



NZQA Assessment Support Material

Unit standard	17164				
Title	Draw a conclusion after investigating a hypothesis on an aspect of Pacific indigenous knowledge with consultation				
Level	3	Credits	6	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 on the following:

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

AWARD OF GRADES



- For award with **Achieved**, learners must with consultation: plan an investigation into an aspect of Pacific indigenous knowledge based on a hypothesis; collect and record information in accordance with the plan; draw a conclusion based on evidence collected during the investigation, which either refutes or validates the hypothesis.
- For award with **Merit**, learners with consultation: plan an investigation into an aspect of Pacific indigenous knowledge based on a hypothesis; collect and record detailed information in accordance with the plan; draw a conclusion based on evidence collected during the investigation with relevant supporting reasons for refuting or validating the hypothesis.
- For award with **Excellence**, learners must with consultation: plan an investigation into an aspect of Pacific indigenous knowledge based on a hypothesis; collect and record comprehensive information in accordance with the plan; draw a conclusion based on evidence collected during the investigation with justification of supporting reasons for refuting or validating the hypothesis.

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 consultation:

1. Plan an investigation on the basis of a hypothesis 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 which either refutes or validates the hypothesis, including relevant supporting reasons and a justification.

Consultation: The learner will initiate/seek clarification with the assessor/teacher as required.

Note: If the learner has been awarded unit standards 17162, *Draw a conclusion after an investigation into an aspect of Pacific Indigenous knowledge with direction* and 17163, *Draw a conclusion after an investigation into an aspect of Pacific Indigenous knowledge with guidance* the same research must not be used.

Assessment Schedule

Unit standard		17164			
Title	Draw a conclusion after investigating a hypothesis on an aspect of Pacific indigenous knowledge with consultation				
Level	3	Credits	6	Version	4

Outcome	Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Assessment will have taken place under <i>Consultation</i> where the learner has initiated/sought clarification with the assessor/teacher as required.			
ER 1.1	A plan is provided that includes a hypothesis, key questions, and procedures for collection of information from a range of different sources. The hypothesis needs to be relevant to Pacific indigenous knowledge. See sample answers for Task 1.	A plan is provided that includes a hypothesis, key questions, and procedures for collection of information from a range of different sources. The hypothesis needs to be relevant to Pacific indigenous knowledge. See sample answers for Task 1.	A plan is provided that includes a hypothesis, key questions, and procedures for collection of information from a range of different sources. The hypothesis needs to be relevant to Pacific indigenous knowledge. See sample answers for Task 1.
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 which either refutes or validates the hypothesis. See sample answers for Task 3.	A conclusion is made based on evidence collected during the investigation with relevant supporting reasons for refuting or validating the hypothesis. See sample answers for Task 3.	A conclusion is made based on evidence collected during the investigation with justification of the supporting reasons for refuting or validating the hypothesis. 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. Hypothesis to be investigated :
The concept of Samoan traditional food has changed over time.
3. Key questions (what do I want to find out about my hypothesis?)
<ul style="list-style-type: none">• What were Samoan traditional foods pre-European?• What is understood by Samoan traditional foods now?• How and why has this changed?
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)• Internet – Google, keywords traditional Samoan foods pre-colonisation• Moving images – YouTube, TVNZ Ondemand – Tangata Pasifika, NZ Onscreen• 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• Hard copies of searched information (highlighting relevant points)• 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**

My findings validate the hypothesis because while we still eat traditional Samoan food, there are now other foods that are also considered traditional. The types of food have changed over time.

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

Nowadays we still have the same food, but my survey results have shown that a lot of Samoan families think of Chop Suey and corned beef as being traditional dishes.

This has happened because other cultures have come to Samoa and influenced food.

For **Merit**

My findings validate the hypothesis because while we still eat traditional Samoan food, there are now other foods that are also considered traditional. The types of food have changed over time because of the introduction of other cultures and Trade to Samoa.

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.

For important occasions traditional food is still prepared and served in the same way as it was done pre-European, and can also be done outside of Samoa. Canned meat, fish and produce can be used in place of gathering/growing your own. New foods are now considered as traditional such as Chop Suey and corned beef.

This has happened because other cultures have come to Samoa and influenced food such as Chinese introducing noodles. Also a wider variety of food is now conveniently accessible from stores and markets.

For ***Excellence***

My findings validate the hypothesis because while we still eat traditional Samoan food, there are now other foods that are also considered traditional. My survey of extended family and the local Samoan community at my Church identified that living in New Zealand has influenced their concept of traditional Samoan food due to the availability and convenience.

The documentary I watched on colonisation of Samoa showed the types of food have changed over time because of the introduction of other cultures and Trade. 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.

For important occasions traditional food is still prepared and served in the same way as it was done pre-European, and can also be done outside of Samoa. Day to day preparation may be carried out using modern technologies and methods such as gas cookers, microwaves, and canned/pre-packaged/frozen foods. New foods are now considered as traditional such as Chop Suey and corned beef. Canned corned beef, fish and cabin bread can be used as gifts or for exchange on special occasions.

This has happened because other cultures have come to Samoa and influenced food. In the late 19th century Chinese were brought over to Samoa as labourers and brought with them noodles and new vegetables. A common love and respect of food lead to Chop Suey, Koko alaisa (cocoa rice) and Moon pie being included in Samoa culture. A wider variety of food is now conveniently accessible from stores and markets.