



TĪKAROHIA TE MARAMA REALISE YOUR POTENTIAL

Assessment Support Material

## TE ITI A TARANGA

Unit Standard 32182 (Version 1)

Demonstrate knowledge and expressions of pūkengatanga

Kaupae 3 | Credits 5

Ingoa   Name	
Kura   School	
Kaiwhakawā   Assessor	
NSN Number	

*Pukapuka mā te Kaiako*

# Introduction

Welcome to the Assessment Support Materials for the Te Iiti a Taranga standards under the Tikanga domain.

The Assessment Support Materials (ASM) for Tikanga are guidelines only and have been developed to support you, the assessor, in assessing the outcomes of the unit standard.

Please ensure you are using the most up to date standard by checking the NZQA website before using the materials in this booklet. If you would like to provide us with feedback on these materials or suggest changes to the content of this resource, please contact us at Māori Qualifications Services [mqs@nzqa.govt.nz](mailto:mqs@nzqa.govt.nz)

Ngā mihi nui

## Assessor Information

This unit standard can be awarded with a Paetae/Achieved, Kaiaka/Merit, Kairangi/Excellence or Not Achieved/Kore i whiwhi grade.

### Evidence for Paetae/Achieved

The following components should be included in the ākongā responses:

- description of pūkengatanga in terms of skills needed for a specific role or mahi,
- description of pūkengatanga in relation to the positive benefits for ākongā and whānau,
- expressions of pūkengatanga in accordance with tikanga and ngā kōrero tuku iho.

### Evidence for Kaiaka/Merit

The following components should be included in the ākongā responses:

- in-depth knowledge of pūkengatanga,
- similarities and differences of skills with traditional Māori models in accordance with tikanga and ngā kōrero tuku iho.

### Evidence for Kairangi/Excellence

The following components should be included in the ākongā responses:

- comprehensive knowledge of pūkengatanga,
- how expressed skills in specific context can positively impact self-care and whānau well-being (ā-tinana, ā-hinengaro, ā-wairua, ā-whatumanawa).

## Assessment criteria

The ākonga must complete TWO (2) tūmahi (assessment tasks) correctly to achieve this unit standard. Once completed, you must complete an assessment schedule for each ākonga.

## Ākonga booklet

The ākonga receives this booklet. It outlines important information for their assessment as well as the assessment tasks.

## Ākonga assessment material

All ākonga assessment material and any other evidence must be collected by the assessor and retained for assessment and moderation purposes. Please see below for further information regarding moderation.

If ākonga choose to provide oral evidence this must be recorded (i.e. recorded onto a device or USB flash drive), all files must be kept safe for moderation purposes.

Where ākonga work has been selected for moderation the USB flash drive must be included with the assessment materials.

If a recording of the demonstration is submitted for moderation, the ākonga identification sheet (refer following link: <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/mod-visevidence-cvr.doc>) must be included.

## Authenticity

As per NZQA requirements, the assessor must:

- Verify that the work submitted for assessment has been produced by the ākonga.
- Consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

Ākonga may 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 to reference their information. For the purposes of this assessment, the following are examples of reference styles.

### Examples of referencing styles

#### 1. Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

#### 2. Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

#### 3. Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

#### 4. Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

#### 5. Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

#### Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

## Preparation for Moderation

It is no longer necessary to complete a Moderation Cover Sheet as this information is entered online. If physical materials are sent for moderation, please ensure name of school and standard are included.

Digital submissions can be made directly through the application at any time.

Using the online External Moderation Application, schools and providers must include:

1. a copy of the task and any key supporting resources
2. a copy of the assessment schedule
3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

4. all files must be viewable online
5. URLs, e.g. for student created websites, will need to be submitted as links within a document.

## Quick Tip

For more information on the digital moderation process, please contact your Principal Nominee or Moderation Liaison (ML).

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

Name

NSN #

# Tūmahi 1 Worksheet 1

## Outcome 1 - Demonstrate knowledge of pūkengatanga

Note: The sample answers below are provided as a guide only. Please refer to the Pūkengatanga Assessment Guidelines for suggested focus areas and contexts whereby assessment situations may occur.

## Assessment Task 1 these tasks assess PC 1.1, 1.2

Select TWO specific roles or type of mahi and describe the necessary pūkenga or the right skills needed to get each job done.

- Range may include but is not limited to skills needed to contribute to a whānau event or occasion at home, the marae, within the hapū, community or part time mahi.
- Recording your mahi on your phone or device will help you with Tūmahi 2.

### HEI WHAKATAUIRA (SAMPLE ANSWER)

#### ROLE/MAHI 1

Caring for my whānau

During the nationwide lockdown due to the Covid-19 pandemic, I was given the responsibility to take care of my siblings and our household, while my parents (who were both essential workers) continued to work. My Dad works as a recycling truck driver and works Monday to Friday from 6 am to 4 pm. My mum is a social worker with Oranga Tamariki. Usually Mum will work during the week but sometimes she has to work weekends when they need her. I have three younger brothers, Kaiārahi is 12, Hēmi is 9 and Manaaki is 5 years old. My name is Te Kotuku and I am almost 16. My responsibilities for a typical day would include:

- Ensuring my brothers are up, dressed, washed and ready for the day.
- Preparing breakfast for my brothers which includes planning what they will eat, preparing the kai and instructing Hemi to set the table and Kaia to do the dishes. Preparing kai for each meal (not just breakfast) requires planning and preparation. I am lucky that my mum and dad have taught me how to cook some meals. Breakfast is easy, when its toast and cereal but some mornings I would cook scrambled eggs, fry bacon and heat up spaghetti in the microwave to have on toast. This requires time management to ensure everything is cooked at the same time. I try to keep lunches and dinners pretty simple but when I forget how to cook something, I ask Matua Google.
- Cleaning the house. I would ask my 12-year-old brother Kaia to make the beds and vacuum the floor.
- Preparing lunch. This would either be sandwiches, noodles or cheese toasties.
- Entertaining the boys. During a fine day, I would play with them outside or let my teina play on their devices if they were well behaved.
- Online schoolwork. I tried to allow at least 2 hours a day for my siblings and I to complete online school mahi, but it wasn't always that easy.
- Prepare and cook dinner or help Dad if he is cooking. My favourite meals to cook include boil up, seafood chowder and apricot chicken, although my siblings like nuggets and chips.

- Occasionally I will go shopping for groceries. I have just got my restricted licence and my dad has let me drive to Pak and Save on my own during the lock down to get what we need. Although it was a hōhā lining up, it had to be done during the lock down.

Doing the practical skills that I have described has also shown me that I have displayed traits of leadership, time management, organising skills, planning and preparation and operational skills to ensure our whare is happy and running smoothly.

### Describe how these skills can benefit yourself and your whānau.

- Range may include but is not limited to sharing knowledge to build confidence and skill base within your whānau, encouraging self-development, getting mahi to support yourself and whānau.

### HEI WHAKATAUIRA (SAMPLE ANSWER)

In my view, I believe that pūkengatanga is sometimes undervalued because to some people, it may be seen as just 'doing stuff' but when you are brought up learning the importance of whānau and looking after whānau, doing these daily chores becomes even more important because it's about doing what is best for your whole whānau. My parents, my nanny and papa, my aunties and uncles and wider whānau have all played a part in teaching us various skills from a young age. Whether it is at the marae, out fishing, in the garden, at home or at a whānau gathering or hui, we are taught to help one another. This creates a strong family bond, good work ethic and important life skills that can contribute to our whānau well-being. These skills and knowledge will definitely guide and help me in the future.

I learnt at a young age to prepare food, do the dishes, clear and set the tables and make cups of tea for my nannies and papa' whether it was at the marae or at our house. My whānau are very strong when it comes to manaakitanga therefore it is very important to learn the necessary skills or pūkenga to ensure you are caring for and looking after your whānau or manuhiri. It was also normal in our whare to make sure the younger kids were taken care of as well. Each member of the whānau are treated just as importantly because everyone has an important part to play.

The skills I described above are very beneficial for myself and my whānau because my parents rely on me to do what is necessary to keep my siblings safe and well while my parents are working. My organisational skills allow for things to run smoothly at home. My cooking skills allow my whanau to eat healthily and regularly. My leadership skills allow for my siblings to be cared for and their needs met. My work ethic allows me to do what is always best for my whānau. This is a tribute to my parents because they both work very hard for us. Without their input, and the input of my wider whānau, I would not have been able to adapt to the challenges of this pandemic and look after my whānau during the Covid-19 lockdown.

### ROLE/MAHI 2

**Describe how these skills can benefit yourself and your whānau.**

Range may include but is not limited to sharing knowledge to build confidence and skill base within your whānau, encouraging self-development, getting mahi to support yourself and whānau

**Requirements for Kaiaka | Merit**

Description includes identifying similarities and differences of expressed skills with traditional Māori models in accordance with tikanga and ngā kōrero tuku iho.

**Requirements for Kairangi | Excellence**

Description explains how expressed skills in specific context can positively impact self-care and whānau well-being (ā-tinana, ā-hinengaro, ā-wairua, ā-whatumanawa)



# Tūmahi 2 ▶ Worksheet 1

**Outcome 2 - Demonstrate expressions of pūkengatanga in accordance with tikanga and ngā kōrero tuku iho.**

## Assessment Task 2 – this tūmahi assesses PC 2.1, 2.2

Select ONE of the roles or type of mahi from Tūmahi 1 and demonstrate the necessary pūkenga needed to get the job done.

- Range may include but is not limited to the skills needed to contribute to a whānau event or occasion at home, the marae, within the hapū, community or part time mahi.
- A minimum of six pūkenga is required.
- Pūkenga are demonstrated in accordance with tikanga and ngā kōrero tuku iho.
- List at least 6 different skills needed for the required job and provide an explanation below or relevant commentary where relevant.
- Don't forget to record your pūkenga on your device and tick off the visual evidence as you collect it.

### HEI WHAKATAUIRA (SAMPLE ANSWER)

DEMONSTRATION OF PŪKENGATANGA   WHAKARITE KAI (PARAKUIHI)	VISUAL EVIDENCE COLLECTED
<p><b>MAHI TUATAHI: PLANNING</b></p> <p>Make sure you have all the ingredients such as 6 eggs, milk or cream, a large can of spaghetti, bacon, bread for toast, butter and salt.</p>	
<p><b>MAHI TUARUA: PREPPING INGREDIENTS AND DISHES</b></p> <p>Break 6 eggs into a large mixing bowl and beat the eggs with a whisk until the eggs are well mixed. You can add a little bit of cream or milk and a bit of salt and mix anō. Mum doesn't like it when we put heaps of salt on our kai even though my nan uses heaps of salt. Set aside until you have prepared the other kai.</p>	
<p><b>MAHI TUATORU: SAFETY IN COOKING</b></p> <p>Use a can opener to open the spaghetti and pour into a microwave proof bowl. Add a little bit of milk and mix it through. Cover with glad wrap and set aside until you are ready to heat it in the microwave.</p>	
<p><b>MAHI TUAWHĀ: COOKING METHODS</b></p> <p>If you have a grill on your oven, you can place 6 slices of bacon on cooking paper and put them on the tray and place it in the grill on high. Remember to keep the door open when you are grilling. Grill for about 2-3mins on both sides. When your bacon is cooked, turn off the grill and you can leave it in there to stay warm.</p>	
<p><b>MAHI TUARIMA: SAFETY AROUND THE STOVE AND OVEN</b></p> <p>Turn on a stove element and heat a little bit of butter in a frying pan, once its melted add the egg that you mixed before. Mix it as it cooks so it doesn't stick to the bottom. It's best to watch it as it cooks so you don't burn it. You will know when its cooked when the liquid egg is fluffy. Once cooked turn the element off and cover the eggs with a lid.</p>	

### MAHI TUAONO: SERVING KAI AND ORGANISING TEINA

Put the spaghetti in the microwave on high for 3 mins while you toast 6 slices of bread. When the microwave ‘dings’, take out the spaghetti, kia tūpato nā te mea, tēnā pea he wera. Now that all the kai is cooked you can dish it up. Put your plates on the bench and put a piece of toast on each plate. Dish the scrambled egg, spaghetti and a slice of bacon on each plate. Call the kids for kai.

### MAHI TUAWHITU: LEADERSHIP AND ORGANISATION

Our parents taught us at young age to always tuku karakia hei whakapai i ngā kai. My little brothers Hēmi and Manaaki take turns to bless our kai. This is the karakia they usually say:

Nau mai e ngā hua, o te wao, o te ngākina, o te wai tai, o te wai Māori. Nā tāne, nā Rongo, nā Tangaroa, nā Maru. Ko Ranginui e tū iho nei ko Papatūānuku e takoto nei, tūturu whakamaua kia tina, haumie, hui e tāiki e.

### KO NGĀ TIKANGA ME NGĀ KŌRERO TUKU IHO:

When preparing and eating kai there are certain things or tikanga/kawa that must be observed. These practices were taught to us by my parents and grandparents who also learnt from their tūpuna.

- Kaua e noho ki runga tēpu
- Me horoi ō ringaringa i mua iho i te wā kai
- Me tuku karakia hei whakapai te kai
- He wā kai tēnei nō reira kaua e waiata i te tēpu.
- Kaua e mahi heahea i te tēpu
- Kaua noa e toro atu i ō ringaringa ki mua i tētahi atu tangata nō reira kia tika te kōrero arā, homai koa te pata, te tote te aha te aha
- Kaua e moumou kai

# Tūmahi 2 ▶ Assessor Checklist

Select a specific role or mahi and demonstrate the pūkenga needed to get each job done.

- Range may include but is not limited to skills needed to contribute to a whānau event or occasion at home, the marae, within the hapū, community or part time mahi
- A minimum of six pūkenga are required
- Your demonstration must be in accordance with tikanga and ngā kōrero tuku iho
- For the purposes of moderation, checklists and attestation forms are not enough evidence on their own; ākonga mahi must be visually recorded on a device and the recording submitted with the kaiako attestation.

	Ākonga	Assessor
<b>Outcome 2 - Demonstrate expressions of pūkengatanga in accordance with tikanga and ngā kōrero tuku iho.</b>	<i>Visual Evidence Collected</i>	<i>Visual Evidence Sighted &amp; Submitted</i>
• Pūkenga are demonstrated accurately		
• At least six different pūkenga are demonstrated		
• Pūkenga are demonstrated in accordance with tikanga and ngā kōrero tuku iho		
• An explanation or relevant commentary is included where relevant		
Assessor Comments		

<b>Assessor Signature</b>	<b>Date:</b>
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**This task assesses the evidence required for Outcome 2 | Performance Criteria 2.1, 2.2**

# Kaiako Assessment Schedule

Ākonga			
NSN			
Kaupapa	Tikanga - Tikanga Concepts	Level	3
Standard Number   Version	32182   Version 1	Credits	5
Standard Title	Demonstrate knowledge and expressions of pūkengatanga		

Paetae   Achieved	Kaiaka   Merit	Kairangi   Excellent
Demonstrate knowledge of pūkengatanga	Demonstrate in-depth knowledge of pūkengatanga	Demonstrate comprehensive knowledge of pūkengatanga

Tīpako	Paearu Mahi	Paetae ✓	Kaiaka ✓	Kairangi ✓
Demonstrate knowledge of pūkengatanga.	1.1 Pūkengatanga is described in terms of specific pūkenga required for the role or mahi selected. <i>Evidence of two is required</i>			
	1.2 Pūkengatanga is described in relation to the positive impacts for self and whānau well-being. <i>Evidence of two is required</i>			
Demonstrate expressions of pūkengatanga in accordance with tikanga and ngā kōrero tuku iho. <i>A minimum of six pūkenga is required</i>	2.1 Expressions of pūkengatanga are demonstrated accurately in terms of skills required for the specific role or mahi selected.			
	2.2 Expressions of pūkengatanga are demonstrated in accordance with tikanga and ngā kōrero tuku iho.			
Demonstrate in-depth knowledge of pūkengatanga <i>Identify similarities and differences of expressed skills with traditional Māori models in accordance with tikanga and ngā kōrero tuku iho.</i>				
Demonstrate comprehensive knowledge of pūkengatanga <i>Explain how expressed skills in specific context can positively impact self-care and whānau well-being (ā-tinana, ā-hinengaro, ā-wairua, ā-whatumanawa)</i>				

Sufficiency Statement				
Paetae	All Paetae must be ticked			
Kaiaka	All Paetae and Kaiaka must be ticked			
Kairangi	All Paetae, Kaiaka and Kairangi must be ticked			
Circle Overall Grade	Kāore anō	Paetae	Kaiaka	Kairangi
Kaiako Signature			Date:	