

Learning Assessment Guide

Unit Standard 16164 – Version 3

Describe key concepts associated with hui

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:

- Tasks for you to complete.
- Verification form to be completed by kaumātua.
- 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.
- Describe the concepts which underpin different types of hui.
- Describe situations which exhibit the concept, or aspects of the concept, of different types of hui.

Special notes relating to this unit standard:

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

Moko Mead, H - Tikanga Māori: Living by Māori Values – Wellington, NZ: Huia Publishers 2003

Salmond, A – Hui: A Study of Māori Ceremonial Gatherings – Auckland, NZ: Reed Methuen, 2004

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

Clarifying Terminology

Concepts – there are a number of basic concepts or principles to consider. They include but are not limited to mana, wairua, mari, wana, tapu, noa, manaaki, aroha, whakapapa, rangatira, utu, muru, hara as well as others

Hui – types of hui routinely held include but are not limited to tangihanga, hura kōhatu, mārena, and wananga.

Local Iwi, Hapu, Rohe Information

When researching begin with 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 mana whenua will take precedence.

Your responses for this material must be sourced and acknowledged particularly where local Māori words and concepts are described.

Assessment Task One – Elements 1 and 2

Introduction

This assessment is designed to assess your ability describe the purpose of and the concepts that underpin different types of hui.

Instructions

This task 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.

Ensure that your responses are/can be verified by the local iwi or hapū concerned. This could involve you identifying a kaumātua or other contact person that the assessor can contact, or obtaining a letter from a kaumātua, whichever is appropriate. Alternatively you may choose to use the Verification Form included in this guide.

You need to identify four different types of hui Māori that occur within your local rohe/takiwā (district) or that you have knowledge of. 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). You must identify **four** concepts for each hui.
- 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 and the concepts that underpin them.

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

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

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.

The concepts may include those concepts identified in the special notes or others as appropriate.

Instructions

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

Think about two formal situations (i.e. pōwhiri, whaikōrero, hui, mihimihi etc) and 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.

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.

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. The Verification Form included in this guide could be used.

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

Verification Form

Name of Learner:		
Name of Verifier:		Phone:
Relationship to Learner:		

_____ (name of learner) is currently completing unit standard 16164 Describe key concepts associated with hui.

The learner would have contacted you concerning the purpose and the key Māori concepts surrounding different types of hui,

Your signature on this form is to verify that the learner has shown the correct understanding local Māori words and concepts in this assessment.

Comments:

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The assessor may contact you to discuss the learner's responses if necessary.

Signature:

Date:

Thank you for your assistance.

Assessment Guide

This is the assessment guide your assessor will use to assess your competence in unit standard 16164.

Element	Task	Evidence Required	Judgement														
One Describe the purpose of different types of hui.	One	<p>Answers to questions asking learner to describe four types of hui, the beliefs and values associated with them and the concepts that underpin them.</p> <p>Assessor's additional notes where required.</p> <p>Documentation where relevant.</p> <p>Verification/source acknowledgement.</p>	<p>For four types of hui the learner must:</p> <ul style="list-style-type: none"> Describe the basis of the hui or the principles behind it. Describe Māori beliefs and values associated with the hui. Describe behaviour that is acceptable. Identify variations in the understanding of the hui and the concepts underpinning them. <p>At least two key points for each should be given.</p>														
Two Describe the concepts which underpin different types of hui.	One	<p>Answers to questions asking learner to describe four types of hui, the beliefs and values associated with them and the concepts that underpin them.</p> <p>Assessor's additional notes where required.</p> <p>Documentation where relevant.</p> <p>Verification/source acknowledgement.</p>	<p>For four types of hui the learner must:</p> <ul style="list-style-type: none"> Describe four principles of key concepts for each type of hui. Describe Māori values or beliefs that apply to each hui. Describe the standard of behaviour that is appropriate and acceptable for each hui. any variations in the understanding of the concepts. <p>Concepts the learner may describe include but are not limited to:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">mana</td> <td style="width: 50%;">aroha</td> </tr> <tr> <td>wairua</td> <td>whakapapa</td> </tr> <tr> <td>mari</td> <td>rangatira</td> </tr> <tr> <td>wana</td> <td>utu</td> </tr> <tr> <td>tapu</td> <td>mururu</td> </tr> <tr> <td>noa</td> <td>hara</td> </tr> <tr> <td>manaaki</td> <td></td> </tr> </table>	mana	aroha	wairua	whakapapa	mari	rangatira	wana	utu	tapu	mururu	noa	hara	manaaki	
mana	aroha																
wairua	whakapapa																
mari	rangatira																
wana	utu																
tapu	mururu																
noa	hara																
manaaki																	

Element	Task	Evidence Required	Judgement
<p>Three</p> <p>Describe situations which exhibit the concept, or aspects of the concept, of different types of hui.</p>	<p>Two</p>	<p>Answers to questions asking learner to further describe the Māori concepts or aspects of concepts underpinning various formal and informal situations.</p> <p>Assessor's additional notes where required.</p> <p>Documentation where relevant.</p> <p>Verification/source acknowledgement.</p>	<p>For concepts or aspects of concept of different types of hui, the learner must identify two formal situations and two everyday situations that exhibit the concept or aspects of it.</p> <p>Formal situations may include pōwhiri, karanga, whaikōrero, hui, mihimihi.</p> <p>The learner must also describe the associated acceptable standard of behaviour for each situation.</p>