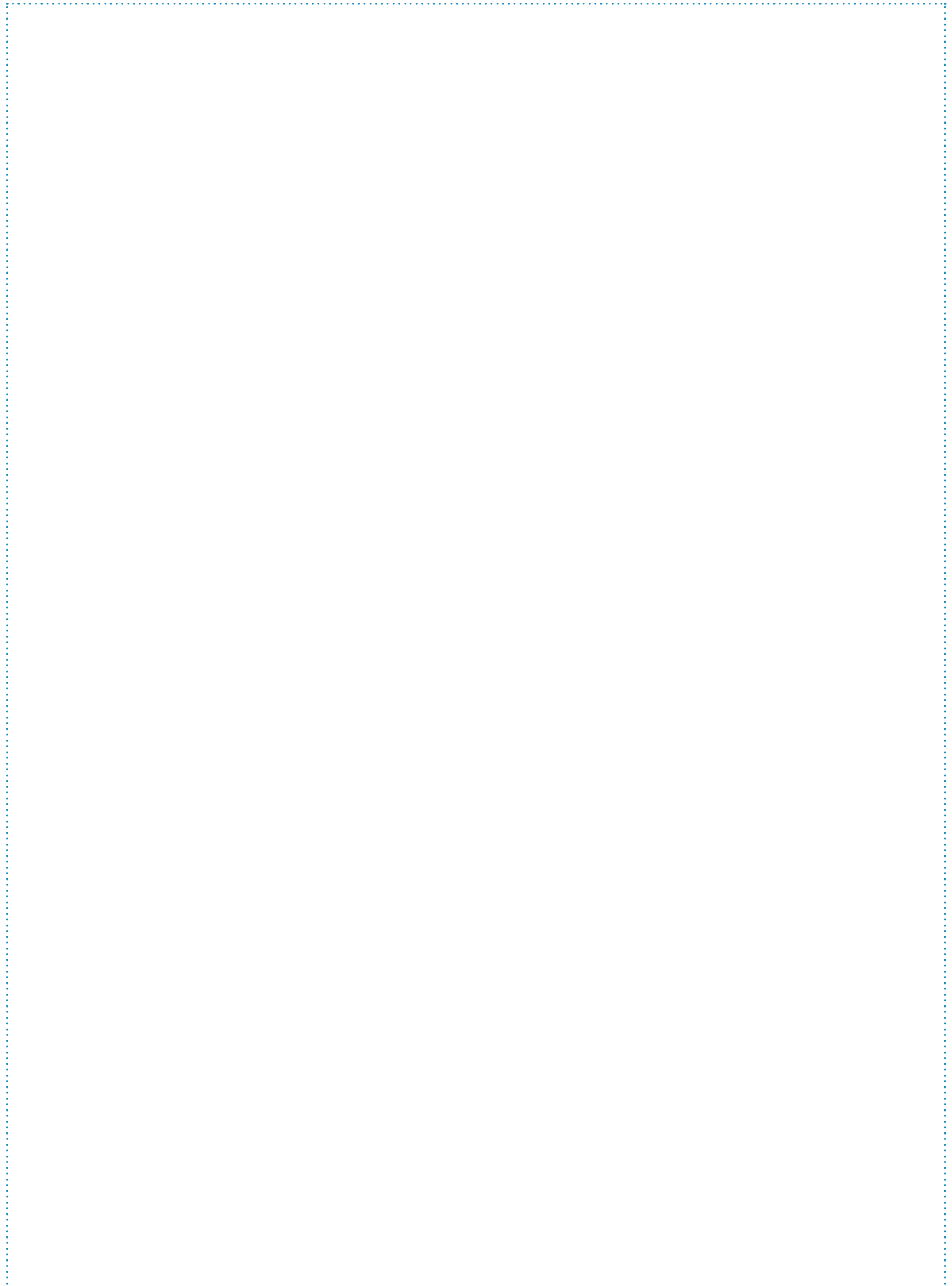
ROLE 1	
	<p>DESCRIPTION OF RESPONSIBILITIES</p>

ROLE 2

DESCRIPTION OF RESPONSIBILITIES

References

(need help? - Refer to the reference guide at the front inside page of this booklet)



A few things for you to think about

- Information presented must be written in your own words.
- All sources of information must be referenced.
- All tasks must be completed fully.

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- describing the protocols associated with pōwhiri.
 - describing two protocols associated with pōwhiri, in terms of local rituals.
- describing the roles associated with pōwhiri.
 - describing two roles associated with pōwhiri, in terms of responsibilities.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako/assessor.

Kia kaha!

Ākonga Record of Assessment

Unit Standard 27108 Describe the protocols and roles associated with pōwhiri			
Credits 2		Level 1	Version 5
Learning Outcome		Achievement	Ach / YTA
1.	Describe the protocols associated with pōwhiri.	The ākonga has; Selected two protocols associated with pōwhiri and described them in terms of local rituals.	
2.	Describe the roles associated with pōwhiri.	Selected two roles associated with pōwhiri and described them in terms of responsibilities.	
Kaiako signature:		Date:	
Ākonga signature:		Date:	

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Details of Reassessment if required:	
Comments:	
Kaiako signature:	Date:
Ākonga signature:	Date:

Notes:



TIKANGA

UNIT STANDARD 16043 (VERSION 7)

Examine different accounts of Māori migration prior to Pākehā contact

(Level 2, Credits 6)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tikanga unit standard 16043, *Examine different accounts of Māori migration prior to Pākehā contact*.

Assessment criteria

Paetae/Achieved

- Examine different accounts of Māori migration prior to Pākehā contact.
- Describe a Māori account of Māori migration prior to Pākehā contact,
- Describe Pākehā account of Māori migration prior to Pākehā contact,
- Discuss the reasons for the different accounts, and,
- The effects they had on Māori identity.

You must complete the SIX (6) assessment tasks correctly to gain credits for this standard. The grades for this unit standard are Paetae/Achieved or Not Achieved.

Instructions

The tasks for this unit standard include describing Māori migration in terms of an iwi or hapū version of migration to Aotearoa, and the reasons for voyages made; identifying the waka and their associated hapū and iwi; identifying technology, navigation skills, and spiritual practices utilised in the migration; describing Māori migration in terms of the Great Migration to Aotearoa, and the reasons for voyages made; identifying the waka and their associated hapū and iwi, or groups; critiquing publications which recount Māori migration in terms of their merits and/or faults; identifying technology, navigation skills, and spiritual practices utilised in the migration; contrasting and discussing the accounts in terms of their differences and the reasons for their differences; and discussing the accounts in terms of their effects on Māori identity in New Zealand society.

This assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

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/>.

Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

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

To help manage authenticity of your work, you will need to use your own words (and provide references).

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

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

ĀKONGA ASSESSMENT AND TASK SHEETS

Name

NSN #

Māori versions of migration prior to Pākehā contact were largely ignored or refuted by theories developed by Pākehā anthropologists during the 1900s. Notably, the theories developed were revised over and over again as evidence emerged to discount earlier theories. Despite these theories being refuted by contemporary historians, there is still a widespread belief and understanding of the Great Migration version of Elsdon Best and others. Māori versions vary significantly between hapū, iwi, rohe, and waka.

Outcome 1 Describe a Māori account of Māori migration prior to Pākehā contact.

Assessment Task 1 – this task assesses PC 1.1, 1.2 & 1.3

Describe Māori migration to Aotearoa in terms of an iwi or hapū version, and the reasons for the voyage made; and identify the waka and their associated hapū and iwi.

Describe an iwi or hapū version of Māori migration to Aotearoa.

Describe the reasons for the voyage; and include the names of relevant waka, iwi, and hapū.

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

Work Sheet 1

WAKA, IWI, AND HAPŪ	
DESCRIPTION	

DESCRIPTION CONTD...

Assessment Task 2 – this task assesses PC 1.4

Identify technology, navigation skills, and spiritual practices utilised in the migration.

List any technology, navigation skills, and spiritual practices utilised in the migration to Aotearoa (according to the iwi or hapū version of the korero).

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

Work Sheet 2

TECHNOLOGY

NAVIGATION SKILLS

SPIRITUAL PRACTICES

LEVEL
2

Outcome 2 Describe Pākehā accounts of Māori migration prior to Pākehā contact.

Assessment Task 3 – this task assesses PC 2.1, 2.2 & 2.3

Describe a Pākehā account of Māori migration to Aotearoa, and the reasons for the voyage made; and identify the waka and their associated hapū and iwi, or groups.

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

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Work Sheet 3

WAKA; IWI AND HAPŪ, OR GROUP	DESCRIPTION

DESCRIPTION 1 CONTD...

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Assessment Task 4 – this task assesses PC 2.4

Critique publications which recount the waka migration of Māori to Aotearoa, in terms of their merits and/or faults.

Find publications which recount the migration of Māori to Aotearoa from Assessment Task 3, and critique their accounts in terms of the merits and/or faults of their kōrero.

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

Work Sheet 4

WAKA	
PUBLICATION	
MERITS AND/OR FAULTS	

Assessment Task 5 – this task assesses PC 2.5

Identify technology, navigation skills, and spiritual practices utilised in the Great Migration (according to Pākehā accounts).

List any technology, navigation skills, and spiritual practices used by the waka from Assessment Task 3.

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

Work Sheet 5

WAKA 1 – TECHNOLOGY

WAKA 1 – NAVIGATION SKILLS

WAKA 1 – SPIRITUAL PRACTICES


Outcome 3

Discuss the reasons for the different accounts and the effects the accounts have had on Māori identity.

Assessment Task 6 – this task assesses PC 3.1 & 3.2

Discuss the differing accounts in terms of: their differences (contrasting the two accounts) and the reasons for their differences; and their effects on Māori identity in New Zealand society.

Contrast the iwi or hapū version of Māori migration with the Pākehā account of the Great Migration. Discuss the differences between the two and the reasons for the differences.

Discuss the differing accounts in terms of what effects each account has on Māori identity in New Zealand society.

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

Work Sheet 6

DIFFERENCES BETWEEN THE MĀORI AND PĀKEHĀ ACCOUNTS

DIFFERENCES BETWEEN THE MĀORI AND PĀKEHĀ ACCOUNTS CONTD...

REASONS FOR THE DIFFERENCES

REASONS FOR THE DIFFERENCES CONTD...

EFFECTS OF DIFFERING ACCOUNTS ON MĀORI IDENTITY

EFFECTS OF DIFFERING ACCOUNTS ON MĀORI IDENTITY CONTD...

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References

(need help? - Refer to the reference guide at the front inside page of this booklet)

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A few things for you to think about

- Information presented must be written in your own words.
- All sources of information must be referenced.
- All tasks must be completed fully.

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- describing a Māori account of Māori migration prior to Pākehā contact
 - describing Māori migration in terms of an iwi or hapū version of migration to Aotearoa
 - describing Māori migration in terms of the reasons for voyages made
 - identifying the waka and their associated hapū and iwi
 - identifying technology, navigation skills, and spiritual practices utilised in the migration
- describing Pākehā accounts of Māori migration prior to Pākehā contact
 - describing Māori migration in terms of the migration to Aotearoa
 - describing Māori migration in terms of the reasons for voyages made
 - identifying the waka and their associated hapū and iwi, or groups
 - critiquing publications which recount Māori migration in terms of their merits and/or faults
 - identifying technology, navigation skills, and spiritual practices utilised in the migration.
- discussing the reasons for the different accounts and the effects the accounts have had on Māori identity
 - contrasting and discussing the accounts in terms of their differences and the reasons for their differences
 - discussing the accounts in terms of their effects on Māori identity in New Zealand society.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako/assessor.

Kia kaha!

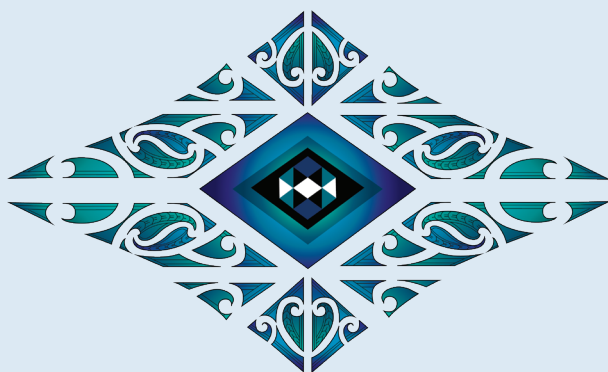
Ākongā Record of Assessment

Unit Standard 16043 Examine different accounts of Māori migration prior to Pākehā contact			
Credits 6		Level 2	Version 6
Learning Outcome		Achievement	Ach / YTA
1.	Describe a Māori account of Māori migration prior to Pākehā contact	<p>The ākongā has;</p> <p>Described Māori migration to Aotearoa in terms of an iwi or hapū version and the reasons the voyage was made and identified the waka and their associated hapū and iwi.</p> <p>Identified technology, navigation skills and spiritual practices utilised in the migration to Aotearoa (according to the iwi or hapū version of the korero.</p>	
2.	Describe Pākehā accounts of Māori migration prior to Pākehā contact.	Described Māori migration to Aotearoa, and the reasons for the voyage made; and identified the waka and their associated hapū and iwi or groups.	
3.	Discuss the reasons for the different accounts and the effects they had on Māori identity	Discussed and contrasted the accounts in terms of differences and the reasons for the differences and the effects on Māori identity.	
Kaiako signature:		Date:	
Ākongā signature:		Date:	

Fill this box out only if the ākongā needs to resubmit

Details of Reassessment if required:	
Comments:	
Kaiako signature:	Date:
Ākongā signature:	Date:

Notes:



TIKANGA

UNIT STANDARD 16044 (VERSION 7)

Describe historical events of a hapū or iwi

(Level 2, Credits 4)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tikanga unit standard 16044, *Describe historical events of one hapū or iwi.*

Assessment criteria

Paetae/Achieved

Describe historical events of a hapū or iwi.

You must complete the THREE (3) assessment tasks correctly to gain credits for this standard. The grades for this unit standard are Paetae/Achieved or Not Achieved.

Instructions

The tasks for this unit standard include describing: the settlement of Aotearoa by a hapū or iwi; the hapū or iwi interaction and relationships with other tribal groups; and describing key events which gave rise to hallmarks of the hapū or iwi.

This assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

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.maoritv.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

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

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

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

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

6 Webpage

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

Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

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

To help manage authenticity of your work, you will need to use your own words (and provide references).

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

For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT AND TASK SHEETS

Name

NSN #

Certain events are recounted as turning points or critical events in the history and development of a hapū or iwi, and often characterise the hapū or iwi. For example, key battles, events associated with the taking of land, births and deaths of rangatira. These events are often immortalised in whakataukī, whakatauākī, pepeha, mōteatea, whakairo, and other modes of expression.

It is envisaged that the requirements for this unit standard apply to the same hapū or iwi throughout.

Outcome 1 Describe the settlement of Aotearoa by a hapū or iwi.

Assessment Task 1 – this task assesses PC 1.1-1.4

Describe the migration to, and settlement in, Aotearoa in accordance with an iwi or hapū version of events, and the history of the hapū or iwi through whakapapa; and identify key people and events associated with the hapū or iwi.

Select an iwi or hapū and describe their:

- migration to Aotearoa, and
- settlement in Aotearoa in accordance with their version of events.

Identify key people and events associated with the same hapū or iwi.

Describe the history of same hapū or iwi through whakapapa.

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

Work Sheet 1

HAPŪ OR IWĪ

MIGRATION TO AOTEAROA

MIGRATION TO AOTEAROA CONTD...

SETTLEMENT IN AOTEAROA

SETTLEMENT IN AOTEAROA CONTD...

LEVEL
2

KEY PEOPLE AND EVENTS

HISTORY THROUGH WHAKAPAPA

Outcome 2 Describe the interaction and relationships with other groups.

Assessment Task 2 – this task assesses PC 2.1 & 2.2

LEVEL
2

Identify relationships with other hapū or iwi, and describe events and/or interactions in terms of how they affected their relationships.

Identify and describe **THREE (3)** relationships between hapū, iwi and other groups
Describe the events and/or interactions for how they affected their relationships.

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

Work Sheet 2

OTHER HAPŪ OR IWI	
EVENTS AND/OR INTERACTIONS AND RELATIONSHIPS	

HOW OTHER HAPŪ OR IWI WERE AFFECTED AND THE RELATIONSHIP BETWEEN THEM





Outcome 3 Describe key events which gave rise to hallmarks of the hapū or iwi.

Assessment Task 3 – this task assesses PC 3.1 & 3.2

LEVEL 2

Describe key events associated with hapū or iwi, and hallmarks of that hapū or iwi in terms of those key events.

Describe **TWO (2)** key events associated with the hapū or iwi (from Assessment Task 1). Key events may include but are not limited to – settlement, pakanga, parekura, poukai.

Describe **TWO (2)** hallmarks of the hapū or iwi in terms of the key events. Hallmarks may include but are not limited to – waiata (traditional and contemporary), haka, mōteatea, whakataukī, whakatauākī, pepeha.

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

Work Sheet 3

HAPŪ OR IWI	
KEY EVENT 1	

HALLMARK 1

KEY EVENT 2

KEY EVENT 2 CONTD...

HALLMARK 2

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References

(need help? - Refer to the reference guide at the front inside page of this booklet)

A large empty rectangular area defined by a dotted blue border, intended for students to write their references.

A few things for you to think about

- Information presented must be written in your own words.
- All sources of information must be referenced.
- All tasks must be completed fully.

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- describing the settlement of Aotearoa by a hapū or iwi
 - describing the migration to Aotearoa in accordance with an iwi or hapū version of events
 - describing the settlement in Aotearoa in accordance with an iwi or hapū version of events
 - identifying key people and events associated with the hapū or iwi
 - describing the history of the hapū or iwi through whakapapa.
- describing the hapū or iwi interaction and relationships with other tribal groups
 - identifying relationships with other hapū or iwi through whakapapa
 - describing events and/or interactions in terms of how they affected the relationships with other hapū or iwi.
- describing key events which gave rise to hallmarks of the hapū or iwi
 - describing key events associated with hapū or iwi
 - describing hallmarks of that hapū or iwi in terms of those key events.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako/assessor.

Kia kaha!

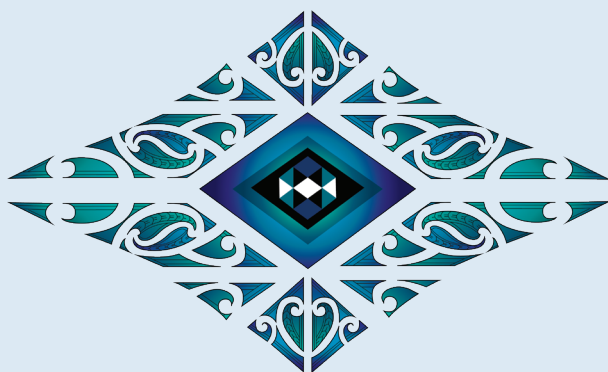
Ākonga Record of Assessment

Unit Standard 16044 Describe historical events of one hapū or iwi			
Credits 4		Level 2	Version 7
Learning Outcome		Achievement	Ach / YTA
1.	Describe the settlement of Aotearoa by a hapū or iwi	The ākonga has; Described the migration to, settlement in, Aotearoa in accordance with an iwi or hapū version of events, and the history of the hapū or iwi through whakapapa; and identified key people and events associated with the hapū or iwi.	
2.	Describe interaction and relationships with other groups	Identified three relationships with hapū or iwi and other groups and described the interactions and events in terms of how they affected the relationship.	
3.	Describe key events which gave rise to hallmarks of the hapū or iwi	Described two key events associated with hapū or iwi and two hallmarks of the hapū or iwi in terms of the key events.	
Kaiako signature:		Date:	
Ākonga signature:		Date:	

Fill this box out only if the ākonga needs to resubmit

Details of Reassessment if required:	
Comments:	
Kaiako signature:	Date:
Ākonga signature:	Date:

Notes:



TIKANGA

UNIT STANDARD 16054 (VERSION 5)

Describe the life, achievements and impact of a Māori leader

(Level 2, Credits 3)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tikanga unit standard 16054, Describe the life and achievements of a Māori leader.

Assessment criteria

Paetae/Achieved

Describe the life and achievements of a Māori leader; and the impact that leader had on Māori, and New Zealand society.

You must complete the FIVE (5) assessment tasks correctly to gain credits for this standard. The grades for this unit standard are Paetae/Achieved or Not Achieved.

Instructions

The tasks for this unit standard include selecting a leader and describing the background and environment which lead them to emerge as a leader. Describing the manner they assumed leadership and three achievements they are famous for. Describing the impact they had on their whanau, hapu, iwi, rohe, or takiwa, and describing the impact they had on local or wider New Zealand society.

This assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

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/>.

Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

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

To help manage authenticity of your work, you will need to use your own words (and provide references).

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

For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

It is envisaged that the requirements for this unit standard apply to the same leader throughout.

Outcome 1 Describe the life and achievements of a Māori leader.

Assessment Task 1 – this task assesses ER 1.1

Describe leader in terms of the background and environment which led to their emergence as leader.

Select a leader of Māori descent and describe their background, and the environment they were in that led to them becoming a leader.

Note: you should select only **ONE (1)** leader to describe for all requirements of the unit standard.

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

Work Sheet 1

MĀORI LEADER

BACKGROUND

BACKGROUND CONTD...

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ENVIRONMENT

Assessment Task 2 – this task assesses ER 1.2

Describe the selected leader in terms of the manner in which they assumed leadership.

Using the same leader from Task 1, describe how they took on or took over the role of leader.

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

Work Sheet 2

HOW THEY ASSUMED LEADERSHIP

Assessment Task 3 – this task assesses ER 1.3

Describe the selected leader in terms of the achievements which they are famous for.

Using the same leader from Task 1, select **THREE (3)** achievements that they are known for and describe the leader in terms of these achievements.

Achievements may include but are not limited to:

- awards, accolades, successes, triumphs.

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

Work Sheet 3

ACHIEVEMENT 1

ACHIEVEMENT 2

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ACHIEVEMENT 3

Outcome 2 Describe the impact a Māori leader had on Māori, and New Zealand society.

Assessment Task 4 – this task assesses ER 2.1

Describe the selected leader in terms of their impact on Māori.

Using the same leader from Task 1, describe the impact they had on their whānau, on their hapū, on their iwi, on their rohe, or on their takiwā.

Note: you only need to choose **ONE (1)** group of people they impacted on.

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

Work Sheet 4

References

(need help? - Refer to the reference guide at the front inside page of this booklet)

LEVEL
2



IMPACT OF THE LEADER ON MĀORI

IMPACT OF THE LEADER ON MĀORI CONTD...

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Assessment Task 5 – this task assesses ER 2.2

Describe the selected leader in terms of their impact on local or wider New Zealand society.

Using the same leader from Task 1, describe the impact they had on local or wider New Zealand society.

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

Work Sheet 5

IMPACT OF THE LEADER ON LOCAL OR WIDER NEW ZEALAND SOCIETY

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IMPACT OF THE LEADER ON LOCAL OR WIDER NEW ZEALAND SOCIETY CONTD...

A few things for you to think about

- Information presented must be written in your own words.
- All sources of information must be referenced.
- All tasks must be completed fully.

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- describing the life and achievements of a Māori leader
 - describing the selected leader in terms of the background and environment which led to their emergence as a leader
 - describing the selected leader in terms of the manner in which they assumed leadership
 - describing the selected leader in terms of the achievements which they are famous for
- describing the impact a Māori leader had on Māori, and New Zealand society
 - describing the selected leader in terms of their impact on whānau, hapū, iwi, rohe, or takiwā
 - describing the selected leader in terms of their impact on local or wider New Zealand society.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako/assessor.

Kia kaha!

Ākonga Record of Assessment

LEVEL 2

Unit Standard 16054 describe the life and achievements of a Māori leader.			
Credits 3		Level 2	Version 5
Learning Outcome		Achievement	Ach / YTA
1.	Describe the life and achievements of a Māori leader.	The ākonga has; Described a leader in terms of their background and the environment which led to their emergence as a leader Described the selected leader in terms of manner in which they assumed leadership Described the selected leader in terms of three achievements which they are famous for.	
2.	Describe the impact a Māori leader had on Māori and New Zealand society.	Described the selected leader in terms of their impact on Māori. Described the selected leader in terms of their impacts on local or wider New Zealand society	
Kaiako signature:		Date:	
Ākonga signature:		Date:	

Fill this box out only if the ākonga needs to resubmit

Details of Reassessment if required:	
Comments:	
Kaiako signature:	Date:
Ākonga signature:	Date:

Notes:



TIKANGA

UNIT STANDARD 16041 (VERSION 7)

Explain the place of pūrākau or pakiwaitara in Māori history

(Level 3, Credits 6)

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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tikanga unit standard 16041, *Explain the place of pūrākau or pakiwaitara in Māori history.*

Assessment criteria

Paetae/Achieved

Explain the place of pūrākau or pakiwaitara in Māori history as a means of transmitting historical knowledge and supporting social mores and conventions; describing pūrākau or pakiwaitara and implications for the history of the rohe concerned; and, explaining the different perspectives and purpose of pūrākau or pakiwaitara importance to Māori.

You must complete the SEVEN (7) assessment tasks correctly to gain credits for this standard. The grades for this unit standard are Paetae/Achieved or Not Achieved.

Instructions

The tasks for this unit standard include explaining pūrākau or pakiwaitara in terms of creative description, the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge, pūrākau or pakiwaitara in terms of its interpretations, the use of different modes and media for communicating pūrākau or pakiwaitara; providing summaries of the pūrākau or pakiwaitara; describing pūrākau or pakiwaitara in terms of its implications for the rohe; identifying the hapū and/or iwi associated with the pūrākau or pakiwaitara; and explaining the purpose and importance of pūrākau or pakiwaitara in terms of the perspectives of whānau, hapū, and iwi history.

This assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

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/>.

Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

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For further information, please refer to the following link:

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ĀKONGA ASSESSMENT AND TASK SHEETS

Name

NSN #

Pūrākau and pakiwaitara are terms often used to describe the method or skill of transmitting traditional knowledge and accounts have been labelled myths, stories and legends by many non-Māori historians; however, the Māori perspective is that these accounts are of actual events. The traditional and widely held view of Māori is that these accounts (often from the gods) provide a historical continuum and are an integral part of iwi, hapū, and/or whānau history. There are different interpretations of the terms pūrākau and pakiwaitara, but one understanding should be followed consistently.

Outcome 1

Explain the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge and supporting social mores and conventions.

Assessment Task 1 – this task assesses PC 1.1

Explain pūrākau or pakiwaitara in terms of creative description.

Select **TWO (2)** creative descriptions and explain their use in pūrākau or pakiwaitara.

Creative descriptions may include, but are not limited to:

- symbolism, allegory, imagery, irony, synecdoche, metaphor.

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

Work Sheet 1

CREATIVE DESCRIPTION 1

CREATIVE DESCRIPTION 2

Assessment Task 2 – this task assesses PC 1.2

Explain the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge.

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

Work Sheet 2

USING PŪRĀKAU OR PAKIWAITARA TO TRANSMIT HISTORICAL KNOWLEDGE

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Assessment Task 3 – this task assesses PC 1.3

Explain pūrākau or pakiwaitara in terms of its interpretations.

Explain pūrākau or pakiwaitara in terms of **TWO (2)** interpretations.

Interpretations may include, but are not limited to:

- guidance for social mores, a whakapapa link back to the beginning, explanations of natural phenomena, enhance prestige of a kinship group, definition of tribal boundaries, basis for inter-tribal relationships.

Social mores refer to the accepted traditional customs, conventions and usages of a particular social group.

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

Work Sheet 3

INTERPRETATION 1

INTERPRETATION 2

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Assessment Task 4 – this task assesses PC 1.4

Explain the use of different modes and media for communicating pūrākau or pakiwaitara.

Select **TWO (2)** modes or media, and explain their use for communicating pūrākau or pakiwaitara.

Modes or media may include, but are not limited to:

- whaikōrero, wānanga, mōteatea, waiata, whakapapa, whakairo, whakataukī, pepeha, hikoī.

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

Work Sheet 4

MODE OR MEDIUM 1

MODE OR MEDIUM 2

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Outcome 2 Describe pūrākau or pakiwaitara, and implications for the history of the rohe concerned.

Assessment Task 5 – this task assesses PC 2.1 & 2.3

Provide a summary of, and identify the hapū and/or iwi associated with, the pūrākau or pakiwaitara.

Select **TWO (2)** pūrākau or pakiwaitara and provide a summary for each, including the hapū and/or iwi associated with each one.

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

Work Sheet 5

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SUMMARY 1	

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IWI/ HAPŪ

SUMMARY 2

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Assessment Task 6 – this task assesses PC 2.2

Describe TWO (2) pūrākau or pakiwaitara in terms of their implications for the rohe.

Describe **ONE (1)** implication for the rohe, for each of the pūrākau or pakiwaitara.

Implications may include, but are not limited to:

- providing guidance for social mores (accepted traditional customs, conventions and usages of a particular social group), providing a whakapapa link back to the beginning, explaining natural phenomena, raising and maintaining the prestige of a kinship group, defining tribal boundaries, providing the basis for inter-tribal relationships.

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

Work Sheet 6

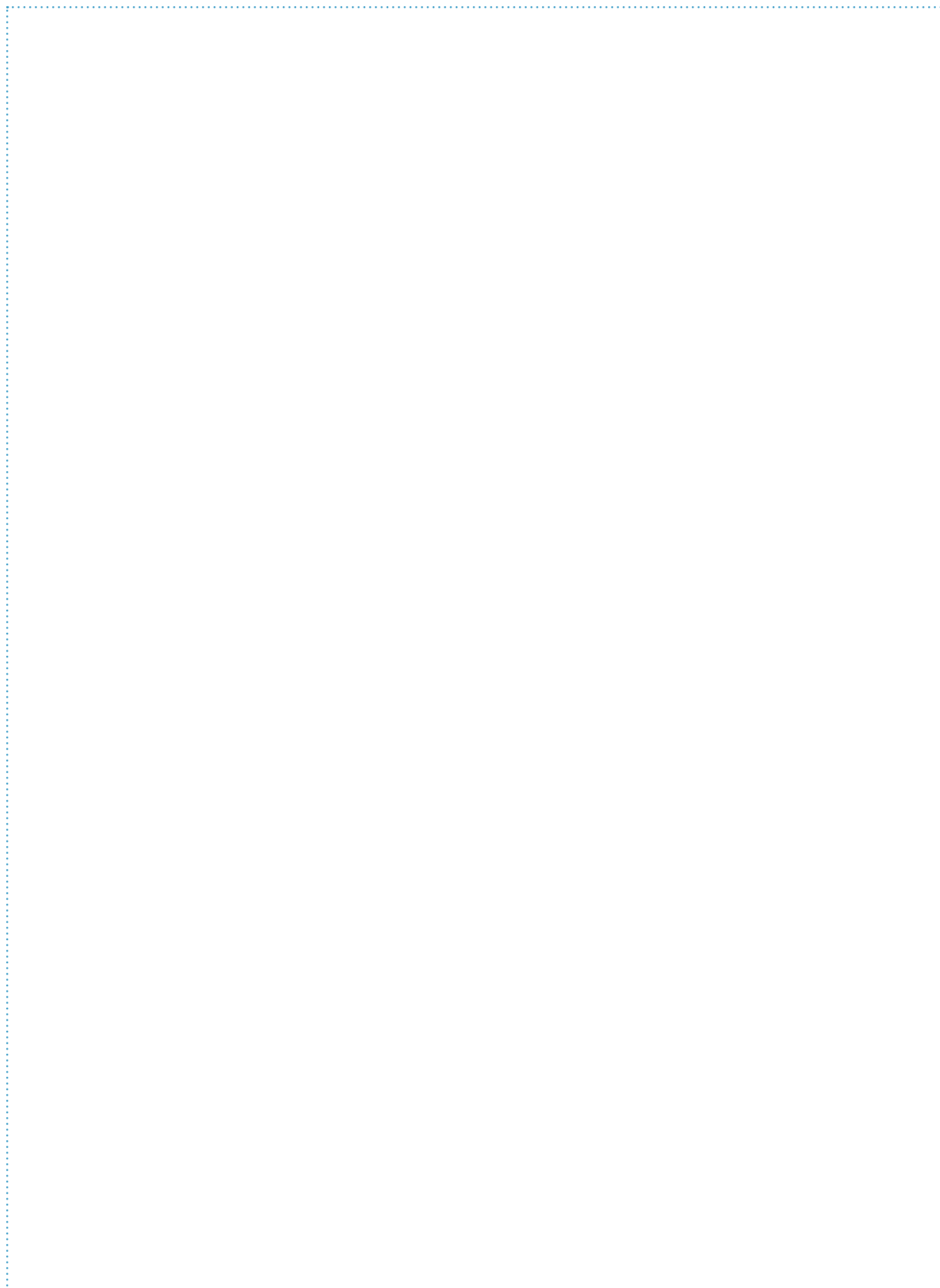
IMPLICATION FROM PŪRĀKAU OR PAKIWAITARA 1

IMPLICATION FROM PŪRĀKAU OR PAKIWAITARA 2

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References

(need help? - Refer to the reference guide at the front inside page of this booklet)



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A few things for you to think about

- Information presented must be written in your own words.
- All sources of information must be referenced.
- All tasks must be completed fully.

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- explaining the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge and supporting social mores
 - explaining pūrākau or pakiwaitara in terms of two creative descriptions
 - explaining the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge
 - explaining pūrākau or pakiwaitara in terms of two interpretations
 - explaining the use of two different modes or media for communicating pūrākau or pakiwaitara
- describing pūrākau or pakiwaitara, and implications for the history of the rohe concerned
 - providing summaries of two pūrākau or pakiwaitara
 - describing the two pūrākau or pakiwaitara in terms of their implications for the rohe
 - identifying the hapū and/or iwi associated with the two pūrākau or pakiwaitara
- explaining the perspectives Māori have towards the purpose and importance of pūrākau or pakiwaitara
 - explaining the purpose and importance of pūrākau or pakiwaitara in terms of the perspectives of rohe, whānau, hapū, and iwi history.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako/assessor.

Kia kaha!

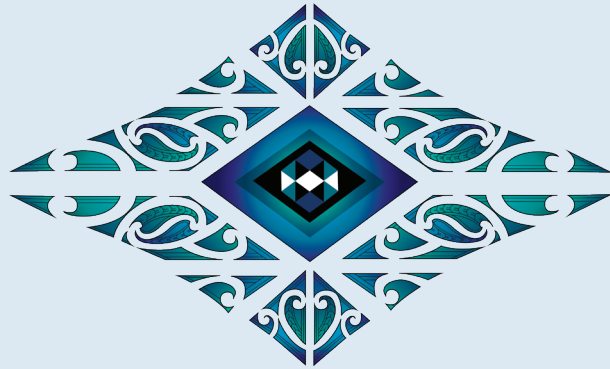
Ākonga Record of Assessment

LEVEL 3

Unit Standard 16041 Explain the place of pūrākau or pakiwaitara in Māori history			
Credits 6		Level 3	Version 7
Learning Outcome		Achievement	Ach / YTA
1.	Explain the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge and supporting social mores.	The ākonga has; Explained pūrākau or pakiwaitara in terms of two creative descriptions. Explained the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge. Explained pūrākau or pakiwaitara in terms of two interpretations. Explained two modes or media for communication pūrākau or pakiwaitara	
2.	Describe pūrākau or pakiwaitara and implications for the history of the rohe concerned	Selected two pūrākau or pakiwaitara and provided a summary for each including the hapū and/or iwi associated with each one. Described two pūrākau or pakiwaitara in terms of their implications for the rohe.	
3.	Explain the perspectives Māori have towards the purpose and importance of pūrākau and pakiwaitara	Explained the purpose and importance of pūrākau or pakiwaitara in terms of the perspectives of rohe, whānau, hapū, and iwi history.	
Kaiako signature:		Date:	
Ākonga signature:		Date:	

Fill this box out only if the ākonga needs to resubmit

Details of Reassessment if required:	
Comments:	
Kaiako signature:	Date:
Ākonga signature:	Date:



TIKANGA

UNIT STANDARD 16136 (VERSION 10)

Explain kawa and tikanga in relation to hui mārena

(Level 3, Credits 6)

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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tikanga unit standard 16136, Explain kawa and tikanga in relation to hui mārena.

Assessment criteria

Paetae/Achieved

Explain kawa and tikanga in relation to hui mārena regarding the whānau of the bride; the whānau of the groom in terms of purpose, customary and contemporary context and the differences and reasons between the contemporary and customary contexts kawa and tikanga of hui mārena.

You must complete the EIGHT (8) assessment tasks correctly to gain credits for this standard. The grades for this unit standard are Paetae/Achieved or Not Achieved.

Instructions

The tasks for this unit standard include explaining customary and contemporary kawa and tikanga, in relation to the whānau of the bride, and in terms of their purpose. Explaining customary and contemporary kawa and tikanga, in relation to the whānau of the groom, and in terms of their purpose. Explaining kawa and tikanga in relation to hui mārena in terms of the differences, and the reasons for the differences between customary and contemporary.

This assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

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.maoritv.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

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

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

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

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

6 Webpage

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

Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

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

To help manage authenticity of your work, you will need to use your own words (and provide references).

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

For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

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

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

The cake cutting tikanga has become a widely practiced activity at hui mārena. Māori have adapted various European practices, but have maintained an essentially Māori dimension in these customs. Cake cutting and the subsequent tohatoha is an example of this.

Outcome 1 Explain kawa and tikanga in relation to the whānau of the bride.

Assessment Task 1 – this task assesses PC 1.1

Explain kawa and tikanga, in relation to the whānau of the bride, in a customary context.

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

Work Sheet 1

KAWA AND TIKANGA FOR WHĀNAU OF BRIDE IN A CUSTOMARY CONTEXT

IN A CUSTOMARY CONTEXT CONTD...

Assessment Task 2 – this task assesses PC 1.2

Explain kawa and tikanga, in relation to the whānau of the bride, in a contemporary context.

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

Work Sheet 2

KAWA AND TIKANGA FOR WHĀNAU OF BRIDE IN A CONTEMPORARY CONTEXT

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IN A CONTEMPORARY CONTEXT CONTD...

Assessment Task 3 – this task assesses PC 1.3

Explain customary and contemporary kawa and tikanga, in relation to the whānau of the bride, in terms of their purpose.

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

Work Sheet 3

PURPOSE FOR WHĀNAU OF BRIDE

PURPOSE FOR WHĀNAU OF BRIDE CONTD...

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Assessment Task 5 – this task assesses PC 2.2

Explain kawa and tikanga, in relation to the whānau of the groom, in a contemporary context.

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

Work Sheet 5

KAWA AND TIKANGA FOR WHĀNAU OF GROOM IN A CONTEMPORARY CONTEXT

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IN A CONTEMPORARY CONTEXT CONTD...

Assessment Task 6 – this task assesses PC 2.3

Explain customary and contemporary kawa and tikanga, in relation to the whānau of the groom, in terms of their purpose.

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

Work Sheet 6

PURPOSE FOR WHĀNAU OF GROOM

PURPOSE FOR WHĀNAU OF GROOM CONTD...

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Assessment Task 8 – this task assesses ER 3.2

Explain kawa and tikanga in relation to hui mārena, in terms of the reasons for the differences between customary and contemporary.

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

Work Sheet 8

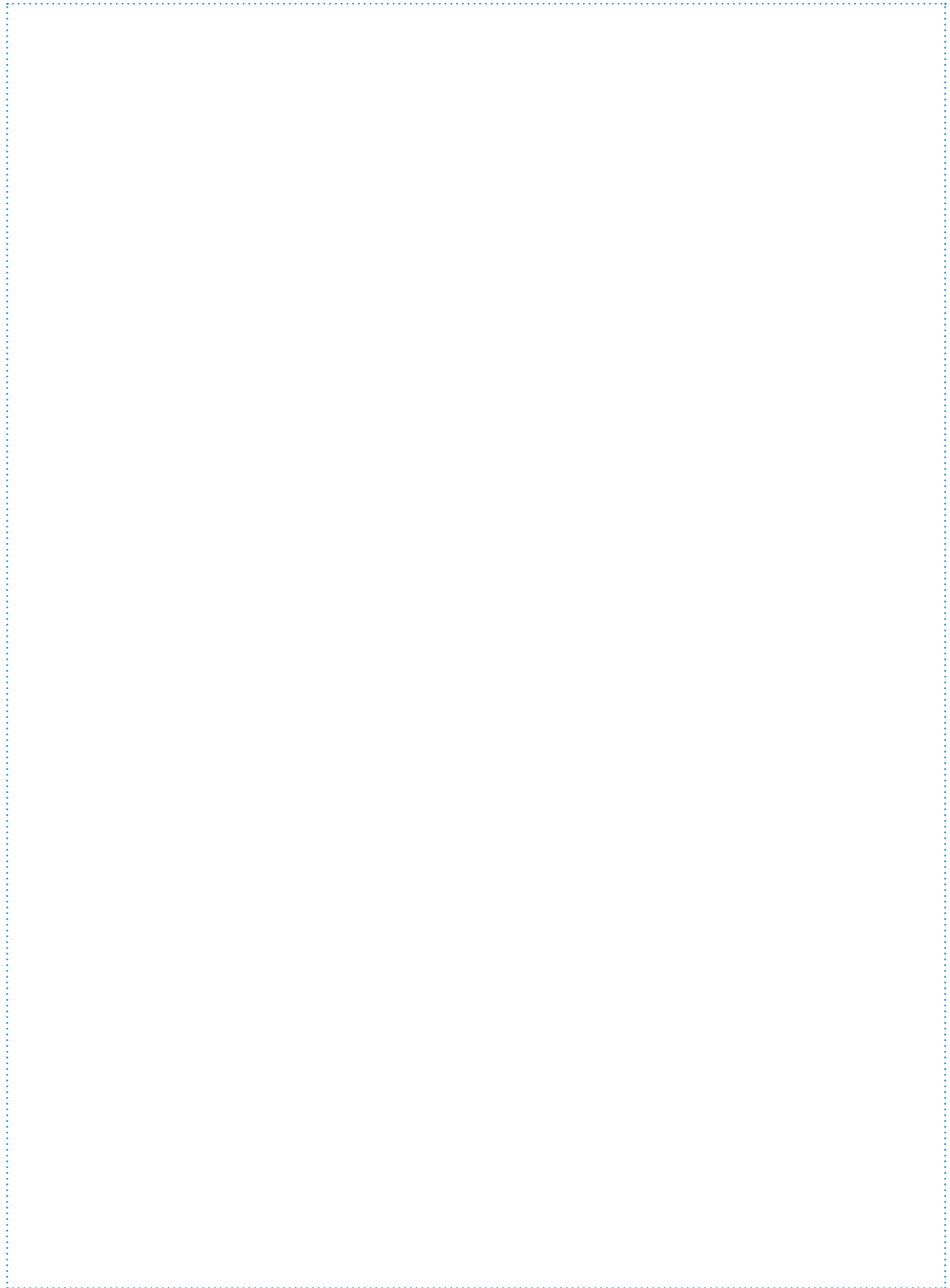
REASONS FOR DIFFERENCES BETWEEN CUSTOMARY AND CONTEMPORARY KAWA AND TIKANGA

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REASONS FOR DIFFERENCES CONTD...

References

(need help? - Refer to the reference guide at the front inside page of this booklet)



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A few things for you to think about

- Information presented must be written in your own words.
- All sources of information must be referenced.
- All tasks must be completed fully.

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- explaining kawa and tikanga in relation to the whānau of the bride
 - explaining kawa and tikanga, in relation to the whānau of the bride, in a customary context
 - explaining kawa and tikanga, in relation to the whānau of the bride, in a contemporary context
 - explaining customary and contemporary kawa and tikanga, in relation to the whānau of the bride, in terms of their purpose
- explaining kawa and tikanga in relation to the whānau of the groom
 - explaining kawa and tikanga, in relation to the whānau of the groom, in a customary context
 - explaining kawa and tikanga, in relation to the whānau of the groom, in a contemporary context
 - explaining customary and contemporary kawa and tikanga, in relation to the whānau of the groom, in terms of their purpose
- explaining the differences between customary and contemporary kawa and tikanga in relation to hui mārena
 - explaining kawa and tikanga in relation to hui mārena in terms of the differences between customary and contemporary
 - explaining kawa and tikanga in relation to hui mārena in terms of the reasons for the differences between customary and contemporary.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako/assessor.

Kia kaha!

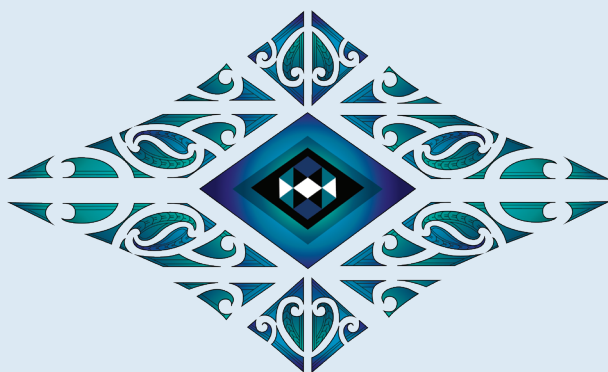
Ākonga Record of Assessment

LEVEL 3

Unit Standard 16136 Explain kawa and tikanga in relation to hui marena			
Credits 6		Level 3	Version 10
Learning Outcome		Achievement	Ach / YTA
1.	Explain kawa and tikanga in relation to the whānau of the bride.	The ākonga has; Explained kawa and tikanga in relation to the whānau of the bride in a customary context. Explained kawa and tikanga in relation to the whānau of the bride, in a contemporary context. Explained customary and contemporary kawa and tikanga in relation to the whānau of the bride in terms of their purpose.	
2.	Explain kawa and tikanga in relation to the whānau of the groom	Explained kawa and tikanga in relation to the whānau of the groom in a customary context. Explained kawa and tikanga in relation to the whānau of the groom, in a contemporary context. Explained customary and contemporary kawa and tikanga in relation to the whānau of the groom in terms of their purpose.	
3.	Explain the differences between customary and contemporary kawa and tikanga in relation to hui marena	Explained the differences between customary and contemporary kawa and tikanga in relation to hui marena Explained kawa and tikanga in relation to hui marena, in terms of the reasons for the differences between customary and contemporary.	
Kaiako signature:		Date:	
Ākonga signature:		Date:	

Fill this box out only if the ākonga needs to resubmit

Details of Reassessment if required:	
Comments:	
Kaiako signature:	Date:
Ākonga signature:	Date:



TIKANGA

UNIT STANDARD 29555 (VERSION 4)

Explain kawa and tikanga in relation to hui rā whānau

(Level 3, Credits 4)

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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tikanga unit standard 29555, Explain kawa and tikanga in relation to a hui rā whānau.

Assessment criteria

Paetae/Achieved

Explain kawa and tikanga in relation to hui rā whānau for the tangata whenua or hosts, the birthday person, and manuhiri or guests.

You must complete the THREE (3) assessment tasks correctly to gain credits for this standard. The grades for this unit standard are Paetae/Achieved or Not Achieved.

Instructions

The tasks for this unit standard include explaining the roles and responsibilities before, during, and after a hui rā whānau in terms of kawa and tikanga for the tangata whenua or hosts. Explaining the role and responsibilities of the birthday person in terms of kawa and tikanga. Explaining the roles and responsibilities of the manuhiri or guests in terms of kawa and tikanga.

This assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

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/>.

Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

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

To help manage authenticity of your work, you will need to use your own words (and provide references).

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

For further information, please refer to the following link:

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

ĀKONGA ASSESSMENT & TASK SHEETS

Name

NSN #

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

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

Outcome 1 Explain kawa and tikanga in relation to a hui rā whānau for the tangata whenua or hosts.

Assessment Task 1 – this task assesses PC 1.1

Explain the roles and responsibilities before, during, and after a hui rā whānau for tangata whenua or hosts in terms of kawa and tikanga.

Select **TWO (2)** roles and **TWO (2)** responsibilities before, during, and after a hui rā whānau, and explain them in terms of kawa and tikanga.

Roles may include but are not limited to – kaikōrero, kaikaranga, emcee, ringawera.

Responsibilities may include but are not limited to – providing kai, hosting overnight guests, preparation of venue, clean-up of venue.

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

Work Sheet 1

ROLE 1
RESPONSIBILITY BEFORE, DURING AND AFTER IN TERMS OF KAWA AND TIKANGA

RESPONSIBILITY 1 CONTD...

ROLE 2

RESPONSIBILITY BEFORE, DURING AND AFTER IN TERMS OF KAWA AND TIKANGA

Assessment Task 2 – this task assesses PC 1.2

Explain the role and responsibilities of the birthday person in terms of kawa and tikanga.

Select **THREE (3)** responsibilities and explain them in terms of kawa and tikanga.

Responsibilities may include but are not limited to – meet and greet, speech, manaaki manuhiri, tiaki kaumātua, decorating venue, meeting costs.

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

Work Sheet 2

RESPONSIBILITY 1

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RESPONSIBILITY 2

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RESPONSIBILITY 3

Outcome 2 Explain kawa and tikanga in relation to a hui rā whānau for the manuhiri or guests.

Assessment Task 3 – this task assesses PC 2.1

Explain the roles and responsibilities of the manuhiri or guests in terms of kawa and tikanga.

Select **TWO (2)** roles and **TWO (2)** responsibilities before, during, and after a hui rā whānau, and explain them in terms of kawa and tikanga.

Roles may include but are not limited to – kaikōrero, kaikaranga, kaiwaiata, kaitautoko (*kaitautoko* refers to a support person).

Responsibilities may include but are not limited to – providing koha, assisting with clean-up.

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

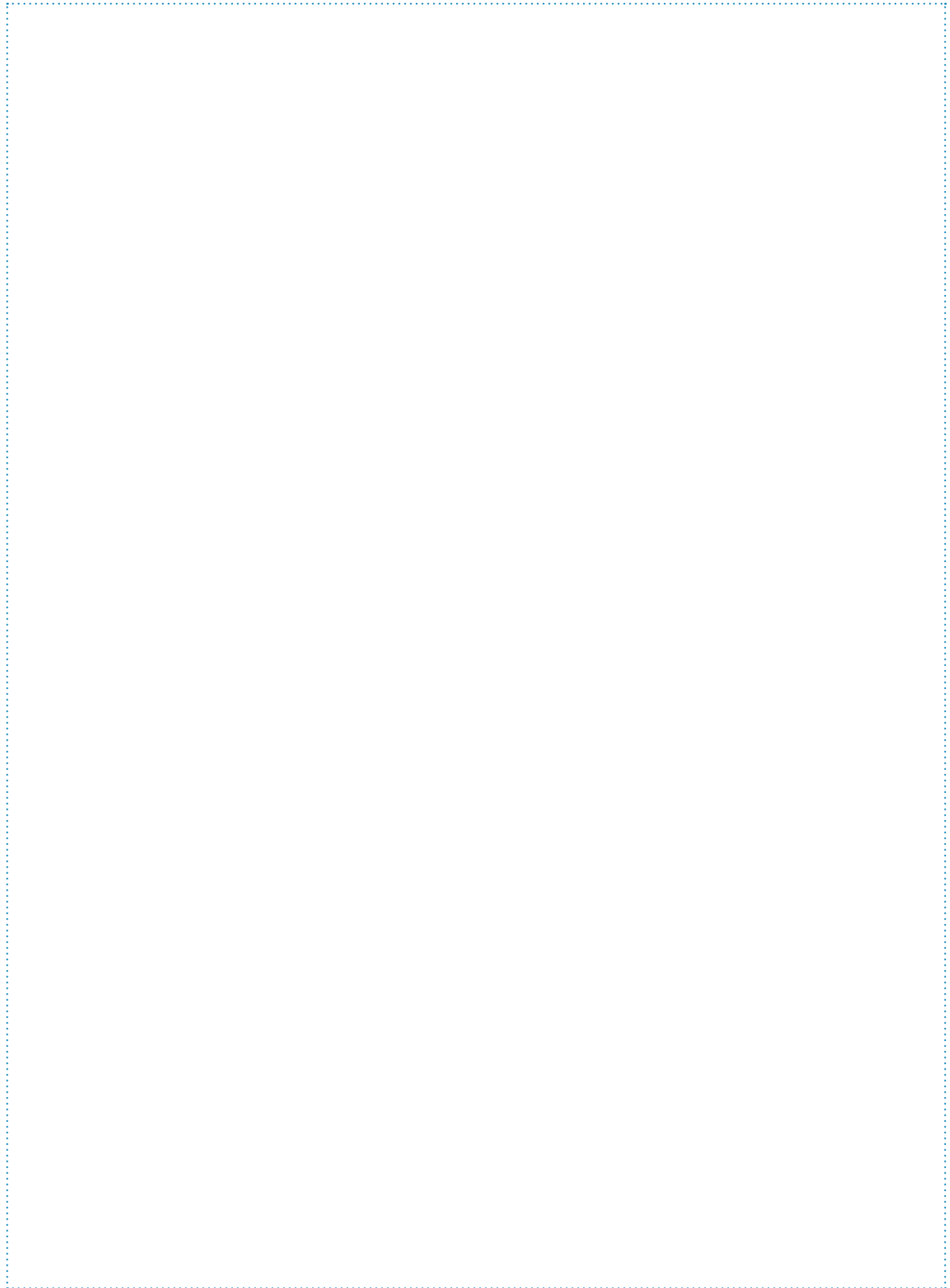
Work Sheet 3

ROLE AND RESPONSIBILITY 1

ROLE AND RESPONSIBILITY 2

References

(need help? - Refer to the reference guide at the front inside page of this booklet)



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A few things for you to think about

- Information presented must be written in your own words.
- All sources of information must be referenced.
- All tasks must be completed fully.

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- explaining kawa and tikanga in relation to a hui rā whānau for the tangata whenua or hosts
 - explaining the roles and responsibilities before, during, and after a hui rā whānau for the tangata whenua or hosts in terms of kawa and tikanga
 - explaining the role and responsibilities of the birthday person in terms of kawa and tikanga
- explaining kawa and tikanga in relation to a hui rā whānau for the manuhiri or guests
 - explaining the roles and responsibilities of the manuhiri or guests in terms of kawa and tikanga.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako/assessor.

Kia kaha!

Ākonga Record of Assessment

Unit Standard 29555 Explain kawa and tikanga in relation to hui rā whānau

Credits 4

Level 3

Version 4

Learning Outcome		Achievement	Ach / YTA
1.	Explain kawa and tikanga in relation to a hui ra whānau for tangata whenua or hosts.	<p>The ākonga has;</p> <p>Explained two roles and two responsibilities, before, during and after a hui ra whānau for tangata whenua or hosts in relation to kawa and tikanga.</p> <p>Explained the role and three responsibilities of the birthday person in terms of kawa and tikanga.</p>	
2.	Explain kawa and tikanga in relation to a hui rā whānau for the manuhiri or guests.	Explained two roles and two responsibilities of the manuhiri or guests in relation to kawa and tikanga	
Kaiako signature:		Date:	
Ākonga signature:		Date:	

Fill this box out only if the ākonga needs to resubmit

Details of Reassessment if required:	
Comments:	
Kaiako signature:	Date:
Ākonga signature:	Date:

Notes:

Notes: