

Unit Standard 13368

Version 6

**Perform poi**

Level 4 Credits 17

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| **Assessor Booklet** |

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| **Assessor Information** |

This unit standard can be awarded with Paetae/Achieved, Kaiaka/Merit and Kairangi/Excellence grades.

**Assessment criteria**

| **Paetae/Achievement** | **Achievement with Kaiaka/Merit** | **Achievement with Kairangi/Excellence** |
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| Demonstrate knowledge of the pūtake and tikanga of poi, and perform poi. | Demonstrate in-depth knowledge of the pūtake and tikanga of poi, and perform poi with expression and projection. | Demonstrate comprehensive knowledge of the pūtake and tikanga of poi, and perform poi with artistic proficiency. |

There are TWO (2) assessment tasks that the ākonga **must** correctly complete to gain credits for this standard. Once the ākonga has correctly completed the tasks, the assessor **must** complete the assessment schedule for each ākonga.

**Please remember that the focus is Māori performance!**

Nō reira:

* the most effective activities for assessment will be those that are practical or performance based
* written tests should be discouraged
* assessments can occur in a range of contexts, e.g. marae, school, classroom, practices or other learning contexts
* kapa haka competitions can be used to assess Outcome 2 of this unit standard
* local haka experts and/or exponents may be used to assess ākonga.

**Ākonga assessment booklet**

The ākonga receives this. It outlines important information for the ākonga including:

* assessment and other information
* assessment tasks.

**Ākonga assessment task sheets**

These sheets and any other evidence should be collected by the Assessor and retained for assessment and moderation purposes.

Where ākonga chooses to provide oral description/evidence for Task 1 (Outcome 1), this **must** be recorded. Where ākonga work has been selected for moderation, the recorded evidence **must** be included with the materials.

You will need to discuss with the ākonga the length of time they have to complete the assessment. **He ture-a-kōnui**: one credit equates to 10 notional hours of teaching and assessment.

Evidence of Task 2 (Outcome 2) **must** be recorded. Where ākonga work has been selected for moderation, the recorded evidence **must** be included with the materials.

Where recorded evicence is submitted for moderation, the ākonga identification sheet (refer following link: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/preparing-digital-visual-submissions-for-moderation/>) must be included.

**Authenticity**

As per NZQA requirements:

* you must verify that the work submitted for assessment has been produced by the ākonga
* you must consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

It is okay for ākonga to work with and learn from others to gather information from a variety of sources. However, you must be clear that the work to be assessed has been processed and produced by the ākonga.

To help manage authenticity of ākonga work, where the ākonga is asked to complete any written tasks, the ākonga is asked to use their own words as well as provide reference/s for their information.

Please ensure you discuss this with your ākonga.

For further information, please refer to the following link:

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>

**Referencing**

This assessment requires the ākonga the reference his/her information. For the purposes of this assessment, the following are examples of reference styles. However, you may want to change the style.

**Examples of referencing:**

Book: Author last name, Initial. (Year book was published), *Name of Book*, Publication City and Country: Publisher. e.g.

Pōtiki, M. (1995) *Haka Mana Para Tawa Ngāwhā.* Kaitaia, New Zealand: Kauae Runga Publishers.

Webpages: reference the **homepage**. e.g.

<http://www.hakamanaparatawangawha.co.nz>

Course hand out/Lecture notes: Lecturer/Teacher last name, Initial. (Year of course/lecture). *Course title*: [PowerPoint Slides]/[Video]/[Lecture notes]. City, Country: Venue. e.g.

Knowles, B. (2012). *MPA class*: [Te Wakahuia Video]. Piopiotahi, New Zealand: Piopiotahi College.

**Preparation for moderation**

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|  | **Form** | **Attached for moderation\*** |
| 1 | Moderation cover sheet. This should include the ākonga identifier and grades. |  |
|  | Secondary refer following link:  <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/sec-mod-cvrsheet-random.doc> |  |
|  | Tertiary refer following link:  <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/Tertiary-Moderation/Tertiary-moderation-cover-sheet.doc> |  |
| 2 | Copy of unit standard. Please ensure the version of the standard reflects the version used in the assessment task. |  |
| 3 | Blank copy of assessment task and assessment schedule. |  |
| 4 | Copy of ākonga samples (completed assessment tasks). |  |
|  | * Standards with Kaiaka/Merit and Kairangi/Excellence grades, submit EIGHT samples of ākonga work. |  |
| 5 | Visual/digital evidence cover sheet:  <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/mod-visevidence-cvr.doc> |  |
|  | Please remember: you **cannot** send Blueray discs, Hi8, DV or MiniDV tapes, or HD files for moderation. Remember to test the recording device to ensure that it can be read in another device.  Please refer following link for further information:  <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/preparing-digital-visual-submissions-for-moderation/> |  |

**TIP: You should start preparing the materials for moderation at least one month before the submission date. This will give you time to locate all the relevant and necessary forms and sheets.**

If you have any issues with preparing materials for moderation OR do not have materials to submit (ie, you didn’t assess this standard), **SPEAK** to your Principal Nominee (PN) or Moderation Liaison (ML).

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| **Assessor information – assessment tasks** |

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| **Outcome 1** | **Demonstrate knowledge of the tikanga and pūtake of poi.** |

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| **Assessment Task 1 –Tikanga and pūtake** |
| Describe the tikanga and pūtake of FOUR poi, each from different categories, in accordance with iwi traditions.  The categories of poi are: **single short poi, double short poi, single long poi, double long poi**  The information must be in ākonga’s own words and references must be provided. |

This task assesses the evidence requirements of 1.1.

1.1 Pūtake and tikanga of poi from different categories are described in accordance with iwi traditions. Evidence of all FOUR categories is required.

*Sample answer that would be acceptable for ‘Kairangi/Excellence.*

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| Poi One | |
| Name | Pākete Whero |
| Category | Single Short Poi |
| Composer name | Ihapera (Isabella) Thom (Guide Bella Papakura) |
| Composer iwi | Tūhourangi |
| Date poi was composed | Early 1900’s |
| Why poi was composed | |
| This poi action song has been famous at Whakarewarewa since the early 1900s. It was listed in the program of a 1910 concert organised by Maggie and Bella Papakura. Bella is said to have composed this song in honour of a man from Ruatāhuna that she was secretly having an affair with. The wearing of the red scarves by both of them signalled to each other their secret love. ([Paringatai 2004](http://folksong.org.nz/pakete_whero/index.html#Paringatai#Paringatai))  A Whakarewarewa guide from the 1930s, Bubbles Mihinui, explains:  *"It used to be a special song sung by the Whaka(rewarewa) guides. Bella composed a poi to this song for the 1934 Waitangi Day celebrations. For a long time only the guides at Whaka(rewarewa) could perform it, because 'Pakete whero' has got an offbeat. Bella made her poi sound like the hoof beats of galloping horses - she loved the races."*  This poi blended aspects of Māori composition (innuendo about a secret love is often a feature of waiata) with European technique (the fast paced off-beat poi rhythms based on galloping horses). | |
| It was a "poi waka," designed to satisfy the 1900s Rotorua tourist market. The Whakarewarewa Thermal Area guides had turned to organising concert performance parties to increase their income, and Guide Bella in particular quickly honed her poi skills. She took poi to new levels of performance that were based on a mix of traditional conventions and modern practices, and in doing so created styles that quickly became widespread. Tarapounamu / tara pounamu Tarapounamu is a mountain peak east of Ruatahuna, the home of Bella's lover. It was so named when Tamatea Kaitaharuahe speared a pigeon there in the mid 1600s. The valuable greenstone point on his bird spear become detached from the shaft, and the bird flew away with the point sticking in its body. Tamatea somehow managed to follow the bird for miles across the ranges and eventually recovered his tara pounamu.  Bella is implying she was that pigeon, and she is also making some wordplay on the words "tara" and "pounamu" to sum up her feelings after being with him.  "Tara" has several meanings: it can be a spike or spear tip, and thus it is used as a colloquial term for the penis. "Tara" also describes the side walls between two houses, and so it is sometimes used as a term for the vagina.  "Tatau pounamu," *a door of greenstone,* is a metaphor for enduring peace. Greenstone carvings were beautiful and everlasting and were exchanged as symbols of peace. So by using a variant of this phrase, "tara pounamu*," a sexual organ of greenstone*, Bella describes the feeling of utter peace she experienced after she and her lover gifted their sexuality to each other. | |

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| Pākete whero Ma-u mai a koe  Mā-ku e here  Ka tino pai rawa e  Hoatu koe kei mua  Hinemoa Tīriti  Ko au kei muri  Kei mātauria  He rau koikoi  Tō whārikiriki  He rau toromiro  Tō pēra o runga e  Tō pikitanga  Taumata te Rāiti.  Tō heketanga  Ko tara pounamu e | *The red scarf  you are wearing matches mine. How totally delightful!*  *You go in front  down Hinemoa Street  I walk along behind  lest our secret becomes known.*  *Soft pink fern leaves  are your bed-mat and miro leaves  your pillow.*  *Your ascent brings an explosion of light. Your descent  brings peaceful intimacy* | *In 1905, guides in the Rotorua thermal area wore red headscarves. Bella's lover wore a red kerchief round his neck.*  *Hinemoa Street led to a lakeside reserve with secluded places where lovers could meet*  *Koi-koi or Ki-o-ki-o, a tiny soft fern Blechnum minus. Toromiro or Miro, a large tree Prumnopitys ferruginea.*  *A description of their love-making* |
| Ref: <http://folksong.org.nz/pakete_whero/index.htm> | | |

**NB: your ākonga has been asked to provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.**

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| **Outcome 2** | **Perform poi** |

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| **Assessment Task 2 – Performance** |
| Perform FIVE poi items, covering all four categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each poi.  The categories of poi are: **single short poi, double short poi, single long poi, double long poi** |

This task assesses the evidence requirements of 2.1.

2.1 Poi is performed in accordance with iwi tradition, and/or the pūtake of the poi.

2.2 Poi is performed displaying evidence of ihi, wehi and wana.

I te ākonga e poi ana:

mō **Paetae/Achieved**, me:

* matatau ia ki n gā kupu
* tika te mita o tōna reo, tōna whakahua i ngā kupu, me tōna hā
* tika tōna whai i te rangi
* hāngai tōna tū, me te kori i tōna tinana/mahi-ā-ringa, ki te/ngā tikanga me te pūtake o te poi.

mō **Kaiaka/Merit**, me:

* pūmau ki te tangi me te wairua o te rangi
* hāngai pū te kori o tōna tinana ki te wairua me ngā kupu o te poi, ā, kia tika tōna tū.

mō **Kairangi/Excellence**, me:

* pakari te tū me te korikori o tōna tinana, ā, puta ana ngā mahi auaha
* ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga
* puta pū te wairua o ngā kupu, ā, me tōna tinana hoki, mai i te tīmatanga ki te whakamutunga
* tika te mahi tahi o ōna ringa me te kori o te tinana
* eke ki te tihi o te poi, rangona ai te hā o kui mā, o koro mā

A checklist for this task has been provided for you on the following page. This may help when you complete the assessment schedule. Please ensure one checklist is used per poi. You will need to photocopy extra copies of the checklist.

**Outcome 2 – Assessor checklist: Ākonga performance**

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| **Ākonga** |  | **Poi item** |  |
|  |  | **Date** |  |

| **Requirements** | **Performance criteria** | **Tutor comments** |
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| Category *(please tick)*  single short poi  double short poi  single long poi  double long poi  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Poi item is performed. | *Tick relevant box.*  Kua matatau ki ngā kupu.  Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.  Kua tika te whai i te rangi.  Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki te/ngā tikanga me te pūtake o te poi.  ***Paetae****/****Achieved*** |  |
| Kua pūmau ki te tangi me te wairua o te rangi  Kua hāngai pū te kori o te tinana ki te wairua me ngā kupu o te poi, ā, kia tika te tū.  ***Kaiaka****/****Merit*** |  |
|  | Kua pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha  Kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga  Kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga  Kua tika te mahi tahi o te ringa me te kori o te tinana  Kua eke ki te tihi o te poi, rangona ai te hā o kui mā, o koro mā.  ***Kairangi****/****Excellence*** |  |

**A S S E S S M E N T S C H E D U L E**

| **Task 1 – Describe the tikanga and pūtake of FOUR poi, each from different categories, in accordance with iwi traditions.** | | | | | |
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| **Evidence for Paetae/Achievement** | | **Evidence for Achievement with Kaiaka/Merit** | | **Evidence for Achievement with Kairangi/Excellence** | **Grade** |
| It is expected that ākonga samples will vary, according to iwi traditions. However, the following components should be included in ākonga responses:   * the category matches the poi * the composer is identified, and his/her iwi is/are identified * the name of the poi is identified * when and why the poi was composed * the words and translation of the poi | | *As per Paetae/Achievement, plus:*   * described the pūtake and tikanga of each poi associated with its particular category * explained the background kōrero to the composition of each poi | | *As per Kaiaka/Merit, plus:*   * explained each poi in terms of the significance to the whānau, hapū, and/or iwi to whom they belong, refer to, and/or are sung by * described any personal (to the composer), social, cultural, political, economic, or geographical issues or influencing factors of the time that led to the composition of the poi | Please tick:  N  A  M  E |
| **Examples of referencing:**  **Book**: **Book**: Pōtiki, M. (1995) *Haka Mana Para Tawa Ngāwhā.* Kaitaia, New Zealand: Kauae Runga Publishers.  **Webpage:** <http://www.hakamanaparatawangawha.co.nz>  **Course hand out/Lecture notes:** Knowles, B. (2012). *MPA class*: [Te Wakahuia Video]. Piopiotahi, New Zealand: Piopiotahi College. | | | | | |
| **Judgement for Paetae/Achieved** | **Judgement for Kaiaka/Merit** | | **Judgement for Kairangi/Excellence** | | **Grade** |
| The pūtake and tikanga of FOUR poi categories are correctly described.  Reference/s is/are provided. | | | | |  |

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| **Task 2 *–* Perform FIVE poi items, covering all four categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each poi.** | | | |
| **Evidence for Paetae/Achievement** | **Evidence for Paetae/Achievement with Kaiaka/Merit** | **Evidence for Paetae/Achievement with Kairangi/Excellence** | **Grade** |
| Ka whakaatu te ākonga:   * kua matatau ki ngā kupu * kua tika te mita o te reo, te whakahua i ngā kupu me te hā * kua tika te whai i te rangi * kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki te/ngā tikanga me te pūtake o te poi. | As per Paetae/Achievement, plus:   * kua pūmau ki te tangi me te wairua o te rangi * kua hāngai pū te kori o te tinana ki te wairua me ngā kupu o te poi, ā, kia tika te tū. | As per Kaiaka/Merit, plus:   * kua pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha * kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga * kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga * kua tika te mahi tahi o te ringa me te kori o te tinana * kua eke ki te tihi o te poi, rangona ai te hā o kui mā, o koro mā. | Please tick  N  A  M  E |
| **Judgement for Paetae/Achieved** | **Judgement for Kaiaka/Merit** | **Judgement for Kairangi/Excellence** |
| FIVE poi items, covering all four categories, are performed. | | |

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| **Overall grade** (please circle) | **N** (Not Achieved) | **A** (Paetae/Achieved) | **M** (Kaiaka/Merit) | **E** (Kairangi/Excellence) |

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| --- | --- | --- | --- |
| **Ākonga name** |  | **Assessor name** |  |
| **Ākonga signature** |  | **Assessor signature** |  |
| **Completion date** |  |