



TĪKAROHIA TE MARAMA REALISE YOUR POTENTIAL

Assessment Support Materials

TOURISM MĀORI



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Māori Qualifications Services
Te Ohu Tohu Mātauranga Māori



Assessment Support Materials

TOURISM MĀORI

Introduction

Welcome to the Assessment Support Materials for Tourism Māori

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

Ngā mihi

Level 3

- 17391** Demonstrate knowledge of key forms of Māori communication, and the significance of Māori identity in tourism Māori
- 17578** Explain the value and benefits of whānau in tourism Māori
- 17784** Discuss, examine and recite appropriate karakia in tourism Māori
- 17786** Explain tikanga in tourism Māori
- 31070** Explain the importance of Māori place names, and use reo Māori greetings and farewells in tourism
- 17791** Explain kaitiaki practices in a tourism context
- 31071** Identify and explain the cultural significance of natural and man-made attractions in tourism Māori

Level 4

- 25954** Plan, conduct, and evaluate a tour on a marae in a tourism context

Level 5

- 17387** Discuss ngā hekenga mai and settlement, and compare tangata whenua customs with those of another Polynesian culture



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Māori Qualifications Services
Te Ohu Tohu Mātauranga Māori

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

—

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

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TOURISM MĀORI

UNIT STANDARD 17391 (VERSION 8)

Demonstrate knowledge of key forms of Māori communication, and the significance of Māori identity in tourism Māori

(Level 3, Credits 5)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tourism Māori unit standard 17391, Demonstrate knowledge of key forms of Māori communication, and the significance of Māori identity in tourism Māori

Assessment criteria

Paetae/Achieved

Demonstrate knowledge of key forms of Māori communication, and their significance in a tourism context.

There are four (4) assessment tasks for this standard that you must correctly complete.

The tasks are:

1. Describe the significance of te reo Māori for tourism, in tourism and to tourism.
2. List three verbal forms, three non-verbal forms of communication used and describe their significance within a tourism context. .
3. Identify and describe six key forms of artistic means of communication.
 - Three (3) forms from Ngā mahi a Toi
 - Three (3) forms from Ngā Mahi a Te Whare Pora:
4. Explain the meaning of whakapapa and its significance within a tourism context. explanation the significance of whakapapa in relation to Ranginui and Papatūānuku and the relevance to tourism Māori.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for Tasks 3 and 4a. Your kaiako will discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

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ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Demonstrate knowledge of key forms of Māori communication and their significance in tourism Māori.

Assessment Task 1

Describe the significance of te reo Māori for tourism, in tourism and to tourism.

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Assessment Task 2 – this task assesses PC 1.2, 1.3

Listed below are a number of verbal, non-verbal and artistic forms of communication used within te ao Māori.

From the list below select **THREE** forms of verbal communication and **THREE** forms of non-verbal communication and give a demonstration to show your understanding of them

- | | | | |
|--|--|---|--|
| <ul style="list-style-type: none"> • whakatauki • whakairo • hongī • wero • waha • kākahu • raranga | <ul style="list-style-type: none"> • pepeha • kōwhaiwhai • waiata ā ringa • kupu • tā moko • kete • pakiwaitara | <ul style="list-style-type: none"> • whaikōrero • haka • pūkana • mau rakau • waiata • tauparapara • pūrakau | <ul style="list-style-type: none"> • tukutuku • whētero • karanga • poi • mihi • harirū • korowai |
|--|--|---|--|

You need to demonstrate **SIX** forms.

Demonstration may include computer, whakaari, tuhituhi, roleplay, poster, waiata, artwork, kapahaka, pakiwaitara, pūrākau, drama, dance, video, oral, photo images, social media etc.

This task assesses the performance criteria of 1.2, 1.3

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – e.g. PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

Your assessor will observe your performance and record the result on the following checklist

Observation Sheet - Communication

ĀKONGA	
ASSESSOR	
DATE	
Verbal communication	Criteria: Performance accords with tikanga and kawa. Shows correct pronunciation, wording, phrasing, intonation etc.
1	
2	
3	
Non- verbal communication	Criteria: Performance accords with tikanga and kawa. Shows correct facial expressions, gestures, stance etc
1	
2	
3	

Assessment Task 3

Identify **THREE** key forms of artistic means of communication from Ngā mahi a Toi and **THREE** from Te Whare Pora.

- List the category of each forum
- Describe each form

NGĀ MAHI A TOI

CATAGORY 1

CATAGORY 2

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CATAGORY 3

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NGĀ MAHI Ā TE WHARE PORA

CATAGORY 1

CATAGORY 2

CATAGORY 3

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Outcome 2 Explain the significance of Māori identity in a tourism context.

Assessment Task 4a

Explain the meaning of whakapapa and why it is so important to Māori.

Include in your explanation the significance of whakapapa in relation to Ranginui and Papatūānuku and the relevance to tourism Māori.

Assessment Task 4b

Recite your whakapapa

Recite your whakapapa that includes at least three of the following: awa, hapū, maunga, iwi, whānau or any other relevant concepts.

ĀKONGA	
ASSESSOR	
DATE	
Whakapapa concept hapū, maunga, awa whānau, iwi	Performance accords with tikanga and kawa <ul style="list-style-type: none"> • correct pronunciation • appropriate wording • phrasing • intonation etc.
	Observer comments
1	
2	
3	
4	
Observer signature	

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References

Notes:



TOURISM MĀORI

UNIT STANDARD 17578 (VERSION 9)

Explain the value and benefits of whānau in tourism Māori

(Level 3, Credits 4)

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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tourism Māori unit standard 17378, Explain the value and benefits of whānau in tourism Māori.

Assessment criteria

Paetae/Achieved

Explain the value and benefits of whānau in tourism Māori.

There are **THREE (3)** assessment tasks for this standard that you must correctly complete.

The tasks are:

The tasks are:

1. Write to explain the values of a whānau approach in fulfilling roles within tourism events or services brings to tourism. Explain mana whenua plus any other five roles.
2. In the mind map explain the value of six best outcomes for whānau, hapū and iwi from using a whānau approach to tourism Māori.
3. From the list of contemporary whānau activities, explain how these activities contribute to Tourism Māori. Select two activities and explain how each can contribute to tourism Māori.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will discuss this with you.

Authenticity

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ĀKONGA ASSESSMENT TASK SHEET

Name		NSN #	
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Outcome 1 Explain the value and benefits of whānau in tourism Māori.

Assessment Task 1

Here is a list of whānau roles within possible tourism Māori events/services.

Here is a list of whānau roles within possible tourism Māori events/services.

mana whenua	taura here	ringawera	kaihautū	kaiwhakahaere
kaimahi	tuakana	teina	kuia	Koroua

In the table provided below, explain the value of whanau fulfilling roles brings to any tourism Māori event or service. Roles must include mana whenua plus any other five that may include the list above. An example answer for ringa wera has been provided

ROLES	VALUE OF THE ROLE IN A TOURISM MĀORI EVENT/SERVICE
RINGA WERA	Ringawera showcase Māori hospitality of manaakitanga at its very best, by providing kai (food). In the first instance, they cook and prepare kai for the noa process whereby the tapu placed on manuhiri during a pōwhiri is neutralised through eating of food.
MANA WHENUA	
1	

LEVEL 3

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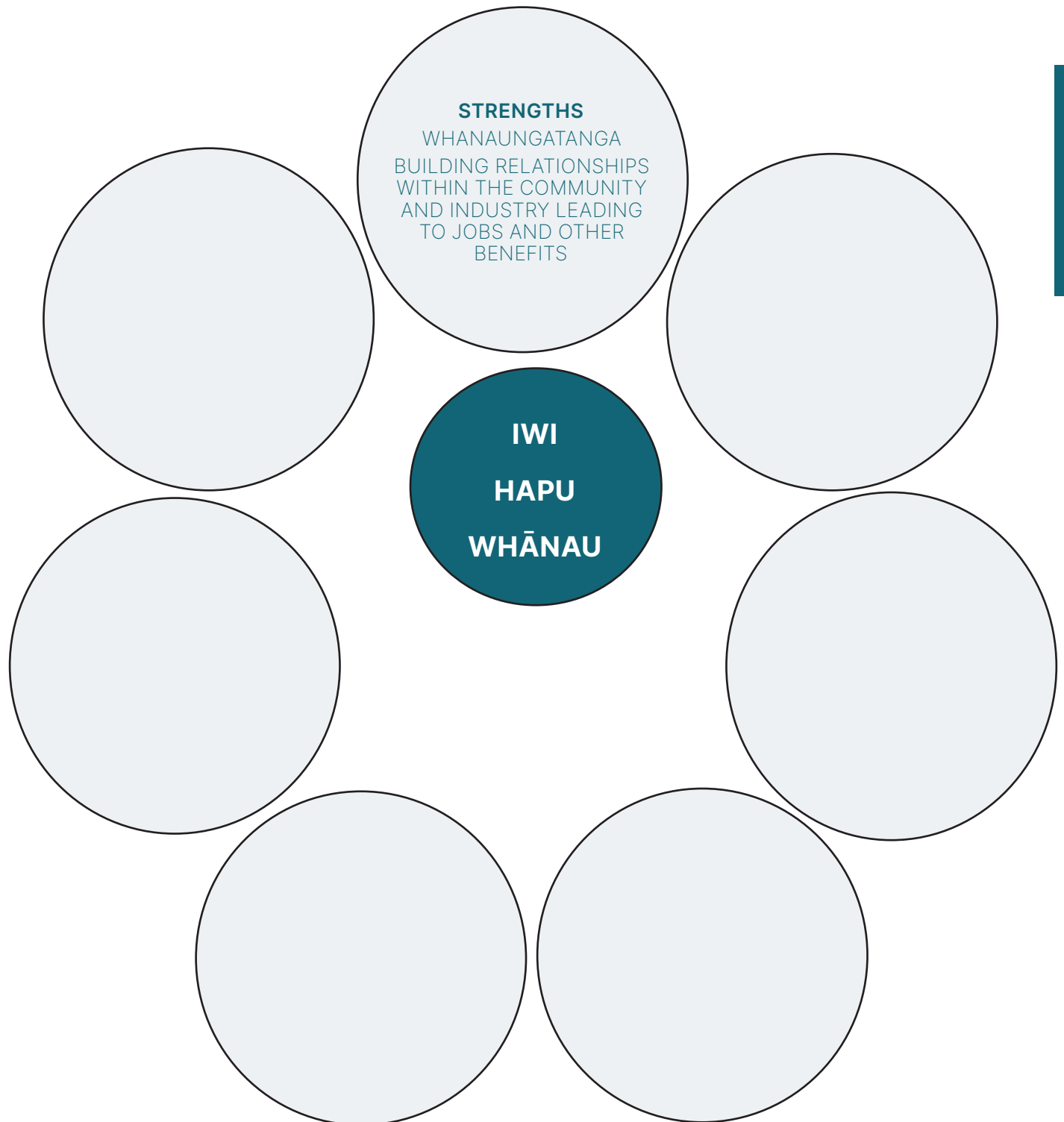
2	
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Assessment Task 2 - this task assesses PC 1.2

Explain the benefits of whānau in tourism Māori in terms of best outcomes for whānau hapū and iwi.

You must explain SIX best outcomes that may include but is not limited to – social activities, collective action, cooperation, economic development, employment, commercial success, leadership, self-management, identity, collective esteem.

An example answer for strengths has been provided.



Additional space for ākongā to key in answer

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Assessment Task 3

Below is a list of some traditional whānau activities that may take place during a tourism Māori event. Participate in two activities and in the table provided, explain how each activity can contribute to Tourism Māori.

An explanation for poukai has been provided as an example.

These activities may include but are not limited to -

hura kōhatu	Matariki	whakapapa wananga	poukai	mōteatea wananga	Ratana Day
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TRADITIONAL WHĀNAU ACTIVITIES:	EXPLANATION OF HOW THE ACTIVITY CONTRIBUTES TO TOURISM MĀORI
POUKAI	<i>It Was originally started by Kīngi Tāwhiao to feed the widowed, the bereaved and the destitute. It was a way of looking after and feeding people driven from their homeland after the New Zealand wars in 1863. Nowadays it is a way for whānau, hapū and iwi to feast together, grieve together for those recently passed, disseminate news of relevance to the iwi, bring people’s concerns to the attention of the Kīngitanga leadership and maintain financial contributions to the Kīngitanga and the host marae.</i>

3b Below is a list of contemporary whānau activities. An explanation for kapa haka has been provided as an example. Select another two activities and explain how each can contribute to tourism Māori.

Pā wars	Reunions	Matariki	Māori golf	Te Matatini
---------	----------	----------	------------	-------------

CONTEMPORARY WHĀNAU ACTIVITIES:	EXPLANATION OF HOW THE ACTIVITY CONTRIBUTES TO TOURISM MĀORI
KAPA HAKA EVENTS	<p><i>The Matatini can be used as a purpose and platform in promoting New Zealand as a visitor destination for tourism.</i></p> <p><i>The Matatini is held every two years where the regional champions from Aotearoa and Australia come together to compete for a series of trophies to become the overall winner.</i></p>

LEVEL 3



TOURISM MĀORI

UNIT STANDARD 17784 (VERSION 8)

Discuss, examine and recite appropriate karakia in
tourism Māori

(Level 3, Credits 5)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tourism Māori unit standard 17784, Discuss, examine and recite appropriate karakia in tourism Māori.

Assessment criteria

Paetae/Achieved

People credited with this unit standard are able to discuss karakia tawhito and examine contemporary karakia as they apply to a tourism Māori event, and recite a karakia appropriate to a tourism Māori event.

There are TWO (2) assessment tasks for this standard that you must correctly complete.

The tasks are:

1. Select two karakia tawhito, and two contemporary karakia, which could be used during a tourism event, and provide the following information in the table below
2. Select one karakia tawhito, OR one contemporary karakia from Task 1. Recite the karakia demonstrating appropriate behaviour and/or demeanour and with correct pronunciation of kupu

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will discuss this with you.

Authenticity

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ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – e.g. artwork, computer, dance, drama, kapahaka, oral, poster, pakiwaitara, pūrākau, photo images, roleplay, social media, tuhituhi, video, waiata, whakaari.

You must present information in your own words, and references must be provided.

Outcome 1 Discuss karakia tawhito as it applies to a tourism Māori event.

Outcome 2 Examine contemporary karakia as it applies to a tourism Māori event.

Assessment Task 1

Here are some karakia themes - tīmatanga hui, karakia mo te kai, sickness, canoe building, protection against mākutu, tapu, unite factions, to cure injuries, to ward off ill luck, Ngā atua Māori.

Select two karakia tawhito, and two contemporary karakia, which could be used during a tourism event, and provide the following information in the table below. An example is given in the table below.

PURPOSE AND APPROPRIATENESS TO A TOURISM EVENT	WHAKAMĀRAMA (EXPLANATION)	KARAKIA TAWHITO WHAKATAKA TE HAU
<p>A karakia saying “my god, I’m part of this!! - this extraordinary beauty. I bind myself to it”</p> <p>Asking for nothing except to bind oneself to ‘this’</p> <p>Justice Joe Williams (Key Note speaker, Ngā Pae o te Maramatanga 15 November 2016)</p>	<p>Let the west wind fall And the south wind be silent The land bristles in the chill And the ocean has goose bumps The first rays of a red dawn pierce the night Revealing snow, ice, and frost I will grasp it; I will bind myself to it.</p>	<p>Whakataka te hau ki te uru Whakataka te hau ki te tonga Kia mākinakina ki uta Kia mātaratara ki tai E hī ake ana te atākura He tio, he huka, he hauhu Haumi e! Hui e! Tāiki e!</p>
PURPOSE AND APPROPRIATENESS TO A TOURISM EVENT:	WHAKAMĀRAMA (EXPLANATION)	KARAKIA TAWHITO 1.

PURPOSE AND APPROPRIATENESS TO A TOURISM EVENT:	WHAKAMĀRAMA (EXPLANATION)	KARAKIA TAWHITO
		2.

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PURPOSE AND APPROPRIATENESS TO A TOURISM EVENT:	
WHAKAMĀRAMA (EXPLANATION)	
CONTEMPORARY KARAKIA	
1.	

PURPOSE AND APPROPRIATENESS TO A TOURISM EVENT:	WHAKAMĀRAMA (EXPLANATION)	CONTEMPORARY KARAKIA
		2.

LEVEL
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Outcome 3 Recite a karakia appropriate to a tourism Māori event

Assessment Task 2

Select one karakia tawhito, OR one contemporary karakia from Task 1. Recite the karakia demonstrating appropriate behaviour and/or demeanour and with correct pronunciation of kupu.

ĀKONGA	
ASSESSOR	
DATE	
Recitation of karakia is in accordance with tikanga and kawa	Assessor comments
<ul style="list-style-type: none"> • te reo kia tika • te reo kia rere • te reo kia Māori • Appropriate behaviour and/or demeanour in accordance with tikanga and kawa e.g. removal of hats/hoodies during karakia: <ul style="list-style-type: none"> • respectful manner • facial expressions • gestures • stance • acknowledgements 	

References

Notes:



UNIT STANDARD 17786 (VERSION 8)

Explain tikanga in tourism Māori

(Level 3, Credits 5)

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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tourism Māori unit standard 17786, Explain tikanga in tourism Māori

Assessment criteria

Paetae/Achieved

People credited with this unit standard are able to explain tikanga in tourism Māori

There is **ONE (1)** assessment task for this standard that you must correctly complete.

The task is:

1. Explain at least four tikanga that relate to each tour and to each of the sites the tour will visit.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for Tours 1 and 2. Your kaiako will discuss this with you.

Authenticity

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ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Explain tikanga Māori in tourism Māori.

Range Tikanga Māori may include but is not limited to – rāhui, tapu, noa, muru, utu, pouwhenua, aukati; evidence of four is required.

Assessment Task 1

Instructions

To complete this unit standard successfully the candidate is expected to complete the following task as set out on the following pages.

Tikanga must always be explained to visitors. This is so that protocols and procedures are carried out in the right way making the experience safe for all. For example, when being welcomed onto a marae it is important for the visitors to know what the kai wero is doing and why, the same for the kaikaranga and kaikōrero.

Scenario: You are taking groups of tourists on two different tours.

The tours can be:

- A cultural heritage trail;
- A marae visit;
- A hard adventure.

Each tour will visit two particular sites, these sites may be:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Awa; • māra kai; • mātaimai reserves; • maunga; • moana; • pā; | <ul style="list-style-type: none"> • taiapure; • archaeological sites; • historical sites; • marae; • wāhi tapu. |
|---|---|

Chose the two tours and the sites each tour will visit and find out from local whānau/hapū or iwi the Māori customs and practices that are appropriate to the tours and sites.

Here is a sample of useful information to gather:

- Māori name and the history behind it;
- significance of site;
- customs regarding tapu and noa;
- procedures to entering and exiting site;
- roles and responsibilities of tangata whenua and visitors (i.e. kaumātua, kuia etc, poua, taua);
- safety measures;
- time factors.

List below the two different tours you have chosen and the site each tour will visit.
 Explain four tikanga that relate to each tour and to each of the sites the tour will visit.
 Tikanga can include: rāhui, tapu, noa, muru, utu, pouwhenua, aukati and any others the local whānau/hapū or iwi see as appropriate practices for the sites to be visited.

TOUR	SITES	TIKANGA – EXPLANATION
TOUR 1	1	1
		2
		3
		4
2	1	1
		2
		3
		4

TIKANGA – EXPLANATION	SITES	TOUR
1	1	TOUR 2
2		
3		
4		
1	2	
2		
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4		

References

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TOURISM MĀORI

UNIT STANDARD 31070 (VERSION 3)

Explain the importance of Māori place names, and use of
reo Māori greetings and farewells in tourism

(Level 3, Credits 4)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tourism Māori unit standard 31070 Explain the importance of Māori place names, and use reo Māori greetings and farewells in tourism.

Assessment criteria

Paetae/Achieved

People credited with this unit standard are able to explain the importance of Māori place names and list and use a range of te reo greetings and farewells in tourism.

There are two (2) assessment tasks for this standard that you must correctly complete.

The tasks are:

1. Interview a local kaumātua, kuia, or iwi representative;
2. Select six Māori place names, record them and recite them.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for Tasks 1 and 2. Your kaiako will discuss this with you.

Authenticity

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ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Explain the importance of Māori place names in tourism.

Assessment Task 1

Research and explain

- Historical accounts behind the naming of three local Māori place names and the importance of correct pronunciation of each place name. (1.1, 1.2)
- The influences of pūrākau and pakiwaitara had on the naming of these places. (1.3)

Historical account of three Māori place names and the importance of the pronunciation of the place names. (1.1)

1

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The influences pūrākau and pakiwaitara had on the naming of these places (1.3)

1

2

3**L
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You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions e.g. PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided.

Outcome 2 Present a short mihi and poroporoaki in te reo Maori in a tourism context.

Assessment Task 2

This is an oral presentation.

You will be assessed on appropriateness of kupu for each kaupapa, the pronunciation, quality and flow of kupu.

Mihi to manuhiri on arrival of tour in accordance with local tikanga.

Poroporoaki manuhiri at conclusion of tour in accordance with local tikanga.

References

Notes:



TOURISM MĀORI

UNIT STANDARD 17791 (VERSION 8)

Explain kaitiaki practices in a tourism context

(Level 3, Credits 5)

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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tourism Māori unit standard 17791 Explain kaitiaki practices in a tourism context

Assessment criteria

Paetae/Achieved

People credited with this unit standard are able to explain kaitiaki practices in a tourism context.

There are **Two (2)** assessment tasks for this standard that you must correctly complete.

The tasks are:

1. Research and explain kaitiaki practices associated with Ranginui (sky father). Papatūānuku (earth mother) and two kāwai tīpuna/atua in a tourism context.
2. Attend a tourism event or activity observe and explain two kaitiaki practices carried out by the local rohe.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from. Your kaiako will discuss this with you.

Authenticity

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ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Explain kaitiaki practices in a tourism context.

Assessment Task 1

Research kaitiaki practices associated with Ranginui, Papatuanuku and kāwai tīpuna within a tourism context.

Explain one kaitiaki practice for each of the following – Ranginui, Papatuanuku and any two kāwai tīpuna.

Kaitiaki practices may include but is not limited to – karakia, rāhui, tapu, noa, tiaki, mauri, taiāpure

Kāwai tīpuna may include but is not limited to Tāne, Tangaroa, Rongomātāne, Tāwhirimātea, Haumietiketike, Rūaumoko, Tūmatauenga

RANGINUI

KAITIAKI PRACTICE

PAPATUANUKU

KAITIAKI PRACTICE

KĀWAI TĪPUNA/ATUA:

KAITIAKI PRACTICE

KĀWAI TĪPUNA/ATUA:

KAITIAKI PRACTICE

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Assessment Task 2

Attend a local rohe tourism event or activity, observe and explain two kaitiaki practices carried out by the local rohe.

The events/activities may include but is not limited to:

America’s cup, coach tours, cruise ships, Ko Tāne, marlin fishing, Mitai Māori Village, New Zealand Rugby, skiing, Tamaki Māori Village, Te Matatini, Te Puia, Waimarama Māori Tours, Waipoua Forest

NAME: EVENT/ACTIVITY	KAITIAKI PRACTICE
	1
	2

References



TOURISM MĀORI

UNIT STANDARD 31071 (VERSION 3)

Identify and explain the cultural significance of natural
and man-made attractions in tourism Māori

Level 3, Credits 6

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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tourism Māori unit standard 31071. Identify and explain the cultural significance of natural and man-made attractions in tourism Māori.

Assessment criteria

Paetae/Achieved

People credited with this unit standard are able to explain the importance of Māori place names and list and use a range of te reo greetings and farewells in tourism.

There are **TWO (2)** assessment tasks for this standard that you must correctly complete.

The tasks are:

1. Select TWO natural attractions and explain the cultural significance of each one. Record the information required in the table below for each of the two attractions
2. Select TWO man-made attractions and explain the cultural significance of each one. Record the information required in the table below for each of the two attractions.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from for Assessment Tasks 1 and 2. Your kaiako will discuss this with you.

Authenticity

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ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Identify and explain the cultural significance of natural attractions in tourism Māori.

Assessment may be presented in a number of ways which may include but are not limited to – artwork, computer, dance, drama, kapahaka, oral, poster, pakiwaitara, pūrākau, photo images, roleplay, social media, tuhituhi, video, waiata, whakaari.

You must present information in your own words, and references must be provided.

Assessment Task 1

Select TWO natural attractions and record two examples for each of the following - name, location, features, activities, potential hazards. .

- Gather information about the natural attractions in your local area.
- Information can be gathered from the following: oral history, kaumātua, kuia, pakeke, Māori Land Court records, local museum, I site, hotels, libraries, internet, pūrākau, pakiwaitara, whakairo.
- Natural attractions are attractions in nature which are not man-made but are culturally significant to local Māori and may include but are not limited to - awa kōpaka (glacier), awa pounamu, maunga, awa, whenua, moana, motu, ngāwhā, roto, ana, flora, and fauna, pāharakeke (natural nursery), conservation sites/national parks, marine reserves, mahinga mataitai, taiapure.
- From your findings select two natural attractions and record the information required in the table below for each of the two attractions
- Information must include two examples for each of the following - name, location, features, activities, potential hazards.

ATTRACTION	NATURAL ATTRACTION 1	NATURAL ATTRACTION 2
<p>Name</p> <ul style="list-style-type: none"> • include the story behind the name • significance to local iwi 		

<p>Location</p> <p>landmarks (tohu whenua)</p> <p>tribal boundaries</p> <p>GPS coordinates</p> <p>Mapping</p>		
<p>Features</p> <ul style="list-style-type: none"> • physical features • inhabitants (fauna, flora, wildlife) • wairuatanga 		
<p>Activities</p> <ul style="list-style-type: none"> • tikanga • past/present • kaitiakitanga • manaakitanga 		
<p>Potential Hazards</p> <ul style="list-style-type: none"> • breaking tapu (physical, mental, spiritual) • physical hazard • environmental 		

For EACH attraction explain its cultural significance in Tourism Māori.

- What event or action took place on this site to make it culturally significant?
- Who was involved?
- Where did this happen?
- When did it happen?
- Why is the cultural significance at this attraction?
- Reference all material

ATTRACTION	CULTURAL SIGNIFICANCE OF THIS SITE
1	
2	

LEVEL 3

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ĀKONGA ASSESSMENT TASK SHEET

Name		NSN #	
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Outcome 2 Identify and explain the cultural significance of man-made attractions in tourism Māori.

Select TWO natural attractions and record two examples for each of the following - name, location, features, activities, potential hazards.

Assessment Task 2

Select TWO Man-made attractions and record two examples for each of the following - name, location, features, activities, potential hazards.

- Gather information about man-made attractions in your local area.
- Information can be gathered from: kaumātua, kuia, whānau, pakeke, local museum, I site, libraries and internet.
- Man-made attractions are culturally significant to local Māori and may include but is not limited to - whare whakairo, pā kāinga, māra kai, pā tūwatawata (defensive pā), whare wānanga, ngā ara, waka, marae, urupā, paenga pakanga pā (battle site) mahinga kai, wild life reserves, pāharakeke (man-made nursery).
- From your findings select two man-made attractions and record the information required in the table below for each of the two attractions.
- Information given must include two examples for each of the following: name, location, features, activities, potential hazards.
- Reference all material.

ATTRACTION	MAN-MADE 1	MAN-MADE 2
<p>Name</p> <ul style="list-style-type: none"> include the story behind the name significance to local iwi 		

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<p>Location</p> <ul style="list-style-type: none"> landmarks (tohu whenua) tribal boundaries GPS coordinates Mapping 		
<p>Features</p> <ul style="list-style-type: none"> physical features inhabitants (fauna, flora, wildlife) wairuatanga 		
<p>Activities</p> <ul style="list-style-type: none"> tikanga past/present kaitiakitanga manaakitanga 		
<p>Potential Hazards</p> <ul style="list-style-type: none"> breaking tapu (physical, mental, spiritual) physical hazard environmental 		

For EACH attraction explain its cultural significance in Tourism Māori.

- What event or action took place on this site to make it culturally significant?
- Who was involved?
- Where did this happen?
- When did it happen?
- Why is the cultural significance at this attraction?
- Reference all material

ATTRACTION	CULTURAL SIGNIFICANCE OF THIS SITE
1	
2	

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References



TOURISM MĀORI

UNIT STANDARD 25954 (VERSION 4)

Plan, conduct, and evaluate a tour on a marae in a
tourism context

(Level 4, Credits 15)

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ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tourism Māori unit standard 25954 (version 4), Plan, conduct, and evaluate a tour on a marae in a tourism context.

Assessment criteria

Paetae/Achieved

Explain procedures for conducting a tour on a marae. To include planning and evaluation.

There are **four (4)** assessment tasks for this standard that you must correctly complete.

The tasks are:

1. Explain the procedures for conducting a tour on the marae. Include what must be done before, during and after the tour List here the task
2. Plan the tour
3. Conduct the tour
4. Using the feedback from the tour guests, the run sheet and the observation sheet as a guide, evaluate how things went.

Your kaiako will discuss the length of time you have to complete this. PLEASE remember to reference where you get your information from. Your kaiako will discuss this with you.

Authenticity

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ĀKONGA ASSESSMENT TASK SHEET

Name		NSN #	
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Outcome 1 Explain procedures for conducting tours on a marae in a tourism Māori context.

Pre-Assessment Task

Organise a hui with your local marae committee and gain appropriate information regarding the following:

- Procedures for
 - consulting with marae committee and kaumatua to conduct a tour on the marae.
 - working with tangata whenua of the marae before, during, and after the tour.
- Roles and responsibilities as well as the responsibilities of the manuhiri (tikanga or marae kawa).

Procedures that need to be followed to ensure very thing goes well. Make sure to record the minutes of your meeting and have them signed off by the marae committee or appointed representative.

Hui held at	
Date	Time
Present	
Discussion	

LEVEL 4

Assessment Task 1

Using information from the hui, explain the procedures for conducting a tour on the marae. Include what must be done before, during and after the tour

Before

During

After

LEVEL
4

References

Assessment Task 2

Plan the tour.

Having consulted regarding the tour and gathered all the relevant information you must now plan the tour. To do this you must complete a RUN SHEET, a draft template has been provided on the following page, you will need to modify it to include all the relevant information.

Ensure that you include ALL the following details in your run sheet or attached additional documents to it to cover them all:

- Dates and timing
- Marae booking and confirmation
- Numbers on tour
- Catering requirements
- Koha
- Names of kaumātua, kuia and hau kāinga where relevant
- Resources needed
- Budget

Programme - (karakia tīmatanga, pōwhiri, mihimihi, housekeeping duties, mihi whakamutunga, karakia whakamutunga)

You must build into your plan contingencies to cope with extraordinary occurrences these could include:

- Unavailability of a marae
- Tangihanga
- Marae over booked
- Change of circumstance
- Environmental conditions.

Your contingencies must cover tangihanga and one other possible extraordinary occurrence.

You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions – e.g. PowerPoint, mind maps, posters, drawings etc.

You must present information in your own words, and references must be provided

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Assessment Task 3

Conduct the tour

- Following your planning you must conduct the tour.
- Ensure that you follow your plan and comply with all aspects of marae tikanga.

Your trainer or a senior marae representative will observe you conducting the tour and note its progress on the following Observation sheet:

Observation Sheet

CRITERIA	ASSESSOR COMMENTS
ĀKONGA	
ASSESSOR	
DATE	
Tour plan has been provided for observer	
Tour has been well planned	
Consultation has been carried out with marae committee before the tour	
Contingency planning is appropriate for venue and circumstances	
Tour is conducted in compliance with marae tikanga	
Any concerns with tour guest behaviours are appropriately dealt with	
Any extraordinary occurrences are dealt with as per contingency plans	

Assessment Task 4

Evaluate the tour.

It is important to review how well the tour went. Gather feedback from the tour guests on what they thought and discuss with the tangata whenua what went well and what didn't work so well during the event and whether or not the tour was conducted in accordance with the plan etc. This should be done at the completion of the tour.

Using the feedback from the tour guests, the run sheet and the observation sheet as a guide, evaluate how things went.

Look at any variances to the plan and explain why they were needed. Discuss the implications and provide a strategy for improvements. Record all details below.

Evaluation details to be signed off by candidate and kaumātua/or marae representative.

EVALUATION REPORT		Any variances from the plan and strategies for improvements.					
	What worked / didn't work well						
Implication							

LEVEL 4

Notes:



UNIT STANDARD 17387 (VERSION 6)

Discuss ngā hekenga mai and iwi settlement, and compare tangata whenua customs with those of another Polynesian culture

(Level 5, Credits 15)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tourism Māori unit standard 17387 Discuss ngā hekenga mai and settlement, and compare tangata whenua customs with those of another Polynesian culture

Assessment criteria

Paetae/Achieved

People credited with this unit standard are able to: discuss and trace ngā hekenga mai across Polynesia; discuss an iwi settlement in Aotearoa; and compare and contrast Māori customs, traditions, and values to those of another Polynesian culture.

There are **four (4)** assessment tasks for this standard that you must correctly complete.

The tasks are:

1. Research the rationale for ngā hekenga mai across Polynesia.
2. Provide evidence of settlement and chronological patterns that took place during migration across Polynesia to Aotearoa.
3. Discuss and give referenced evidence of the effect of settlement on the local environment.
4. Compare and contrast Māori customs, traditions, and values in terms of welcome and hospitality with another Polynesian culture.

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ĀKONGA ASSESSMENT TASK SHEET

Name

NSN #

Outcome 1 Discuss and trace ngā hekenga mai across Polynesia

Assessment Task 1 -This task assesses the performance criteria of 1.1.

Research the rational for ngā hekenga mai across Polynesia focusing on the socio-economic conditions and how these conditions influenced the migration from Hawaiki to Aotearoa.

Present you information in one of the following forms;

500-600 word written response, and/or

- PowerPoint presentation (15 mins) and/or
- Performance i.e. roleplay/mōteatea/waiata

You must present information in your own words, and references must be provided.

Assessment Task 2 -This task assesses the performance criteria of 1.2.

Provide evidence of settlement and chronological patterns that took place during the migration across Polynesia to Aotearoa.

Please include at least three of the following settlement patterns: fishing, hunting, gathering, gardening, language, kai, symbols, construction and establishing communities in your response.

Also include at least three of the following chronological settlements: Hawaii, Lapita pottery, Rapanui, Thor Heyerdahl. You need to demonstrate SIX forms.

You must present information in your own words, and references must be provided.

Assessment Task 3a -

Using an aerial view of iwi settlement within Aotearoa that shows the diversity of settlement areas, discuss and give referenced evidence of the effect of settlement on the local environment.

Please include at least four of the following: hunting, fishing, landscape, land use, water, air, climate, sustainability, people, and coastal in your response

Assessment Task 3b

Discuss the different media used to establish the history of iwi settlement within your local rohe in accordance with whānau, hapū and iwi accounts and provide evidence.

Include and explain at least two of the following Iwi accounts: karakia, mōteatea, pakiwaitara, pūrākau, whakapapa.

Economic trade and social benefits of iwi settlement in terms of the positive or negative outcomes for the whānau, hapū/ and or iwi:

Evidence of two positive and two negative outcomes is required

Assessment Task 4

Compare and contrast Māori customs, traditions, and values in terms of welcome and hospitality with another Polynesian culture.

Customs and traditions may include but are not limited to – atua, haka, kai, kākahu, kupu, poroporoaki, pōwhiri, toi, waiata, whakairo, whaikōrero, whare.

Select four customs and traditions

Values may include but are not limited to – manaakitanga, tapu, aroha, aroha ki te tangata, tiakitanga, whanaungatanga, and kotahitanga.

Select four values.

Notes:

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