



NZQA Assessment Support Material

Unit standard		17162			
Title	Draw a conclusion after an investigation into an aspect of Pacific indigenous knowledge with direction				
Level	1	Credits	5	Version	4

Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. This assessment resource without modification may mean that students' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.

Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The evidence requirements and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

Over the weeks prior to this assessment, learners should have had sufficient teaching and learning opportunities to be familiar with the following:

- Planning to research including topic selection, key questions, and range of available sources.
- Research steps and procedures for collecting, selecting and recording information.
- Summarising findings.
- Presenting conclusions.

AWARD OF GRADES



- For award with **Achieved**, learners must with direction: plan an investigation into an aspect of Pacific indigenous knowledge; collect and record information in accordance with the plan; draw a conclusion based on evidence collected during the investigation.
- For award with **Merit**, learners must with direction: plan an investigation into an aspect of Pacific indigenous knowledge; collect and record detailed information in accordance with the plan; draw a conclusion based on evidence collected during the investigation that makes links to the information collected.
- For award with **Excellence**, learners must with direction: plan an investigation into an aspect of Pacific indigenous knowledge; collect and record comprehensive information in accordance with the plan; draw a conclusion based on evidence collected during the investigation that makes insightful links to the information collected.

CONDITIONS OF ASSESSMENT



This is an **open book assessment**. Learners may use other information and independent research to help them complete the task(s). All answers must be in their own words.

Assessment activity

This standard requires the learner to complete the following three tasks, with direction:

1. Plan an investigation on an aspect of Pacific indigenous knowledge.
2. Collect and record information according to the plan.
3. Draw a conclusion based on the information collected.

Direction is where the assessor provides the learner with a planning template and specific advice and instructions on how to carry out the investigation.

Assessment Schedule

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Outcome	Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Assessment will have taken place under <i>Direction</i> where the assessor has provided the learner with a planning template and specific advice and instructions on how to carry out the investigation.			
ER 1.1	A plan is provided that includes the topic, key questions, and procedures for collection of information from a range of different sources. See sample answers for Task 1. The topic needs to be relevant to Pacific indigenous knowledge.	A plan is provided that includes the topic, key questions, and procedures for collection of information from a range of different sources. See sample answers for Task 1. The topic needs to be relevant to Pacific indigenous knowledge.	A plan is provided that includes the topic, key questions, and procedures for collection of information from a range of different sources. See sample answers for Task 1. The topic needs to be relevant to Pacific indigenous knowledge.
ER 1.2	Information is collected and recorded in accordance with the plan. See guidance given for Task 2.	Detailed information is collected and recorded in accordance with the plan. See guidance given for Task 2.	Comprehensive information is collected and recorded in accordance with the plan. See guidance given for Task 2.
ER 1.3	A conclusion is made based on evidence collected during the investigation that includes a summary and statement of conclusion. See sample answers for Task 3.	A conclusion is made based on evidence collected during the investigation that includes a summary and statement of conclusion. The conclusion makes links to the information collected. See sample answers for Task 3.	A conclusion is made based on evidence collected during the investigation that includes a summary and statement of conclusion. The conclusion makes insightful links to the information collected. See sample answers for Task 3.

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.



Sample answers/guidance

Task One

Research Plan

1. Name:
2. Topic to be investigated:
Traditional food gathering
3. Key questions (what do I want to find out about my topic?)
<ul style="list-style-type: none">• What are the traditional foods in Samoa?
<ul style="list-style-type: none">• How were the foods grown/gathered?
<ul style="list-style-type: none">• How was food stored/preserved?
4. Information sources and collection procedures (Where and how will I find the information?)
<ul style="list-style-type: none">• Survey my relatives (prepare a list of questions)
<ul style="list-style-type: none">• Moving images – YouTube, TVNZ Ondemand – Tangata Pasifika, NZ Onscreen
<ul style="list-style-type: none">• Library – search computer, check reference section, encyclopaedias, INNZ
5. Evidence collection (How will I record my information?)
<ul style="list-style-type: none">• Summarise my survey results
<ul style="list-style-type: none">• Hard copies of searched information (highlighting relevant points)
<ul style="list-style-type: none">• Notes of documentaries viewed and books read

Task Two

Learner attaches any supporting evidence e.g. survey results, notes, interview transcripts, images, digital files, links. This might include a Research log.

INFORMATION COLLECTED/RECORDED INCLUDES:

- For **Achieved**
Factual information that answers the questions in the form of lists, brief statements.
- For **Merit**
Factual information with detailed descriptions around aspects such as history, recipes, protocols customs, legends/stories, botanical names.
- For **Excellence**
Factual, comprehensive information. Coherency/logical flow to research evidenced by refined searches.

Task Three

Note: The examples below relate to only part of what is required.

CONCLUSION

For **Achieved**

Traditional Samoan food was made up of fish, pig, vegetables and fruit. This includes taro, bananas, coconut and reef fish.

Most of the food was grown in village plantations, collected by men. Fish was caught by spears, nets and traps.

Most food was caught and eaten fresh. Sometimes fish was dried and bread fruits preserved in pits.

For **Merit**

Traditional Samoan food was made up of fish, pig, vegetables and fruit. This includes taro, bananas, coconut and reef fish. Food isn't wasted, for example taro leaves and roots are both eaten. Pig was a traditional food important for special occasions and exchange.

Most of the food was grown in village plantations, collected by men. Traditional fishing methods were used to catch fish. One of these methods was the enu basket which could be used by small groups of people to catch i'asina (small goat fish). Each village had its own fishing area.

Most food was caught and gathered daily and eaten fresh but sometimes it needed to be stored because of availability (due to wars, bad weather/cyclones and theft). Fish was dried and bread fruits preserved in masi pits.

For **Excellence**

Food was of immense cultural importance involving its growing, gathering, preparation and distribution. (This is an example of an overarching opinion or decision on the topic).

Traditional Samoan food was made up of the natural resources available prior to European contact such as fish, pig taro, bananas, coconut and reef fish. Food isn't wasted, for example taro leaves and roots are both eaten. Pua'a (pig) was a traditional food important for special occasions and exchange. Certain parts of the pig are gifted according to the status of the receiver with Matai (Chief) usually receiving the cooked head and intestines.

Most of the food was grown in village plantations, collected by men. Traditional fishing methods were used to catch fish. Each village had its own fishing area. The enu basket was usually made by women from 'ie'ie vines and baited with crabs. The method of fishing was dependent on the purpose or the occasion, therefore for a wedding or tona'i (large family feast) the village would use a net as opposed to the enu basket.