

Learning Assessment Guide

Unit Standard 16142 – Version 3

Demonstrate knowledge of kawa and tikanga practices associated with whakaeke

Level 4 – 10 Credits

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The tasks in this assessment are designed to show your assessor that you can:

- Explain kawa and tikanga practices associated with the wero or taki
- Explain kawa and tikanga practices associated with karanga
- Explain kawa and tikanga practices associated with waerea
- Explain kawa and tikanga practices associated with haka pōwhiri

This Learning Assessment Guide is made up of:

- Tasks for you to complete.
- Manager or Team Leader Verification form, Assessor Verification form and/or Observation Feedback form (where applicable)
- Assessment Guide that your assessor will use to assess your competence

Special notes relating to this unit standard:

Tikanga and *kawa whakaeke* relates to the customary practices associated with the advance of visitors on to a marae or a designated ceremonial area, for example, council offices, school hall. These may include but are not limited to – tapu, noa, ihi, wehi.

Wero or *taki* – this practice is carried out by the tangata whenua when a group of visitors or manuhiri advance to the gate of the marae and on to the marae ātea. It involves the fearsome display of one or more warriors in a challenge to the visitors to determine the visitors' intent, as well as to discourage any militarist objectives.

Karanga – this practice is carried out by women as the wero or taki comes to an amicable conclusion. It involves the call of welcome by the hosts and is responded to by the visitors in a like manner.

Haka pōwhiri – this practice is carried out by the hosts. Haka pōwhiri have changed and been adapted over time. Haka pōwhiri are usually performed with greenery and involve gestures and words of welcome and calling the visitors hither.

Additional Resource Material:

You may find the following resources useful to support you in this assessment:

Kawharu, I H (ed), *Conflict and Compromise: Essays on the Māori Since Colonisation* (Wellington, NZ: A. H. & A. W. Reed, 1975)

King, Michael, *The Penguin History of New Zealand* (Auckland, NZ: Penguin Books, 2003)

Mead, Sidney M, *Tikanga Māori: Living by Māori Values* (Wellington, NZ: Huia, 2003)

Metge, Joan, *Rautahi: The Māori of New Zealand* (rev ed) (London: Routledge, 2004)

Orange, Claudia, *The Treaty of Waitangi* (Wellington, NZ: Bridget Williams Books with assistance from the Historical Publications Branch, Department of Internal Affairs, 1992)

Ward, Alan, *A Show of Justice: Racial 'Amalgamation' in Nineteenth Century New Zealand* (Auckland, NZ: Auckland University Press, 1995).

Local rohe or takiwā information:

To demonstrate knowledge in this unit standard, you should begin inquiries with local rohe or takiwā. Where local rohe are occupied by a number of other iwi or hapū, the tangata whenua or manawhenua will take precedence. Other iwi or hapū views are encouraged to enrich and enhance understanding of key Māori kaupapa, tikanga and take.

Your responses for this assessment must be sourced and acknowledged, particularly where local Māori words and concepts are described. You need to ensure that your responses are/can be verified by the local iwi or hapū concerned. This could involve you identifying a kaumātua, person that the assessor can contact or you getting a letter from a kaumātua, whichever is appropriate.

The Assessment Process:

Descriptions and explanations can be presented in a number of ways. These may include:

- oral presentations
- visual presentations
- written presentations
- whakaari, waiata and haka

Discuss these with your assessor prior to beginning the assessment.

While the assessment material has individual parts, you may cover the entire process in one description.

With written responses, please put these on to separate pages, number each page and attach them to this Learning Assessment Guide

Guidance on Requirements for Responses:

Level 4 unit standards require a broad knowledge base incorporating some theoretical concepts. You should also be able to analyse and interpret information. Based on this, the length of responses for these questions should involve more than three (3) separate or different issues per question. This could include bullet points, but you will also need to explain each bullet point.

Question 3

Explain the reason/s for each kawa and tikanga practice identified.

Question 4

Describe a typical response from the manuhiri to these tikanga.

Your completed assessment for this task consists of:

- Responses to questions which meet requirements

Assessment Task Two – Element 2

Introduction

This assessment is designed to assess your ability to explain kawa and tikanga practices associated with karanga.

Instructions

Answer the questions below.

Question 1

Explain what is karanga.

Question 2

Identify and describe the kawa and tikanga practices associated with karanga.

Question 3

Explain the reason/s for each kawa and tikanga practice identified.

Question 4

Describe a typical response from the manuhiri to these tikanga.

Your completed assessment for this task consists of:

- Responses to questions which meet requirements

Assessment Task Three – Element 3

Introduction

This assessment is designed to assess your ability to explain kawa and tikanga practices associated with the waerea.

Instructions

Answer the questions below.

Question 1

Explain what is waerea.

Question 2

Identify and describe the kawa and tikanga practices associated with waerea.

Question 3

Explain the reasons for each kawa and tikanga practice identified.

Question 4

Describe a typical response from the manuhiri to these tikanga.

Your completed assessment for this task consists of:

- Responses to questions which meet requirements

Assessment Task Four – Element 4

Introduction

This assessment is designed to assess your ability to explain kawa and tikanga practices associated with haka pōwhiri.

Instructions

Answer the questions below.

Question 1

Explain what is haka pōwhiri.

Question 2

Identify and describe the kawa and tikanga practices association with haka pōwhiri.

Question 3

Explain the reason/s for each kawa and tikanga practice identified.

Question 4

Describe a typical response from the manuhiri to these tikanga.

Your completed assessment for this task consists of:

- Responses to questions which meet requirements

Assessment Guide

The following guide will be used to assess your competence with unit standard 16142 version 3: Demonstrate knowledge of tikanga and kawa whakaeke.

Tasks	Evidence Required	Judgement	
Task 1/Element 1 Explain kawa and tikanga practices associated with the wero or taki	Responses to written questions Documentation Responses to oral questions	Responses conform to model answers To support information requested and model answer where necessary After receiving the written evidence, the assessor should ensure sufficiency and may ask further questions to clarify if necessary. These questions and the responses should be documented	Yes / No Yes / No Yes / No
Task 2/Element 2 Explain kawa and tikanga practices associated with karanga	Responses to written questions Documentation Responses to oral questions	Responses conform to model answers To support information requested and model answer where necessary After receiving the written evidence, the assessor should ensure sufficiency and may ask further questions to clarify if necessary. These questions and the responses should be documented	Yes / No Yes / No Yes / No
Task 3/Element 3 Explain kawa and tikanga practices associated with the waerea	Responses to written questions Documentation	Responses conform to model answers To support information requested and model answer where necessary	Yes / No Yes / No

Tasks	Evidence Required	Judgement	
	Responses to oral questions	After receiving the written evidence, the assessor should ensure sufficiency and may ask further questions to clarify if necessary. These questions and the responses should be documented	Yes / No
Task 4/Element 4 Explain kawa and tikanga practices associated with haka pōwhiri	Responses to written questions Documentation Responses to oral questions	Responses conform to model answers To support information requested and model answer where necessary After receiving the written evidence, the assessor should ensure sufficiency and may ask further questions to clarify if necessary. These questions and the responses should be documented	Yes / No Yes / No Yes / No
Tasks 1, 2, 3, & 4 / Elements 1, 2, 3 & 4	Verification	Sign off or contact details of local kaumātua, department Māori kaumātua to verify process	Yes / No

Unit Standard 16142 – Version 3

Demonstrate knowledge of kawa and tikanga practices associated with whakaeke

Level:	4
Credit:	10
Final date for comment:	June 2009
Expiry date:	December 2010
Sub-field:	Tikanga
Purpose:	People credited with this unit standard are able to: explain kawa and tikanga practices associated with the wero or taki; explain kawa and tikanga practices associated with karanga; explain kawa and tikanga practices associated with the waerea; and explain kawa and tikanga practices associated with haka pōwhiri.
Entry information:	Recommended: credit for <i>Reo Māori</i> and <i>Tikanga</i> unit standards at level 2 or higher, or demonstrate equivalent skills and knowledge.
Accreditation option:	Evaluation of documentation and visit by NZQA and industry.
Moderation option:	A centrally established and directed national moderation system has been set up by NZQA.
Special notes:	<ol style="list-style-type: none">1 The context of the inquiries should begin with local rohe or takiwā. Where local rohe are also occupied by a number of other iwi or hapū, the tangata whenua or mana whenua view will take precedence. Other iwi or hapū views should be encouraged in order to enrich and enhance understanding of key Māori kaupapa, tikanga and take.2 The definitions of Māori words and concepts in the local dialect must be verified and endorsed by the rūnanga, marae committee or other recognised authority, including individual experts, of the local iwi and/or hapū.3 Descriptions and explanations can be presented in a number of ways that may include but are not limited to – oral presentations; visual presentations; written presentations; whakaari; waiata and haka.4 <i>Tikanga</i> and <i>kawa whakaeke</i> relates to the customary practices associated with the advance of visitors on to a marae or a designated ceremonial area, eg council

offices, school hall. These may include but are not limited to – tapu, noa, ihi, wehi.

- 5 *Wero* or *taki* – this practice is carried out by the tangata whenua when a group of visitors or manuhiri advance to the gate of the marae and on to the marae ātea. It involves the fearsome display of one or more warriors in a challenge to the visitors to determine the visitors intent as well as discourage any militarist objectives.
- 6 *Karanga* – this practice is carried out by women as the wero or taki comes to an amicable conclusion. It involves the call of welcome by the hosts and is responded to by the visitors in a like manner.
- 7 *Haka pōwhiri* – this practice is carried out by the hosts. Haka pōwhiri have changed and been adapted over time. Haka pōwhiri are usually performed with greenery and involve gestures and words of welcome and calling the visitors hither.
- 8 Resource support includes:
Appropriate websites
Kawharu, I H (ed), *Conflict and compromise: Essays on the Māori since colonisation* (Wellington, NZ: A. H. & A. W. Reed, 1975)
King, Michael, *The Penguin history of New Zealand* (Auckland, NZ: Penguin Books, 2003)
Mead, Sidney M, *Tikanga Māori: Living by Māori Values* (Wellington, NZ: Huia, 2003)
Metge, Joan, *Rautahi: The Māori of New Zealand* (rev ed) (London: Routledge, 2004)
Orange, Claudia, *The Treaty of Waitangi* (Wellington, NZ: Bridget Williams Books with assistance from the Historical Publications Branch, Dept. of Internal Affairs, 1992)
Ward, Alan, *A Show of Justice: racial 'amalgamation' in nineteenth century New Zealand* (Auckland, NZ: Auckland University Press, 1995).
- 9 Resource support listed above is given as a guide only and is not intended to be in any way prescriptive. It is envisaged that different areas may have their own written and unwritten repositories of knowledge relevant to this unit standard.

Elements and Performance Criteria

Element 1

Explain kawa and tikanga practices associated with the wero or taki.

Performance criteria

- 1.1 Explanation includes the identification and description of kawa and tikanga practices associated with the wero or taki.
- 1.2 Explanation includes reasons for kawa and tikanga practices associated with the wero or taki.
- 1.3 Explanation includes a description of the responses to these tikanga from the recipients.

Element 2

Explain kawa and tikanga practices associated with karanga.

Performance criteria

- 2.1 Explanation includes the identification and description of kawa and tikanga practices associated with the karanga.
- 2.2 Explanation includes reasons for kawa and tikanga practices associated with karanga.
- 2.3 Explanation includes a description of the responses to these tikanga from the recipients.

Element 3

Explain kawa and tikanga practices associated with the waerea.

Performance criteria

- 3.1 Explanation includes the identification and description of kawa and tikanga practices associated with the waerea.
- 3.2 Explanation includes reasons for kawa and tikanga practices associated with the waerea.
- 3.3 Explanation includes a description of the responses to these tikanga from the recipients.

Element 4

Explain kawa and tikanga practices associated with haka pōwhiri.

Performance criteria

- 4.1 Explanation includes the identification and description of kawa and tikanga practices associated with the haka pōwhiri.
- 4.2 Explanation includes reasons for kawa and tikanga practices associated with the haka pōwhiri.
- 4.3 Explanation includes a description of the responses to these tikanga from the recipients.

Comments on this unit standard

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

Please Note

Providers must be accredited by the Qualifications Authority or a delegated inter-institutional body before they can register credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for providers wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

This unit standard is covered by AMAP 0166 which can be accessed at <http://www.nzqa.govt.nz/site/framework/search.html>