



## MAHINGA KAI

### UNIT STANDARD 25474 (version 2)

Describe the harvesting of crops in accordance with local tikanga

(Level 2, Credits 4)

# ASSESSOR BOOKLET

## Assessor Information

There is ONE (1) OVER-ALL assessment task that the ākonga must correctly complete to gain credits for this standard. The task is divided into THREE (3) assessment tasks that the ākonga must complete to be awarded the credits for this unit standard.

### Evidence for Paetae/Achieved

All assessment evidence should be collected by the assessor and retained for assessment and moderation purposes (such as portfolio, answer sheets, audio or digital).

You will need to discuss with the ākonga the length of time they must complete the assessment. There are many ways ākonga may present their evidence. They may use:

- PowerPoint and talk to their presentation.
- Illustrations using images and identifying designs etc.
- Write descriptive essays, maintain a visual diary etc.

### Ākonga booklet

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

- assessment and other information
- assessment tasks.

### Ākonga assessment tasks

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

Where ākonga choose to provide oral description/evidence for Task 3, this must be recorded (i.e. recorded onto DVD) or verified by a credible verifier, ie. a person with knowledge skills, experience and mana. Where ākonga work has been selected for moderation, the DVD and/or attestation form must be included with the materials.

Where 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.

You will need to discuss with the ākonga the length of time they must complete the assessment. He ture-a-kōnui: one credit equates to 10 notional hours of teaching, practice and/or study, and assessment.

### 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 his/her 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.maoritv.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.

#### 6 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 FOUR (4) 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.



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 (ie you didn't assess this standard), **speak** to your Principal Nominee (PN) or Moderation Liaison (ML).

## ASSESSOR INFORMATION – ASSESSMENT TASKS

Name

NSN #

SELECT TWO ROOT and TWO SEED GROWN CROPS" and DESCRIBE the HARVESTING of crops in accordance with local tikanga.

Root grown crops may include but are not limited to – kūmara, rīwai, taro, beets, turnips and parsnips.

Selection must include kūmara or rīwai and one other root grown crop.

Seed grown crops must include one of – kānga, kamokamo, or paukena.

**Outcome 1 Describe the preparation process for harvesting crops in accordance with local tikanga.**

### Assessment Task 1

#### Describe preparation process for harvesting crops.

Description includes: ONE (1) tikanga either before harvesting OR after harvesting of crops that may include –

- mana atua
- mana whenua
- mana tangata.

Description includes: TWO (2) equipment and tools for harvesting –

- manual tools
- mechanical tools.

This task assesses the evidence requirements of 1.1 and 1.2.

Tikanga in relation to pre-or-post harvesting of crops is described in accordance with local tikanga.

Range may include but is not limited to – mana atua, mana whenua, mana tangata;

evidence of two is required.

1.2 Equipment and implements for harvesting are described in accordance with crop requirements and local tikanga.

Range manual tools, mechanical tools;

evidence of two is required.

**Outcome 2 Describe the importance of timing in the harvesting of crops.**

### Assessment Task 2

#### Describe the importance of timing in the harvesting of crops.

Description includes: (2) optimum times for harvesting crops that may include –

- aspects of maturity
- maramataka
- observation of Matariki
- companion planting.

Description includes ONE (1) manual and ONE (1) mechanical method of harvesting crops.

This task assesses the evidence requirements of 2.1 and 2.2.

2.1 Optimum timing in relation to the harvesting of crops is described in accordance with crop requirements and local tikanga.

Range aspects of maturity, maramataka, observation of Matariki, companion planting;

evidence of two is required.

1.2 Harvesting methods are described in accordance with crop requirements and local tikanga.

Range manual, mechanical;

evidence of one of each method is required.

**Outcome 3 Describe the preparation process of crops for storage during harvest in accordance with local tikanga**

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### Assessment Task 3

#### Describe the preparation process of crops for storage during harvest

Description includes:

TWO (2) processes for grading of crops for storage during harvest that may include but is not limited to –

- seeds for re-generation
- animal feed
- whānau consumption
- marketing.

Description includes:

ONE (1) storage facility –

- indoor
- outdoor.

This task assesses the evidence requirements of 3.1, 3.2.

3.1 The preparation process for grading of crops for storage during harvest is described in accordance with local tikanga practises.

Range grading includes but is not limited to – seeds for regeneration, animal feed, whānau consumption, marketing; evidence of two is required.

3.2 The storage of graded crops during harvest is described in accordance with local tikanga practises.

Range may include but is not limited to – outdoors, indoors; evidence of one is required.

**Resource Information**

LEVEL 2



**Mana Atua**

Rongomātāne – the god of peace and is generally portrayed as the creator of the kūmara and cultivated plants.

The first fruits of the harvest are offered to Rongomātāne.

<http://2manako2014.blogspot.co.nz/2014/04/rongomatane.html>



**Mana Tangata**

Traditionally by the time of the ascension of Matariki, food crops had been harvested and the storehouses would be well stocked. Hākari or feasts were common. Other food gathering activities would cease. Communities would be able to participate in celebrations with a focus on activities related to learning and the arts, with weaving, singing and performing, wānanga and the learning of whakapapa being some examples.

<http://christchurchcitylibraries.com/Education/MataurangaMaori/MatarikiTeacherResourcePack.pdf>



**Manual Tools**

Forks for digging up the crops and kete to carry them to storage.



**Mechanical Tools**

The tractors with the harvester attached will collect the rīwai and take them to be sorted and graded.



**Companion planting** is planting different crops together so they can help each other to grow better.

Such as sweetcorn does well planted with rīwai, peas and beans.



**Aspects of maturity** is when a crop reach a period of maximum quality or that is when they ripen or mature it is time to harvest them. If left exposed to the elements they will rot.



**Manual harvesting of rīwai using fork.**

So as not to damage the tuber the fork is dug from the side, grab the plant give it a little shake so the tubers would fall.



**Rīwai harvesting machine**

The harvester is attached to the tractor and it turns the dirt digging up the rīwai as it moves forward.



After digging up the tubers they are left for a few hours to dry. The loose soil is brushed from the tubers and then the tubers are stored.

<http://www.agardenforthehouse.com/2010/04/how-to-plant-grow-harvest-store-potatoes/>



The rīwai are graded before they are stored to make sure that all the rīwai with nicks and bites caused in the harvest are taken out and don't contaminate or rot the rest of the crop while in storage.

<http://indulgy.com/post/Y9jjyoGdD1/maori-food-storage>



## Assessment Schedule

| <b>Assessment Task</b>  |                            |  |  |
|---|----------------------------|--|--|
| <p><b>Overall Task:</b></p> <p>SELECT TWO ROOT and TWO SEED GROWN CROPS and DESCRIBE the HARVESTING of crops in accordance with local tikanga.</p> <p>Root grown crops may include but are not limited to – kūmara, rīwai, taro, beets, turnips and parsnips.</p> <p>Selection must include kūmara or rīwai and one other root grown crop.</p> <p>Seed grown crops must include one of – kānga, kamokamo, or paukena.</p> |                            | <p>PROPAGATION INSTRUCTION MANUAL</p> <p>TWO ROOT grown crops which of at least one crop selected is kūmara or rīwai.</p> <p>TWO SEED grown crops which of at least one crop selected is either kānga, paukena or kamokamo.</p>  |  |
| <b>Task 1: Describe preparation process for harvesting crops</b>  | <b>Evidence Statements</b> | <b>Judgement Statements</b>  | Please tick  |
| <p>Description includes ONE (1) tikanga either before harvesting OR after harvesting of crops.</p> <p>That may include:</p> <ul style="list-style-type: none"> <li>• Mana Atua</li> <li>• Mana Whenua</li> <li>• Mana Tangata.</li> </ul> <p>Description includes:</p> <p>TWO (2) manual tools, and</p> <p>TWO (2) mechanical tools for harvesting of crops.</p>  | Refer to sample answers    | <p>One tikanga was described appropriately in accordance with local tikanga:</p> <ul style="list-style-type: none"> <li>• Mana Atua</li> <li>• Mana Whenua</li> <li>• Mana Tangata.</li> </ul> <p>TWO manual and TWO mechanical tools were appropriately described in accordance with crops requirements and local tikanga</p>   | N <input type="checkbox"/><br>A <input type="checkbox"/> |
| <b>Task 2: Describe preparation process for harvesting crops</b>  | <b>Evidence Statements</b> | <b>Judgement Statements</b>  | Please tick  |
| <p>Description includes TWO (2) optimum times when to harvest crops.</p> <p>That may include:</p> <ul style="list-style-type: none"> <li>• aspects of maturity</li> <li>• maramataka</li> <li>• observation of Matariki</li> <li>• companion planting.</li> </ul> <p>Description includes:</p> <p>ONE (1) manual, and</p> <p>ONE (1) mechanical method of harvesting crops.</p>   | Refer to sample answers.   | <p>TWO optimum times to harvest crops was described in accordance with crops requirements and local tikanga</p> <ul style="list-style-type: none"> <li>• aspects of maturity</li> <li>• maramataka</li> <li>• observations of Matariki</li> <li>• companion planting.</li> </ul> <p>TWO harvesting methods were described in accordance with crops requirements and local tikanga.</p> <ul style="list-style-type: none"> <li>• ONE manual</li> <li>• ONE mechanical.</li> </ul> | N <input type="checkbox"/><br>A <input type="checkbox"/> |

| Assessment Task  |                          |  |   |
|--|--------------------------|--|---|
| Task3: Describe the preparation process of crops for storage during harvest  | Evidence Statements      | Judgement Statements   | Please tick   |
| <p>Description includes TWO (2) processes for grading of crops for storage during harvest.</p> <p>That may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• seeds for re-generation</li> <li>• animal feed</li> <li>• whānau consumption</li> <li>• marketing.</li> </ul> <p>Description includes ONE (1) storage facility for graded crops during harvest either, indoor or outdoor.</p> | Refer to sample answers. | <p>TWO (2) processes for grading of crops for storage during harvest were described in accordance with crops requirements and local tikanga.</p> <p>ONE (1) storage facility for graded crops during harvest was described in accordance with crops requirements and local tikanga:</p> <ul style="list-style-type: none"> <li>• indoor</li> <li>• outdoor.</li> </ul> | <p>N <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> |

|                               |                  |                     |
|-------------------------------|------------------|---------------------|
| Overall grade (please circle) | N (Not Achieved) | A (Paetae/Achieved) |
|-------------------------------|------------------|---------------------|

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| Ākonga name      |  | Assessor Name      |  |
| Ākonga signature |  | Assessor signature |  |

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## Notes: