



WHAKAIRO

UNIT STANDARD 23007 (VERSION 3)

Demonstrate knowledge of customary whakairo designs and their meaning

(Level 1, Credits 6)

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

—

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

Assessor Information

People engaged to tutor this standard are encouraged to establish the key base patterns that reflect the mana whenua expression of their Māori cultural world view. Significant iwi, hapū, tohunga whakairo or pouako styles should also be reflected in such patterns.

Learning should

- involve the application of basic operational knowledge using readily available information to generate expressive responses to experiences
- be teacher guided.

Reference resource:

- Mead H.M. (1986) Te Toi Whakairo - The Art of Māori Carving. Auckland, New Zealand: Raupo.

Assessment criteria

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

Evidence for Paetae/Achieved	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate knowledge of customary whakairo designs and their meaning.	Demonstrate a comprehensive knowledge of customary whakairo designs and their meaning.	Demonstrate an extensive knowledge of customary whakairo designs and their meaning.

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

This is a theory outcome.

- You will supply ākonga with whakairo images and objects.
- The ākonga will describe the way ideas and processes show meaning in whakairo.

Listed below is the critical whakairo knowledge ākonga must have to be able to gain credits for this unit standard.

- Describe the way ideas and processes show meaning in whakairo.
- **Meaning** – in this context refer to the interpretation of characteristics aligned to valid Māori narratives.
- **Design elements** – the basic qualities of two and three-dimensional compositions e.g. line, point, tone, texture, colour, form or mass, shape, space.
- The **conventions** – established procedures in making art works that use particular techniques or processes to represent, organise or interpret ideas e.g. a-iwi styles, ngao, pae, whao, processing muka etc
- Acknowledge the sources of information.

There are many ways ākonga may present their evidence. They may use:

- PowerPoint and talk to their presentation.
- Illustrations using images and identifying designs etc.
- Write descriptive essays, maintain a visual diary etc.

For the customary procedures use DVD to record the ākonga reciting karakia, and singing waiata.

The activities for this unit standard are based on collecting information about two and three dimensional carvings.

This assessment may be presented in written, oral, visual; using 3D, power point, illustrations.

Ākongā assessment booklet

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

- assessment and other information
- assessment tasks.

Ākongā assessment tasks

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

Where ākongā choose to provide oral description/evidence, this **must** be recorded (i.e. recorded onto DVD) or verified by a credible verifier, ie. a person with knowledge skills, experience and mana. Where ākongā work has been selected for moderation, the DVD and/or attestation form must be included with the materials.

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

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

Authenticity

As per NZQA requirements:

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

Ākongā 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 ākongā.

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

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

For moderation to occur:

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

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

ASSESSOR INFORMATION – ASSESSMENT TASKS

Outcome 1 Demonstrate knowledge of customary whakairo designs and their meaning.

Assessment Task 1 - This task assesses the evidence requirements of 1.1 & 1.2

Describe customary whakairo designs and their meaning.
Range: evidence of three given customary whakairo Māori images and/or taonga.

Your pouako will give you **THREE** (3) Māori images and/or taonga

- Study each item.
- Describe each whakairo design in terms of the customary form, design elements, function and their meaning.

The ākongā must present information in their own words , and provide references

1.1 Whakairo design knowledge is demonstrated in terms of customary form and function.

1.2 Whakairo design knowledge is demonstrated in terms of the customary design elements and their meaning.

SAMPLE ANSWER THAT WOULD BE ACCEPTABLE FOR 'KAIKA/MERIT'.

IMAGE



The puhoro is a traditional design that is worn on the legs that shows speed and agility. It is drawn in a way to show the movements of the waves. It is usually produced in a random style or form and goes from top to bottom on the thighs of a warrior or chief.



This is a taurapa which was traditionally carved to go on the back of a waka. The design elements include takarangī, manaia, pākati-hae hae and whakarare .These are all traditional elements .The kaiwhakairo has used them in a whakairo made of MDF and it has been designed to go on the wall. The waka is a direct link to the whakapapa of the kaiwhakairo.



I carved this key for my younger sister's 16th birthday. She is always supportive of our whanau. I have carved hae hae to show her vision. The whakarare relates to our whakapapa. The pāua were collected from our hapū moana.

Kia maumahara te Pouako

For Paetae/Achieved

Demonstrate achieved knowledge of customary whakairo designs and their meaning through:

- accurate description of each whakairo design in terms of the customary form, design elements, function and their meaning.

For Kaiaka/Merit

Demonstrate a comprehensive knowledge of customary whakairo designs and their meaning through:

- explaining the origins, meanings and kaupapa of customary whakairo designs.

For Kairangi/Excellence

Demonstrate comprehensive knowledge of customary whakairo designs and their meaning through:

- analysing the links between ngā kōrero tuku iho and customary form and function.
-

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

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

Assessment Task 1	Evidence Statements	Judgement Statements
<p>Describe customary whakairo designs and their meanings.</p>	<p>For Paetae/Achievement</p> <p>The following components should be described in the ākongā responses:</p> <ul style="list-style-type: none"> • Has examined 3 Māori images and/or taonga. • Has described the customary form and design elements, function and their meaning. <p>Evidence for Achievement with Kaiaka/Merit</p> <p>As per Paetae/Achieved, plus:</p> <ul style="list-style-type: none"> • has explained the origins, meaning and kaupapa of the customary whakairo designs of each item. <p>Evidence for Achievement with Kairangi/Excellence</p> <p>As per Kaiaka/Merit, plus:</p> <ul style="list-style-type: none"> • Has linked ngā kōrero tuku iho in terms of customary form and function to the meaning and kaupapa of each item. 	<p>Judgement for Paetae/Achieved, Kaiaka/Merit and Kairangi/Excellence</p> <p>Examined three Māori images and objects and described the way ideas and processes show meaning for each item.</p>

Notes: