



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

Ngā mihi

Level 1

- 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
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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'

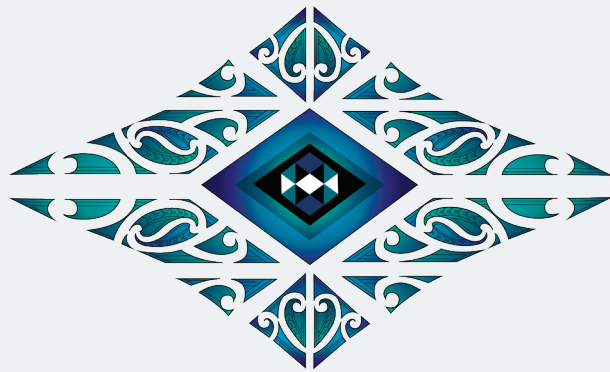
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*'The bird that patakes of the berry, his is the forest.
The bird that patakes of knowledge, his is the world'*

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TIKANGA

UNIT STANDARD 16160 (VERSION 8)

Describe the characteristics and actions of a selected atua

(Level 1, Credits 3)

ASSESSOR BOOKLET

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Evidence for Paetae/Achieved

The following components should be included in the ākonga responses:

- two characteristics of a selected atua in terms of whānau interaction
- two actions of a selected atua in terms of whanau interactions.

Assessment criteria

The ākonga must complete TWO (2) assessment tasks correctly to achieve this unit standard. Once completed, you must complete an assessment schedule for each ākonga.

Ākonga that achieve this standard will be able to describe the characteristics and actions of a selected atua in accordance with ngā kōrero tuku iho.

Ākonga booklet

The ākonga receives this booklet. It outlines important information for their assessment.

Ākonga assessment material

All ākonga assessment material and any other evidence **must** be collected by the assessor and retained for assessment and moderation purposes.

If ākonga choose to provide oral evidence this **must** be recorded (ie recorded onto CD-R, DVD-R or USB flash drive).

Where ākonga work has been selected for moderation the CD-R, DVD-R or USB flash drive **must** be included with the assessment materials.

If a recording of the demonstration is submitted for moderation, the ākonga identification sheet (refer following link: <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/mod-visevidence-cvr.doc>) **must** be included.

Credit value

Credit value means the number of credits, with each credit representing 10 notional learning hours.

Authenticity

As per NZQA requirements, the assessor must:

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

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

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

For further information, please refer to the following link:

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Referencing

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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

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

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

6 Webpage

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

PREPARATION FOR MODERATION

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

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

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

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

For moderation to occur:

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



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

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

ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

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, whakapapa, 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.

The ākonga may use the sheet in the Ākonga Booklet to record their answers and/or use a range of techniques to present their descriptions – eg orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

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.

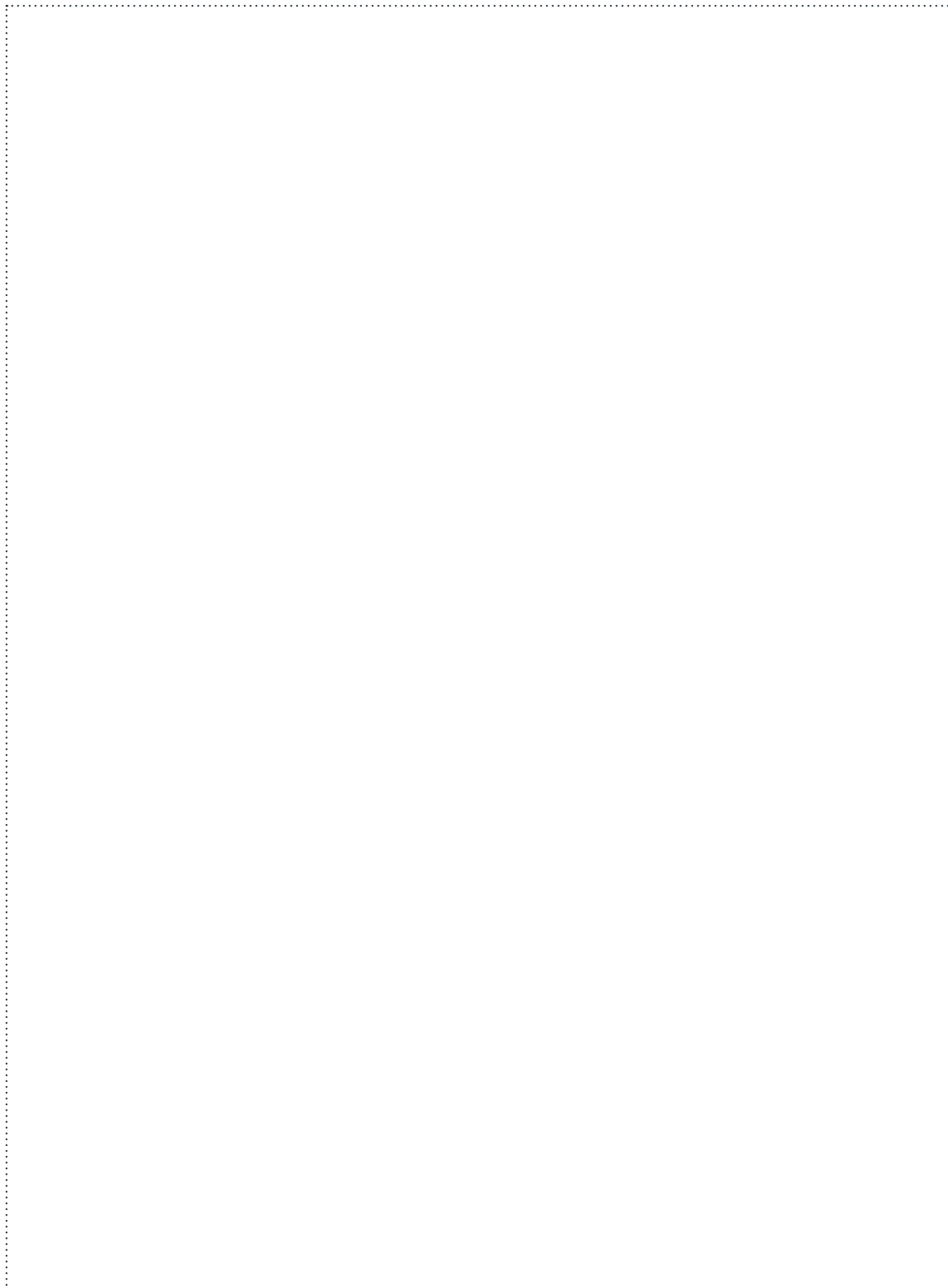
All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

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!

Comments on this support material

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MARKING SCHEDULE

Learning Outcomes	Evidence Statements	Judgement Statements
Describe the characteristics and actions of a selected atua.	The ākonga is able to: <ul style="list-style-type: none"> • describe the characteristics of a selected atua in terms of whānau interaction • describe the actions of a selected atua in accordance with ngā kōrero tuku iho in terms of whānau interaction. 	Evidence of: <ul style="list-style-type: none"> • Two characteristics of a selected atua are described in terms of whānau interaction • Two actions of a selected atua are described in terms of whānau interaction.

Notes:



TIKANGA

UNIT STANDARD 16165 (VERSION 8)

Describe a hui and the roles associated with hui

(Level 1, Credits 2)

ASSESSOR BOOKLET

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Evidence for Paetae/Achieved

The following components should be included in the ākonga responses:

- description of a hui in terms of its key elements, kaupapa and two other key elements
- description of two roles associated with the selected hui in accordance with tikanga and/or kawa.

Assessment criteria

The ākonga must complete TWO (2) assessment tasks correctly to achieve this unit standard. Once completed, you must complete an assessment schedule for each ākonga.

Ākonga that achieve this standard will be able to describe a hui and the roles associated with hui in accordance with tikanga and/or kawa.

Ākonga booklet

The ākonga receives this booklet. It outlines important information for their assessment.

Ākonga assessment material

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ĀKONGA ASSESSMENT AND TASK SHEETS

Name

NSN #

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

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 ākonga may use the sheet in the Ākonga Booklet to record their answers and/or use a range of techniques to present their descriptions – eg orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

Outcome 1 Describe a hui.

Assessment Task 1 – this task assesses PC 1.1

Describe a hui in terms of its key elements.

Select a hui and describe it in terms of its **kaupapa** and **TWO (2)** other key elements. These may include, but are not limited to – whakataū, whaikōrero, karakia, mihimihi, hākari.

Hui include gatherings of a social (eg, mārena), spiritual (hui hāhi), political (hui ā-tau), ceremonial (whakatuwhera whare), economic (iwi forum), or cultural (tangihanga) nature.

Kaupapa refers to the theme, mood, and/or purpose of a hui. This may include – Te Matatini, mārena, hui tōrangapū.

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

KEY ELEMENT 1	KAUPAPA
DESCRIPTION	

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

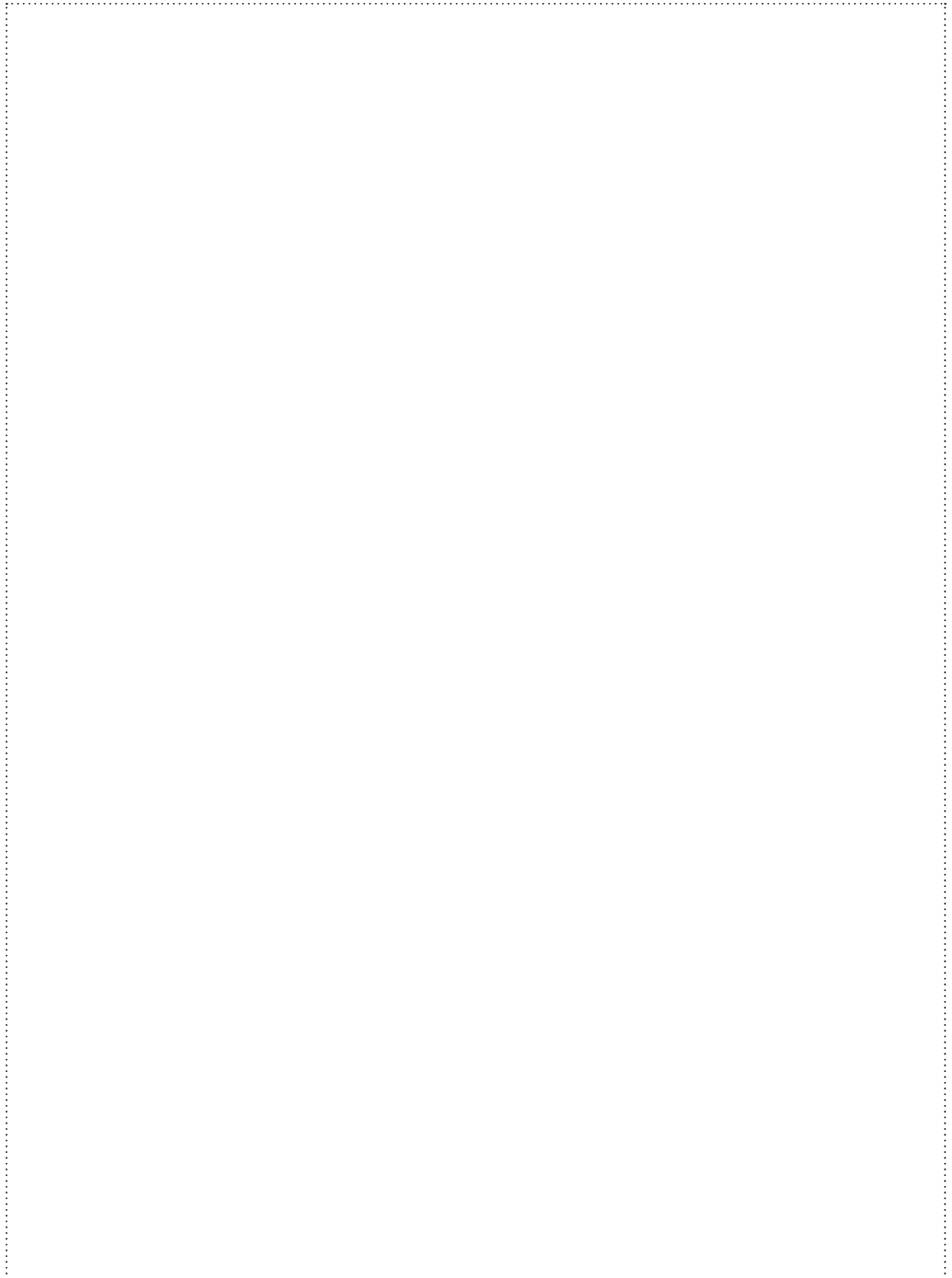
ROLE 1	
DESCRIPTION	

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 in accordance with tikanga and/or kawa
 - describing a hui in terms of its key elements, and in accordance with tikanga and/or kawa
- describing roles associated with the selected hui in accordance with tikanga and/or kawa
 - describing two roles in accordance with tikanga and/or kawa.

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

Kia kaha!

Comments on this support material

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MARKING SCHEDULE

Learning Outcomes	Evidence Statements	Judgement Statements
Describe a hui and the roles associated with hui.	The ākonga is able to: <ul style="list-style-type: none">• describe a hui• describe roles associated with the hui.	Evidence of: <ul style="list-style-type: none">• a discription of a hui in terms of key elements, kaupapa and two other key elements• discription of two roles associated with hui.



TIKANGA

UNIT STANDARD 27106 (VERSION 5)

Describe whakapapa using terms
associated within a family structure

(Level 1, Credits 2)

ASSESSOR BOOKLET

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Evidence for Paetae/Achieved

The following components should be included in the ākonga responses:

- three terms associated with whakapapa are described in relation to a family structure,
- three terms associated with whakapapa are used in relation to a family structure.

Assessment criteria

The ākonga must complete TWO (2) assessment tasks correctly to achieve this unit standard. Once completed, you must complete an assessment schedule for each ākonga.

Ākonga that achieve this standard will be able to describe the terms associated with whakapapa and use them within a family structure.

Ākonga booklet

The ākonga receives this booklet. It outlines important information for their assessment.

Ākonga assessment material

All ākonga assessment material and any other evidence **must** be collected by the assessor and retained for assessment and moderation purposes.

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Referencing

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ASSESSOR INFORMATION – ASSESSMENT TASKS

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.

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

The ākonga may use the sheet in the Ākonga Booklet to record their answers and/or use a range of techniques to present their descriptions – eg orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

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, karanipā, 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

An example of describing one word associated with whakapapa, in terms of a family structure, at the level for Paetae/Achieved.



**koroua
grandfather**

Pāpā

In te reo Māori, the word *pāpā* means father, uncle or dad, just like the word *matua* (though somewhat less formal). However, for some Māori, *pāpā* may also be used to mean grandfather.

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.

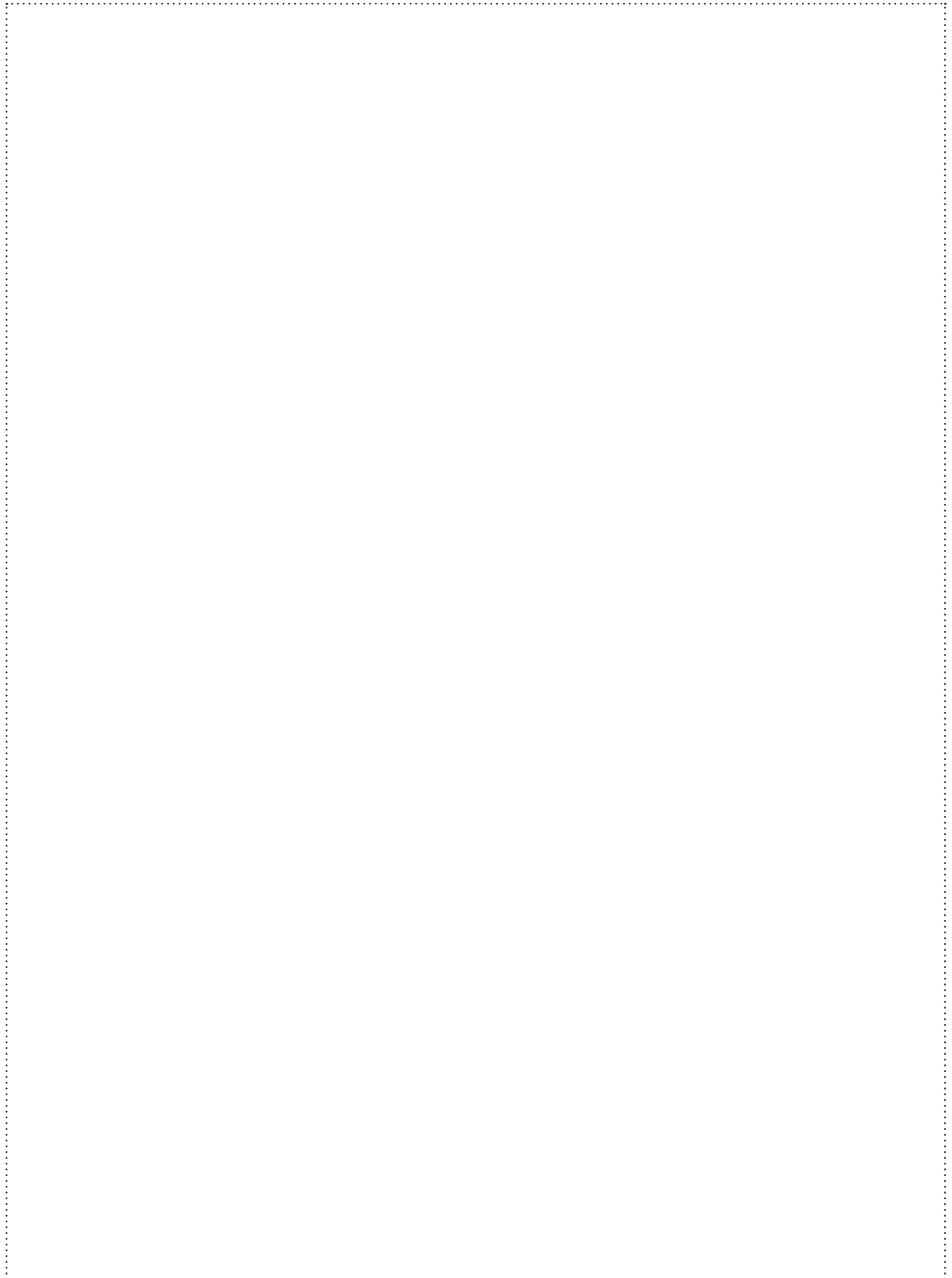
All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

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!

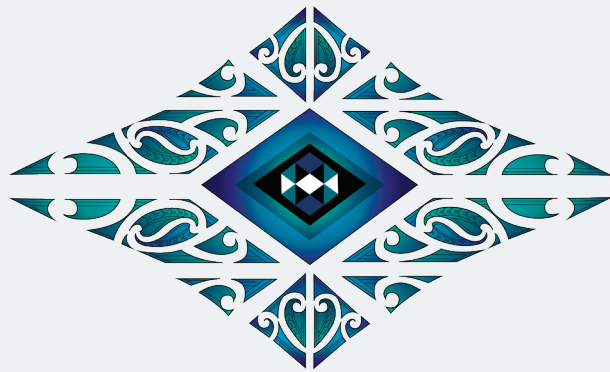
Comments on this support material

Please contact Māori Qualifications Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this resource.

MARKING SCHEDULE

Learning Outcomes	Evidence Statements	Judgement Statements
Describe whakapapa using terms associated within a family structure.	The ākongā is able to: <ul style="list-style-type: none"> • describe the terms associated with whakapapa in terms of a family structure, and • use the terms associated with whakapapa are used in relation to a family structure. 	Evidence of: <ul style="list-style-type: none"> • three terms associated with whakapapa are described in relation to a family structure • three terms associated with whakapapa are used in relation to a family structure.

Notes:



TIKANGA

UNIT STANDARD 27108 (VERSION 5)

Describe the protocols and roles associated with pōwhiri

(Level 1, Credits 2)

ASSESSOR BOOKLET

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Evidence for Paetae/Achieved

The following components should be included in the ākonga responses:

- two protocols associated with pōwhiri are described in accordance with tikanga and/or kawa, and in terms of local rituals,
- two roles associated with pōwhiri are described in accordance with tikanga and/or kawa, and in terms of responsibilities.

Assessment criteria

The ākonga must complete TWO (2) assessment tasks correctly to achieve this unit standard. Once completed, you must complete an assessment schedule for each ākonga.

Ākonga that achieve this standard will be able to describe the protocols and roles associated with pōwhiri in accordance with tikanga and/or kawa.

Ākonga booklet

The ākonga receives this booklet. It outlines important information for their assessment.

Ākonga assessment material

All ākonga assessment material and any other evidence **must** be collected by the assessor and retained for assessment and moderation purposes.

If ākonga choose to provide oral evidence this **must** be recorded (ie recorded onto CD-R, DVD-R or USB flash drive).

Where ākonga work has been selected for moderation the CD-R, DVD-R or USB flash drive **must** be included with the assessment materials.

If a recording of the demonstration is submitted for moderation, the ākonga identification sheet (refer following link: <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/mod-visevidence-cvr.doc>) **must** be included.

Credit value

Credit value means the number of credits, with each credit representing 10 notional learning hours.

Authenticity

As per NZQA requirements, the assessor must:

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

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

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

For further information, please refer to the following link:

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

Referencing

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

EXAMPLES OF REFERENCING STYLES

1 Book

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

2 Course handout/Lecture notes (electronic version)

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

3 Film

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

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

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

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

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

6 Webpage

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

Preparation for moderation

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

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

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

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

For moderation to occur:

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



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

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

ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

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 whareniui); 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 ākonga may use the sheet in the Ākonga Booklet to record their answers and/or use a range of techniques to present their descriptions – eg orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

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, in accordance with tikanga and/or kawa.

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

An example of describing a protocol associated with pōwhiri in terms of local rituals, and in accordance with tikanga and/or kawa, at the level for Paetae/Achieved.



Pāeke

Pāeke (also known as pāekekeke) is the speaking protocol where all (or all but one) of the the speakers from the tangata whenua speak first. When they have finished, they temporarily relinquish the speaking rights to the manuhiri speakers, who then all have their turn to speak. The tangata whenua then have their speaking rights reinstated at the conclusion of the manuhiri's whaikōrero with their final speaker or with the acceptance of koha, and the call to harirū. Many iwi follow pāeke, including those iwi of Mātaatua and Whanganui (amongst others); with notable exceptions being those iwi of Te Arawa and Tainui.

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, in accordance with tikanga and/or kawa.

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
DESCRIPTION OF RESPONSIBILITIES

An example of describing a role associated with pōwhiri, in terms of responsibilities, and in accordance with tikanga and/or kawa, at the level for Paetae/Achieved.


Kaikōrero

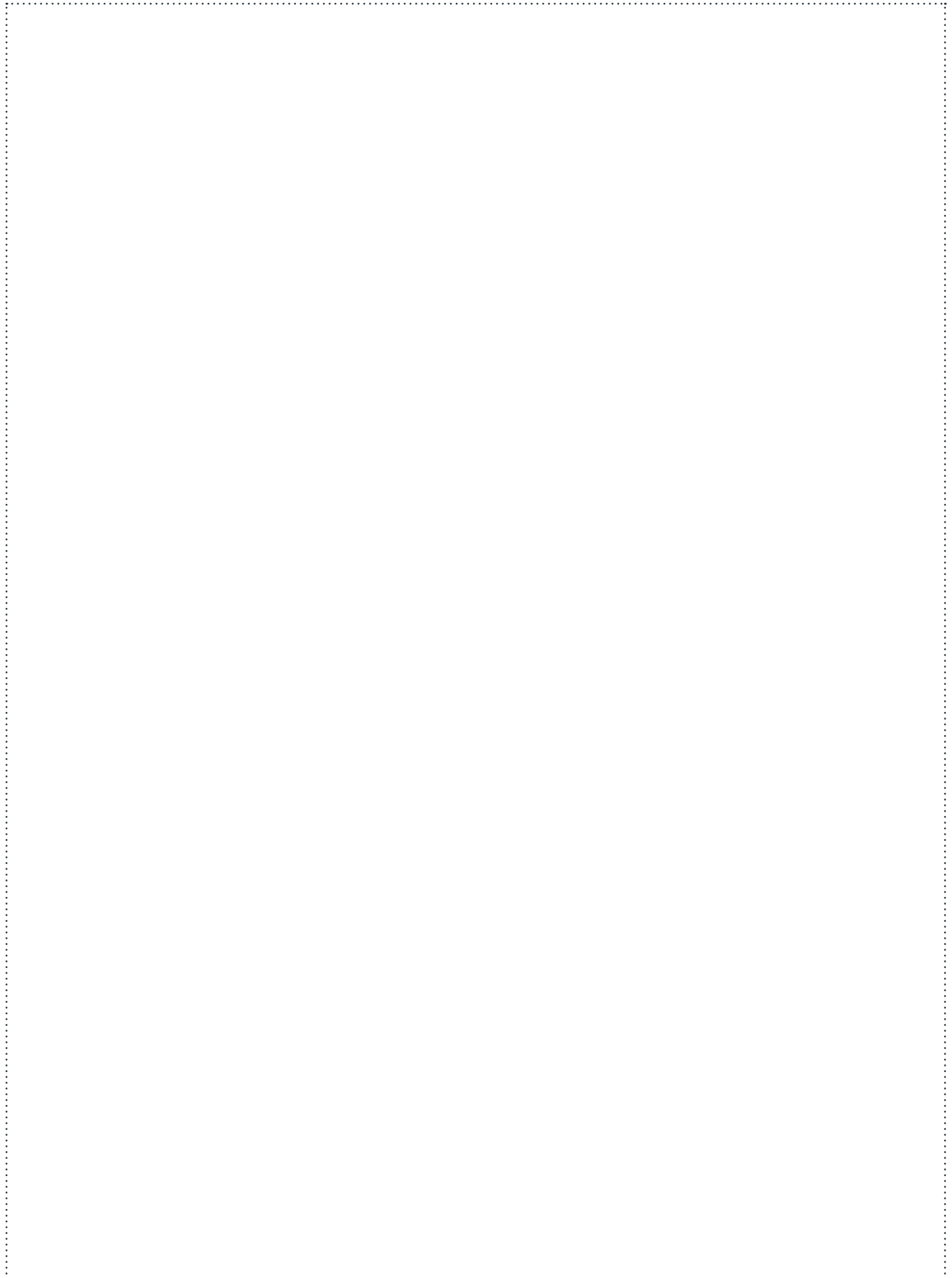
The kaikōrero is responsible for the whaikōrero, which convey the thoughts and sentiments of their people during the pōwhiri process, as well as acknowledging the deceased, and either their hosts or visitors. The speakers weave together the tangata whenua, the manūwhiri, ngā atua me ngā tūpuna, and histories – under the kaupapa of the hui. Kaikōrero often acknowledge the others that have spoken before them and what they had to say. It is vital, therefore, for all the kaikōrero to listen to what's been said or to “whai i ngā kōrero.”

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 in accordance with tikanga and/or kawa
 - describing two protocols associated with pōwhiri, in terms of local rituals
- describing the roles associated with pōwhiri in accordance with tikanga and/or kawa
 - 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!

Comments on this support material

Please contact Māori Qualifications Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this resource.

MARKING SCHEDULE

Learning Outcomes	Evidence Statements	Judgement Statements
Describe the protocols and roles associated with pōwhiri.	The ākonga is able to: <ul style="list-style-type: none"> • describe the protocols associated with pōwhiri in terms of local rituals, and • describe the roles associated with pōwhiri in terms of responsibilities. 	Evidence of: <ul style="list-style-type: none"> • two protocols are described • two roles and their responsibilities are described.

Notes:



TIKANGA

UNIT STANDARD 16043 (VERSION 7)

Examine different accounts of Māori migration prior to Pākehā contact

(Level 2, Credits 6)

ASSESSOR BOOKLET

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Evidence for Paetae/Achieved

The following components should be included in the ākonga responses:

- Māori migration to Aotearoa in terms of an iwi or hapū version, and in terms of the reasons for voyages made
- the waka and their associated hapū and iwi
- technology, navigation skills, and spiritual practices utilised in the migration
- Māori migration in terms of the Great Migration to Aotearoa (Pākehā account), and in terms of the reasons for voyages made
- the waka and their associated hapū and iwi, or groups (according to Pākehā)
- critiquing publications which recount Māori migration in terms of their merits and/or faults
- technology, navigation skills, and spiritual practices utilised in the migration (according to Pākehā)
- the differing accounts in terms of their differences and the reasons for their differences
- the differing accounts in terms of their effects on Māori identity in New Zealand society.

Assessment criteria

The ākonga must complete SIX (6) assessment tasks correctly to achieve this unit standard. Once completed, you must complete an assessment schedule for each ākonga.

Ākonga that achieve this standard will be able to examine different accounts of Māori migration prior to Pākehā contact.

Ākonga booklet

The ākonga receives this booklet. It outlines important information for their assessment.

Ākonga assessment material

All ākonga assessment material and any other evidence **must** be collected by the assessor and retained for assessment and moderation purposes.

If ākonga choose to provide oral evidence this **must** be recorded (ie recorded onto CD-R, DVD-R or USB flash drive).

Where ākonga work has been selected for moderation the CD-R, DVD-R or USB flash drive **must** be included with the assessment materials.

If a recording of the demonstration is submitted for moderation, the ākonga identification sheet (refer following link: <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/mod-visevidence-cvr.doc>) **must** be included.

Credit value

Credit value means the number of credits, with each credit representing 10 notional learning hours.

Authenticity

As per NZQA requirements, the assessor must:

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

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

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

For further information, please refer to the following link:

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

Referencing

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

EXAMPLES OF REFERENCING STYLES

1 Book

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

2 Course handout/Lecture notes (electronic version)

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

3 Film

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

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

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

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

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

6 Webpage

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

Preparation for moderation

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

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

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2. an assessment schedule (that includes evidence and judgement statements).
3. **six** samples of assessed learner work for graded and ungraded standards, **one** sample each at **N,A,M,E** and **two** more at **A,M,E**.
4. the assessor decisions for each sample of learner work must be clearly identified.
5. individual learners must be clearly identified where the learner is part of a group performance.
6. learner samples must be a complete sample for each individual learner, rather than composite samples.

For moderation to occur:

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



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ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

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.

The ākonga may use the sheet in the Ākonga Booklet to record their answers and/or use a range of techniques to present their descriptions – eg orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

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

Outcome 2 Describe Pākehā account 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.

LEVEL 2

Work Sheet 3

WAKA IWI AND HAPŪ, OR GROUP	
DESCRIPTION	

DESCRIPTION 1 CONTD...

**L
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2**

DESCRIPTION 2 CONTD...

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.

LEVEL
2

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), for two different waka.

List any technology, navigation skills, and spiritual practices used by the **TWO (2)** 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

LEVEL
2

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

**L
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EFFECTS OF DIFFERING ACCOUNTS ON MĀORI IDENTITY CONTD...

References

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

A large rectangular area enclosed by a dotted line, intended for students to write their references.

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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!

Comments on this support material

Please contact Māori Qualifications Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this resource.

MARKING SCHEDULE

Learning Outcomes	Evidence Statements	Judgement Statements
Examine different accounts of Māori migration prior to Pākehā contact.	The ākongā is able to: <ul style="list-style-type: none"> • describe a Māori account of Māori migration prior to Pākehā contact • describe Pākehā accounts of Māori migration prior to Pākehā contact, and • discuss the reasons for the different accounts and the effects the accounts have had on Māori identity. 	Evidence of: <ul style="list-style-type: none"> • describing Māori migration to Aotearoa in terms of an iwi or hapū version • 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 Māori 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 • 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.



TIKANGA

UNIT STANDARD 16044 (VERSION 7)

Describe historical events of a hapū or iwi

(Level 2, Credits 4)

ASSESSOR BOOKLET

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Evidence for Paetae/Achieved

The following components should be included in the ākonga responses:

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

Assessment criteria

The ākonga must complete THREE (3) assessment tasks correctly to achieve this unit standard. Once completed, you must complete an assessment schedule for each ākonga.

Ākonga that achieve this standard will be able to describe historical events of one hapū or iwi.

Ākonga booklet

The ākonga receives this booklet. It outlines important information for their assessment.

Ākonga assessment material

All ākonga assessment material and any other evidence **must** be collected by the assessor and retained for assessment and moderation purposes.

If ākonga choose to provide oral evidence this **must** be recorded (ie recorded onto CD-R, DVD-R or USB flash drive).

Where ākonga work has been selected for moderation the CD-R, DVD-R or USB flash drive **must** be included with the assessment materials.

If a recording of the demonstration is submitted for moderation, the ākonga identification sheet (refer following link: <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/mod-visevidence-cvr.doc>) **must** be included.

Credit value

Credit value means the number of credits, with each credit representing 10 notional learning hours.

Authenticity

As per NZQA requirements, the assessor must:

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

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

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

For further information, please refer to the following link:

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

Referencing

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

EXAMPLES OF REFERENCING STYLES

1 Book

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

2 Course handout/Lecture notes (electronic version)

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

3 Film

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

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

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

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

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

6 Webpage

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

Preparation for moderation

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

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

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

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

For moderation to occur:

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



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

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

ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

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.

The ākonga may use the sheet in the Ākonga Booklet to record their answers and/or use a range of techniques to present their descriptions – eg orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

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 interactions and relationships with other groups.

Assessment Task 2 – this task assesses PC 2.1 & 2.2

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 relationships between hapū, iwi and other groups, and 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.

LEVEL
2

Work Sheet 2

OTHER HAPŪ OR IWI	
EVENTS AND/OR INTERACTIONS AND RELATIONSHIPS	

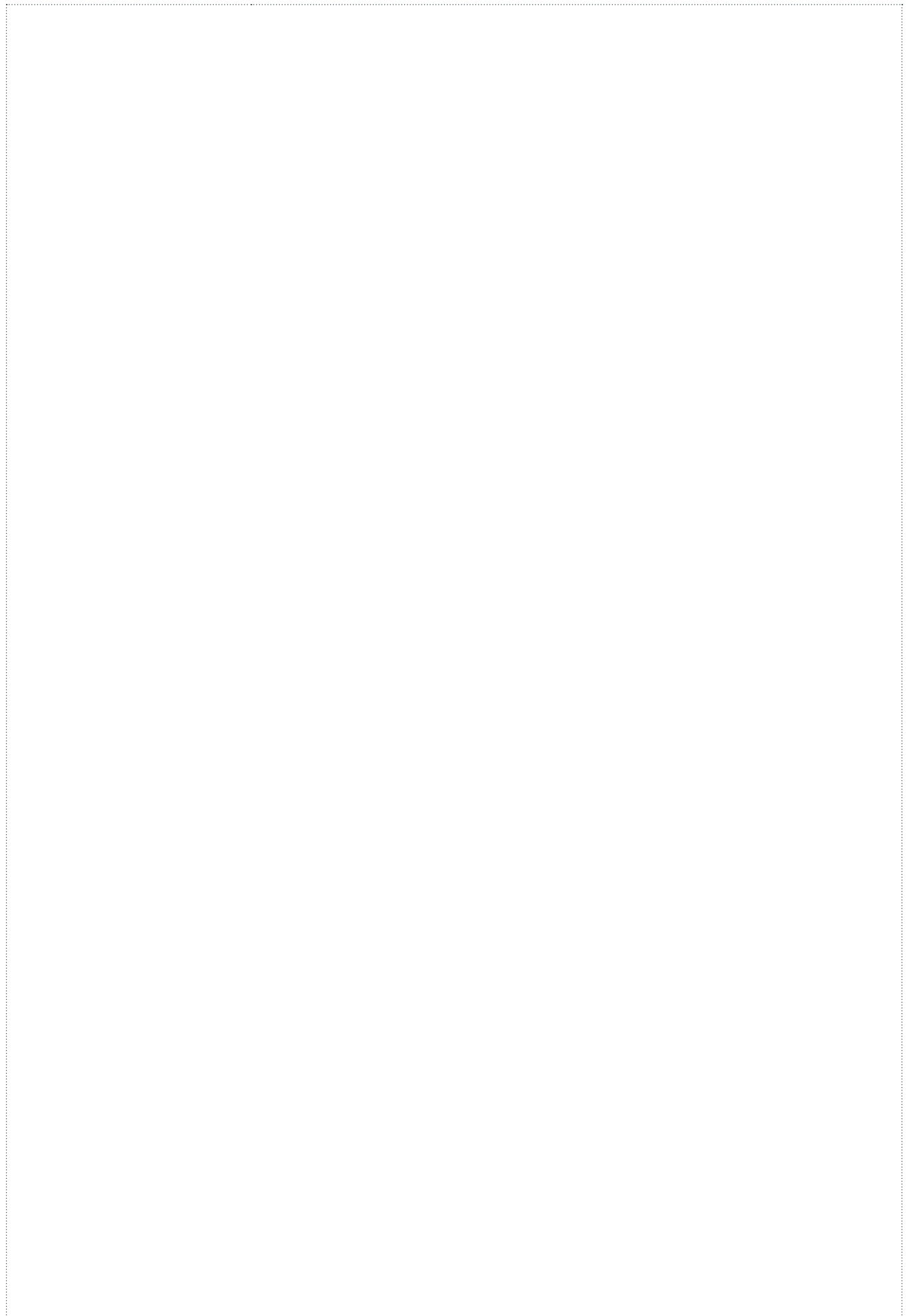
HOW OTHER HAPŪ OR IWI WERE AFFECTED AND THE RELATIONSHIP BETWEEN THEM

LEVEL
2

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HOW OTHER HAPŪ OR IWI WERE AFFECTED CONTD...

A large, empty rectangular area defined by a dotted border, intended for content or assessment.



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

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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2**

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 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!

Comments on this support material

Please contact Māori Qualifications Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this resource.

MARKING SCHEDULE

Learning Outcomes	Evidence Statements	Judgement Statements
Describe historical events of one hapū or iwi.	The ākonga is able to: <ul style="list-style-type: none"> • describe the settlement of Aotearoa by a hapū or iwi, prior to Pākehā contact • describe the hapū or iwi interaction and relationships with other groups • describe key events which gave rise to hallmarks of the hapū or iwi. 	Evidence of: <ul style="list-style-type: none"> • 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 • identifying three relationships between hapū or iwi with other groups • describing the interactions and/or events in terms of how they affected the relationship with hapū or iwi or other groups • describing two key events associated with hapū or iwi • describing two hallmarks of that hapū or iwi in terms of those key events.

Notes:



TIKANGA

UNIT STANDARD 16054 (VERSION 6)

Describe the life achievements and impact of a Māori leader

(Level 2, Credits 3)

ASSESSOR BOOKLET

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Evidence for Paetae/Achieved

The following components should be included in the ākonga responses:

- 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 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.

Assessment criteria

The ākonga must complete FIVE (5) assessment tasks correctly to achieve this unit standard. Once completed, you must complete an assessment schedule for each ākonga.

Ākonga that achieve this standard will be able to describe the life and achievements of a Māori leader.

Ākonga booklet

The ākonga receives this booklet. It outlines important information for their assessment.

Ākonga assessment material

All ākonga assessment material and any other evidence **must** be collected by the assessor and retained for assessment and moderation purposes.

If ākonga choose to provide oral evidence this **must** be recorded (ie recorded onto CD-R, DVD-R or USB flash drive).

Where ākonga work has been selected for moderation the CD-R, DVD-R or USB flash drive **must** be included with the assessment materials.

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Credit value

Credit value means the number of credits, with each credit representing 10 notional learning hours.

Authenticity

As per NZQA requirements, the assessor must:

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

For further information, please refer to the following link:

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

Referencing

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

EXAMPLES OF REFERENCING STYLES

1 Book

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

2 Course handout/Lecture notes (electronic version)

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

3 Film

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

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

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

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6 Webpage

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

PREPARATION FOR MODERATION

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

For moderation to occur:

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



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

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

ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

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

The ākonga may use the sheet in the Ākonga Booklet to record their answers and/or use a range of techniques to present their descriptions – eg orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

LEVEL
2

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...

ENVIRONMENT

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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

ACHIEVEMENT 3

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2**

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.

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Work Sheet 4

IMPACT OF THE LEADER ON MĀORI

[Large empty dotted box for student response]

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

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

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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 border, intended for students to write their references.

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2

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!

Comments on this support material

Please contact Māori Qualifications Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this resource.

MARKING SCHEDULE

Learning Outcomes	Evidence Statements	Judgement Statements
Describe the life and achievements of a Māori leader.	The ākonga is able to: <ul style="list-style-type: none"> • describe the life and achievements of a Māori leader • describe the impact a Māori leader had on Māori, and New Zealand society. 	Evidence of: <ul style="list-style-type: none"> • 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 three achievements which they are famous for • 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.

Notes:



TIKANGA

UNIT STANDARD 16041 (VERSION 7)

Explain the place of pūrākau or pakiwaitara in Māori history

(Level 3, Credits 6)

ASSESSOR BOOKLET

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Evidence for Paetae/Achieved

The following components should be included in the ākonga responses:

- pūrākau or pakiwaitara in terms of two creative descriptions
- the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge
- pūrākau or pakiwaitara in terms of two interpretations
- the use of two different modes or media for communicating pūrākau or pakiwaitara
- summaries of two pūrākau or pakiwaitara
- one implication for the rohe for each of the two pūrākau or pakiwaitara
- the hapū and/or iwi associated with the two pūrākau or pakiwaitara
- the purpose and importance of pūrākau or pakiwaitara in terms of the perspectives of whānau, hapū, and iwi history.

Assessment criteria

The ākonga must complete SEVEN (7) assessment tasks correctly to achieve this unit standard. Once completed, you must complete an assessment schedule for each ākonga.

Ākonga that achieve this standard will be able to explain the place of pūrākau or pakiwaitara in Māori history.

Ākonga booklet

The ākonga receives this booklet. It outlines important information for their assessment.

Ākonga assessment material

All ākonga assessment material and any other evidence **must** be collected by the assessor and retained for assessment and moderation purposes.

If ākonga choose to provide oral evidence this **must** be recorded (ie recorded onto CD-R, DVD-R or USB flash drive).

Where ākonga work has been selected for moderation the CD-R, DVD-R or USB flash drive **must** be included with the assessment materials.

If a recording of the demonstration is submitted for moderation, the ākonga identification sheet (refer following link: <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/mod-visevidence-cvr.doc>) **must** be included.

Credit value

Credit value means the number of credits, with each credit representing 10 notional learning hours.

Authenticity

As per NZQA requirements, the assessor must:

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

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

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

For further information, please refer to the following link:

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

Referencing

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

EXAMPLES OF REFERENCING STYLES

1 Book

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

2 Course handout/Lecture notes (electronic version)

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

3 Film

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

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

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

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

6 Webpage

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

Preparation for moderation

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

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

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

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

For moderation to occur:

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



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

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

ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

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.

The ākonga may use the sheet in the Ākonga Booklet to record their answers and/or use a range of techniques to present their descriptions – eg orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

Outcome 1

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

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

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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

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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.

Note: Usually, the ākonga must present information in their own words; however, summaries provided for Assessment Task 5 do not have to be in the ākonga's own words, but all references must be provided. Where you have referred to a book, or website, or person in your lessons, please acknowledge this.

Work Sheet 5

IWI/ HAPŪ	
SUMMARY 1	

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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Outcome 3

Explain the different perspectives Māori have towards the purpose and importance of pūrākau or pakiwaitara.

Assessment Task 7 – this task assesses PC 3.1

Explain the purpose and importance of pūrākau or pakiwaitara in terms of the perspectives of whānau, hapū, and iwi history.

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

Work Sheet 7

IN TERMS OF ROHE, HAPORI, MARAE, WHĀNAU, HAPŪ AND/OR IWI HISTORY

References

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

A large rectangular area enclosed by a dotted line, intended for students to write their references.

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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!

Comments on this support material

Please contact Māori Qualifications Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this resource.

MARKING SCHEDULE

Learning Outcomes	Evidence Statements	Judgement Statements
<p>Explain the place of pūrākau or pakiwaitara in Māori history.</p>	<p>The ākonga is able to:</p> <ul style="list-style-type: none"> • explain the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge and supporting social mores • describe pūrākau or pakiwaitara, and implications for the history of the rohe concerned, and • explain the perspectives Māori have towards the purpose and importance of pūrākau or pakiwaitara. 	<p>Evidence of:</p> <ul style="list-style-type: none"> • explaining pūrākau or pakiwaitara in terms two creative descriptions • explaining the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge • explaining pūrākau or pakiwaitara in terms of three interpretations • explaining the use three 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 • explaining the purpose and importance of pūrākau or pakiwaitara in terms of the perspectives of rohe whānau, hapū, and iwi history.



TIKANGA

UNIT STANDARD 16136 (VERSION 10)

Explain kawa and tikanga in relation to hui mārena

(Level 3, Credits 6)

ASSESSOR BOOKLET

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Evidence for Paetae/Achieved

The following components should be included in the ākonga responses:

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

Assessment criteria

The ākonga must complete EIGHT (8) assessment tasks correctly to achieve this unit standard. Once completed, you must complete an assessment schedule for each ākonga.

Ākonga that achieve this standard will be able to explain kawa and tikanga in relation to hui mārena.

Ākonga booklet

The ākonga receives this booklet. It outlines important information for their assessment.

Ākonga assessment material

All ākonga assessment material and any other evidence **must** be collected by the assessor and retained for assessment and moderation purposes.

If ākonga choose to provide oral evidence this **must** be recorded (ie recorded onto CD-R, DVD-R or USB flash drive).

Where ākonga work has been selected for moderation the CD-R, DVD-R or USB flash drive **must** be included with the assessment materials.

If a recording of the demonstration is submitted for moderation, the ākonga identification sheet (refer following link: <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/mod-visevidence-cvr.doc>) **must** be included.

Credit value

Credit value means the number of credits, with each credit representing 10 notional learning hours.

Authenticity

As per NZQA requirements, the assessor must:

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

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

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

For further information, please refer to the following link:

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

Referencing

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

EXAMPLES OF REFERENCING STYLES

1 Book

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

2 Course handout/Lecture notes (electronic version)

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

3 Film

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

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

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

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6 Webpage

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

Preparation for moderation

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2. an assessment schedule (that includes evidence and judgement statements).
3. **six** samples of assessed learner work for graded and ungraded standards, **one** sample each at **N,A,M,E** and **two** more at **A,M,E**.
4. the assessor decisions for each sample of learner work must be clearly identified.
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6. learner samples must be a complete sample for each individual learner, rather than composite samples.

For moderation to occur:

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



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ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

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.

The ākonga may use the sheet in the Ākonga Booklet to record their answers and/or use a range of techniques to present their descriptions – eg orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

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...

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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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Outcome 2 Explain kawa and tikanga in relation to the whānau of the groom.

Assessment Task 4 – this task assesses PC 2.1

Explain kawa and tikanga, in relation to the whānau of the groom, 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 4

KAWA AND TIKANGA FOR WHĀNAU OF GROOM IN A CUSTOMARY CONTEXT

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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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Outcome 3 Explain the differences between customary and contemporary kawa and tikanga in relation to hui mārena.

Assessment Task 7 – this task assesses PC 3.1

Explain kawa and tikanga in relation to hui mārena, in terms of 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 7

DIFFERENCES BETWEEN CUSTOMARY AND CONTEMPORARY KAWA AND TIKANGA

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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!

Comments on this support material

Please contact Māori Qualifications Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this resource.

MARKING SCHEDULE

Learning Outcomes	Evidence Statements	Judgement Statements
<p>Explain kawa and tikanga in relation to the whānau of the bride.</p>	<p>The ākonga is able to:</p> <ul style="list-style-type: none"> explain kawa and tikanga in relation to the whānau of the bride 	<p>Evidence of:</p> <ul style="list-style-type: none"> 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
<p>Explain the kawa and tikanga in relation to the whānau of the groom.</p>	<ul style="list-style-type: none"> explain kawa and tikanga in relation to the whānau of the groom, and 	<ul style="list-style-type: none"> 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
<p>Explain the differences between customary and contemporary kawa and tikanga in relation to hui mārena.</p>	<ul style="list-style-type: none"> explain the differences between customary and contemporary kawa and tikanga in relation to hui mārena. 	<ul style="list-style-type: none"> 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 explained.

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TIKANGA

UNIT STANDARD 29555 (VERSION 4)

Explain kawa and tikanga in relation to hui rā whānau

(Level 3, Credits 4)

ASSESSOR BOOKLET

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Evidence for Paetae/Achieved

The following components should be included in the ākonga responses:

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

Assessment criteria

The ākonga must complete THREE (3) assessment tasks correctly to achieve this unit standard. Once completed, you must complete an assessment schedule for each ākonga.

Ākonga that achieve this standard will be able to explain kawa and tikanga in relation to a hui rā whānau.

Ākonga booklet

The ākonga receives this booklet. It outlines important information for their assessment.

Ākonga assessment material

All ākonga assessment material and any other evidence **must** be collected by the assessor and retained for assessment and moderation purposes.

If ākonga choose to provide oral evidence this **must** be recorded (ie recorded onto CD-R, DVD-R or USB flash drive).

Where ākonga work has been selected for moderation the CD-R, DVD-R or USB flash drive **must** be included with the assessment materials.

If a recording of the demonstration is submitted for moderation, the ākonga identification sheet (refer following link: <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/mod-visevidence-cvr.doc>) **must** be included.

Credit value

Credit value means the number of credits, with each credit representing 10 notional learning hours.

Authenticity

As per NZQA requirements, the assessor must:

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

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

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

For further information, please refer to the following link:

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

Referencing

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

EXAMPLES OF REFERENCING STYLES

1 Book

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

2 Course handout/Lecture notes (electronic version)

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

3 Film

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

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

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

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

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

6 Webpage

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

PREPARATION FOR MODERATION

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

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

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

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

For moderation to occur:

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



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

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

ASSESSOR INFORMATION – ASSESSMENT TASKS

Name	NSN #
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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.

The ākonga may use the sheet in the Ākonga Booklet to record their answers and/or use a range of techniques to present their descriptions – eg orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Note: The ākonga must present information in their own words and provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.

LEVEL 3

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

L
E
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L
3

RESPONSIBILITY 2

RESPONSIBILITY 3

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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V
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3

RESPONSIBILITY 2

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

RESPONSIBILITY 1

RESPONSIBILITY 1 CONTD...

RESPONSIBILITY 2

RESPONSIBILITY 2 CONTD...

RESPONSIBILITY 3

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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 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:

- 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!

Comments on this support material

Please contact Māori Qualifications Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this resource.

MARKING SCHEDULE

Learning Outcomes	Evidence Statements	Judgement Statements
<p>Explain kawa and tikanga in relation to a hui rā whānau for the tangata whenua or hosts.</p> <p>Explain kawa and tikanga in relation to a hui rā whānau for the manuhiri or guests.</p>	<p>The ākonga is able to:</p> <ul style="list-style-type: none"> • explain the roles and responsibilities before, during and after a hui rā whānau in terms of kawa and tikanga • explain roles and responsibilities of the manuhiri or guests in terms of kawa and tikanga 	<p>Evidence of:</p> <ul style="list-style-type: none"> • two roles and two responsibilities are explained for tangata whenua or hosts and the birthday person and/or whānau. • two roles and responsibilities are explained in terms of the manuhiri or guests.

Notes: