

Learning Assessment Guide

Unit Standard 16164 – Version 1

Describe key concepts associated with hui Māori

Level 4 – 4 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.

This Learning Assessment Guide is made up of:

- Your assessment tasks, and.
- The Assessment Guide that your assessor will use to assess your competence

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

- Describe the purpose of different types of hui Māori
- Describe the concepts which underpin different types of hui Māori
- Describe situations which exhibit the concept or aspects of the concept of different types of hui Māori

What do I do now?

- Read through all of the information contained in this Learning Assessment Guide.
- Familiarise yourself with the assessment tasks.
- Contact your assessor if necessary to clarify anything you are unsure of.
- Complete the assessment tasks as agreed on with your assessor.
- Contact your assessor when you have finished the assessment tasks.
- Make sure you keep a written copy of your completed assessment tasks.

Additional Resource Material

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

Barlow, Cleave - Tikanga Whakaaro – Key Concepts in Māori Culture – Oxford University Press 1991

Best, E – Māori Religion and Mythology, Part 1 – Wellington Museum of New Zealand 1991

Buck, P – The Coming of the Māori – Christchurch, NZ Whitcoulls Ltd 1982

Marsden, M – God, Man and Universe: A Māori View in M, King (ed) Te Ao Hurihuri: Aspects of Māoritanga – Auckland NZ, Reed Methuen, 1995

Shirres, M. P. W, - Tapu: Te Mana o Nga Atua: The Mana of the Spiritual Powers – Auckland Ponsonby, NZ: Te Runanga o Te Hahi Katorika ki Aotearoa, 1994

Tauroa, H – Te Marae: A Guide to Customs and Protocol – Auckland NZ, Reed Methuen, 1986

Clarifying Terminology

Concepts – there are a number of basic concepts or principles which provide the foundation of kaupapa and tikanga Māori. They include mana, wairua, mari, wana, tapu, noa, manaaki, aroha, whakapapa, rangatira, utu, muru, hara as well as others

Hui – or ceremonial gathering are an integral part of tikanga Māori today. A wide range of hui are routinely held including tangihanga, hura kōhatu, mārena, wananga and many others.

Local Iwi, Hapu, Rohe Information

The context of this unit standard is limited to the local rohe/takiwā (district) you are working in. Where local rohe are occupied by a number of other iwi or Hapu, the tangata whenua or manawhenua will take precedence.

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

The Assessment Process

The assessments can be undertaken either orally or in writing. If you choose to do the assessment orally you should discuss this with your assessor.

You are also welcome to present your evidence (both written and orally) in te reo Māori. You should discuss this with your assessor.

If you intend to provide written responses you should put these on to separate pages, number each page and attach them to this Learning Assessment Guide.

KIA KAHA & GOOD LUCK

Assessment Task One – Elements 1 and 2

Introduction

This assessment is designed to assess your ability describe the purpose of different types of hui Māori.

Task Instructions

You need to identify four different types of hui Māori that occur within your local rohe/takiwā (district). For each hui you need to:

- Identify what the hui is
- Describe the basis or principles for the hui
- Describe the Māori beliefs associated with the hui
- Describe the Māori values associated with the hui
- Describe the principles or key concepts for the hui (i.e. mana, wairua, mauri, wana, tapu, noa, manaaki, aroha, whakapapa, rangatira, utu, muru, hara as well as others)
- Describe acceptable behaviour associated with the hui (i.e. tikanga, what is permitted, not permitted)
- Describe any variations in understanding of the types of hui

As a guide, you should provide at least two key points for each question however this depends on how comprehensive your responses are.

Remember that you need to provide your assessor with a contact name and number or acknowledge the source of the information you provided for this assessment.

Where you provide written information, your assessor may also ask you further questions to clarify or expand on the material you provide.

Your completed assessment for this task consists of:

- Responses to questions which are verified/verifiable and meet requirements

Assessment Task Two – Element 3

Introduction

This assessment is designed to assess your ability to describe situations which exhibit the concept or aspects of the concept of different types of hui Māori

The concepts may include those concepts identified on page 3 or others as appropriate.

Task Instructions

You need to think about situations where Māori concepts or aspects of concepts are performed. The situations relate to formal situations/gatherings and everyday situations.

Think about two formal situations (i.e. pōwhiri, whaikōrero, hui, mihimihi etc) for each situation:

- Explain what the situation is, (in what circumstances it occurs etc)
- Identify the concept or aspect of the concept that is exhibited in that situation
- Identify the behaviour that is appropriate to that situation
- Explain how the concept is applied/practised in that situation

Think about two everyday situations. For each situation:

- Explain what the situation is
- Identify the concept or aspect of the concept that is exhibited in that situation
- Identify the behaviour that is appropriate to that situation
- Explain how the concept is applied/practised in that situation

As a guide, you should provide at least two key points for each question however this depends on how comprehensive your responses are.

Remember that you need to provide your assessor with a contact name and number or acknowledge the source of the information you provided for this assessment.

Where you provide written information, your assessor may also ask you further questions to clarify or expand on the material you provide.

Your completed assessment for this task consists of:

- Responses to questions which is verified and meets requirements

Assessment Guide

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Tasks/Element	Evidence Required	Judgement
<i>Task 1 / Elements 1 & 2</i>	Responses to written questions	Responses conform to model answers
	Documentation	To support information requested and model answer
	Verification/source acknowledge	Contact name and number or documentation which supports verification
	Responses to oral questions	After receiving the written evidence, the assessor should ensure sufficiency by asking further questions to clarify and where necessary expand on written material. These questions and the responses should be documented.
<i>Task 2 / Element 3</i>	Responses to written questions	Responses conform to model answers
	Documentation	To support information requested and model answer
	Verification/source acknowledge	Contact name and number or documentation which supports verification
	Responses to oral questions	After receiving the written evidence, the assessor should ensure sufficiency by asking further questions to clarify and where necessary expand on written material. These questions and the responses should be documented.