Environment Māori – Assessment of Distance Learning

NZQA has considered the impacts of the Covid-19 virus on teaching, learning and assessment of unit standards for **Environment Māori**.

This document includes guidance for internal Unit Standards that are suitable for the assessment of distance learning.

General Guidance

The ākonga may require a camera/phone and internet to upload recorded evidence to a platform for the assessor to access.

For assessment purposes, the assessor will need to consider issues around access and equity for some ākonga.

Unit Standards Matrix – Māori Environmental Management

KEY: A colour-coding system to categorise standards according to the advice in this document.

Green   These standards are suitable for the assessment of distance learning.
Blue   Kaiako can facilitate the assessment of distance learning against these standards with guidance.
Red   These standards require a collaborative process or interaction with others and are not suitable for the assessment of distance learning.

Assessment against these unit standards may include but is not limited to – oral presentations, visual presentations, written presentations, whakaari, waiata, haka, mōteatea.

Level 1	Level 2	Level 3
6138 **Māori Environmental Management** **Explain the role of whakataukī in relation to how Māori manage te taiao** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 2 Credits Internal		

Unit Standards Matrix – Māori Environmental Practices

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Level 1	Level 2	Level 3
15976　　　Māori Environmental Practices	**15987**　　　Māori Environmental Practices	**6142**　　　Māori Environmental Practices
Identify and explain te taiao occurrences in a local context using pūrākau and waiata	**Explain tikanga Māori for the use of rākau Māori in clothing, whare, waka and implements**	**Explain kaitiakitanga in relation to the way Māori interact with te taiao**
Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor.	Research requirements are ideal for distance learning and assessment, where the ākonga could submit written and/or visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor.	Research requirements are ideal for distance learning and assessment, where the ākonga could submit written and/or visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor.
The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms.	The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms.	The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms.
2 Credits　　　Internal	3 Credits　　　Internal	4 Credits　　　Internal
15983　　　Māori Environmental Practices	**6141**　　　Māori Environmental Practices	**6143**　　　Māori Environmental Practices
Demonstrate knowledge of kai preservation	**Describe whanaungatanga in relation to the how Māori interact and take care of te taiao**	**Carry out a local kaitiakitanga activity with direction**
Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor.	Ideal for distance learning and assessment, where the ākonga could submit written and/or visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor.	Ideal for distance learning and assessment, where the ākonga could submit written and/or visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor.
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2 Credits　　　Internal	3 Credits　　　Internal	6 Credits　　　Internal

Unit Standards Matrix – Māori Environmental Practices

Level 1	Level 2	Level 3
15985 **Māori Environmental Practices** **Demonstrate knowledge of the use of rākau Māori** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 3 Credits Internal		**6147** **Māori Environmental Practices** **Identify and explain the different views Māori and Pākehā have in relation to te taiao** Research requirements are ideal for distance learning and assessment, where the ākonga could submit written and/or visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 4 Credits Internal
15988 **Māori Environmental Practices** **Demonstrate knowledge of tikanga for the preparation of mahinga kai** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 2 Credits Internal		

Unit Standards Matrix – Māori Environmental Practices

Level 1	Level 1
15990 **Māori Environmental Practices** **Demonstrate knowledge of a native bird and its significance to Māori** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 4 Credits Internal	**19671** **Māori Environmental Practices** **Identify and describe a Māori view of the natural world** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure that referencing of all research material is documented, to ensure authenticity of the work completed. 4 Credits Internal
15991 **Māori Environmental Practices** **Explain the importance of one native insect and its significance to Māori** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 2 Credits Internal	**6137** **Māori Environmental Practices** **Describe tapu, noa, and mana in relation to the way Māori interact with te taiao** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 3 Credits Internal
19670 **Māori Environmental Practices** **Describe the role, and interactions between atua Māori in te taiao** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 2 Credits Internal	**6139** **Māori Environmental Practices** **Describe aroha in relation to the way Māori interact with te taiao** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 2 Credits Internal

Unit Standards Matrix – Wāhi Tapu

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Level 2	Level 3
6140 **Wāhi Tapu** **Explain Māori hekenga and whakanohonoho** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 6 Credits Internal	**27652** **Wāhi Tapu** **Whakamōhiotia, whakamāramatia hoki i ngā momo pānga o te tangata whenua ki te wāhi tapu** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 4 Credits Internal
	6144 **Wāhi Tapu** **Explain wāhi tapu in relation to how Māori manage the environment** Ideal for the assessment of distance learning, where the ākonga could submit written and visual evidence through digital platforms such as google docs or record and discuss live via SKYPE to assessor. The assessor would need to ensure a range of strategies are in place to ensure the authenticity of the work completed e.g. the referencing of all research material, conferencing, authenticity declaration forms. 5 Credits Internal