

# Learning Assessment Guide

## Unit Standard 16168 – Version 2

**Describe colonisation and its effects on Māori values, beliefs and practices**

**Level 4 – 4 Credits**

<b>Assessment Summary</b>			
<b>Learner to complete</b>			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
<b>Assessor to complete</b>			
<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 summary that your assessor will use to assess your competence

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

- Describe aspects of the colonisation of Māori which impacted on Māori values, beliefs and practices
- Examine the effects of colonisation on Māori values, beliefs and practices

## 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.

Brookes, P. H and Kawharu, I – Conflict and Compromise: Essays on the Māori Since Colonisation – Wellington, A. H. & A. W. Reed 1975

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

Elsmore, B – Mana from Heaven: A Century of Māori Prophets in New Zealand – Tauranga Moana Press 1989

Mikaere, B – Te Maiharoa and the Promised Land – Auckland Heinemann 1988

Where there are any Waitangi Tribunal Reports for claims in the rohe you work in, these may also support you in this assessment.

## Clarifying Terminology

*Colonisation* – in this unit standard refers to the loss of sovereignty by one group to another group. The dominant group inevitably impose their political, social, economic, psychological and spiritual ways over the colonised group. The impact of loss of power, loss of land, loss of language, loss of culture and loss of status has proven to be devastating for colonised peoples globally. The inter-generational effects have a consistent pattern across colonised peoples – low levels of access, participation and access in the positive indicators for education, economic well-being and over-representation in negative indicators such as drug and alcohol abuse, imprisonment and welfare dependency rates.

## 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 – Element 1

### Introduction

This assessment is designed to assess your ability to describe aspects of the colonisation of Māori which impacted on Māori values, beliefs and practices.

### Task instructions

For this assessment you need to think about and discuss the impact of colonisation on the values, beliefs and practices of the tangata whenua in the local rohe/takiwā you are working in. In particular you need to:

- Explain the changes to the balance of power and control between Māori and Pakeha
- Explain the Land Wars and the subsequent changes in land ownership and political control that eventuated
- Explain raupatu and other legislative and subversive actions used to dispossess Māori of their land
- Explain the impact of legislation and policies on Māori values, beliefs and practices
- Explain the changes and causes of Māori and Pakeha population

As a guide, you should provide at least three key points for each issue 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 2

### Introduction

This assessment is designed to assess your ability to examine the effects of colonisation on Māori values, beliefs and practices.

### Task instructions

For this assessment you need to think about and examine the effects of colonisation on the values, beliefs and practices of the tangata whenua in the local rohe/takiwā you are working in. In particular you need to:

- Explain the effects of political changes on Māori values, beliefs and practices
- Explain the effects of land dispossession on Māori values, beliefs and practices
- Explain the effects of disease and population decreases on Māori values, beliefs and practices.
- Explain the effects of urbanisation on Māori values, beliefs and practices

As a guide, you should provide at least three key points for each issue 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/verifiable and meets requirements

## Assessment Guide

Unit 16168: Describe colonisation and its effects on Māori values, beliefs and practices

<b>Task / Element</b>	<b>Evidence Required</b>	<b>Judgement</b>
<i>Task 1 / Element 1</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 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.