**Tīkarohia te Marama – Realise Your Potential**

**Field Māori Assessment Support Material**



# TOURISM MĀORI



# **UNIT STANDARD** 17578 (version 8)

# Explain the value and benefits of whānau in tourism Māori

# (Level 3, Credits 4)

**ASSESSOR BOOKLET**

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# Assessor Information

## Assessment criteria

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| **Paetae/Achievement** |
| People credited with this unit standard are able to explain the value and benefits of whānau in tourism Māori. |

## There are THREE (3) 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.

## Ākonga assessment 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, this must be recorded (i.e. recorded onto DVD or USB flash drive). Where ākonga work has been selected for moderation, the DVD or USB flash drive 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 have to 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:

* 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.

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

|  |  |
| --- | --- |
| 1 | **Book with one author** |
|  | 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, interviews, private social networking** |
|  | Smith, J. (2016, 19 October) Personal communication. |
| 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](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/moderation-online/), 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:

1. all files must be viewable online
2. 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 (i.e. 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** | **Explain the value and benefits of whānau in tourism Māori.** |

## Assessment Task 1

This task assesses the performance criteria of 1.1

1.1 The value of whānau in tourism Māori is explained in terms of fulfilling roles within a tourism Māori event.

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| Here is a list of whānau roles within possible tourism Māori events/services. |
| mana whenua | taura here | ringawera | kaihautū | kaiwhakahaere |
| kaimahi | tuakana | teina | kuia | Koroua |
| In the table provided below, write about the value these roles bring to any tourism Māori event or service. An example for **ringa wera** has been given. Your task is to explain the value of **mana whenua** plus any other **five** roles. |

| **Roles** | **Value of the role in a tourism Māori event/service** |
| --- | --- |
| *ringa wera* | *Ringawera showcase Māori hospitality of manaakitanga at its very best, by providing kai (food). In the first instance, they cook and prepare kai for the noa process whereby the tapu placed on manuhiri during a pōwhiri is neutralised through eating of food.* |
| **Mana whenua** |  |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |

## Assessment Task 2

This task assesses the performance criteria of 1.2

1.2 The benefits of whānau in tourism Māori is explained in terms of the best outcomes for whānau, hapū, iwi.

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| **Task.2 (1.2)** |
| In the mind map below there are seven potential areas of benefit for whānau, hapū and iwi from using a whānau approach to tourism Māori. An example of best outcomes of using this approach for **strengths** has been provided as a model. Explain the best outcomes that could be achieved in the remaining **six** areas. |

## Assessment Task 3

This task assesses the performance criteria of 1.3

1.3 Traditional and contemporary communal whānau activities are explained in terms of their contribution to tourism Māori.

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| **Task 3 (1.3)** |
| 3a Below is a list of some traditional whānau activities that may take place during a tourism Māori event. In the table provided, explain how **two** of these activities can contribute to Tourism Māori. An explanation for **poukai** has been given as an example. |
|  | hura kōhatu | Matariki | wānanga whakapapa | ahurei | wānanga mōteatea | whakairo |

|  |  |
| --- | --- |
| **Traditional whānau activities**: | **Explanation of how the activity contributes to tourism Māori** |
| ***POUKAI*** | *Was originally started by Kiingi Taawhiao to feed the widowed, the bereaved and the destitute. It was a way of looking after and feeding people driven from their homeland after the New Zealand wars in 1863. Nowadays it is a way for iwi to feast together, grieve together for those recently passed, disseminate news of relevance to the iwi, bring people’s concerns to the attention of the Kiingitanga leadership and collect financial contributions to the Kiingitanga and the host marae.* |
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| 3b Below is a list of contemporary whānau activities. Explain how these activities contribute to Tourism Māori. An explanation for **kapahaka** has been provided as an example. Select another **two** activities and explain how each can contribute to tourism Māori. |
| Pā wars | Reunions | Matariki | Waka ama | Māori golf | Te Matatini |

|  |  |
| --- | --- |
| **Contemporary whānau activities:** | **Explanation of how the activity contributes to tourism Māori** |
| *Kapa haka events* | *Kapa haka have a significant contribution to tourism Māori as it is not only used to embrace te reo Māori, but it is also a way of sharing and expressing stories and conveying messages through song and dance.**There are yearly competitions held in local kapa haka regions and biennially a national competition is held.*  |
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| Comments on this support materialPlease contact Māori Qualifications Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this resource. |

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| **Assessment Schedule** |

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| **Assessment Task 1** | **Evidence for Achieved** | **Grades** |
| Explain the value of **mana whenua** plus any other **five** roles. | Written, oral or presentation of visual research to explain whanau roles and their value within a tourism Māori product.The following is an example of a tauira response.***Ringa wera*** *(kitchen staff) play a very important part within tourism Māori. They cook and prepare food for the noa process where everything is neutralized through eating of food. It also allows Māori people to showcase Māori hospitality at its best.* |

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| **N** |  |
| **A** |  |
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| **Judgement for Achieved** |
| Explanation is similar to tauira response.Response includes: **six** roles - m**ana whenua** plus **five** other roles  |
| **Assessment Task 2** | **Evidence for Achieved** | **Grades** |
| In the mind map, there are seven potential areas of benefit for whānau, hapū and iwi from using a whānau approach to tourism Māori.Explain the best outcomes that could be achieved in each of the remaining **six** areas. | Written, oral or presentation of visual research to show how whānau, hapū and iwi will benefit tourism Māori.The following are examples of tauira responses:*Social activities – Whanaungatanga (building relationships),* *Collective actions – families working together,* *Economic Development – Financial benefits,* *Self management – Māori taking ownership and managing themselves,* *Identity – Sense of belonging,* *Collective Esteem- Sense of achievement by whānau, hapū/or iwi.* |

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| **N** |  |
| **A** |  |
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| **Judgement for Achieved** |
| Explanation is similar to tauira response.Must include at least **one** benefit for each of the six potential areas.Examples for **six** areas is given:* Social Activities
* Economic Development
* Self Management
* Collective Esteem
* Identity
* Collective actions.
 |
| **Assessment Task 3a/b** | **Evidence for Achieved** | **Grades** |
| From the list of contemporary whānau activities, explain how these activities contribute to Tourism Māori. Select **two** activities and explain how each can contribute to tourism Māori. | Written, oral or presentation of visual research to show how whānau activities may be a tourism Māori event.3a *Traditional whānau activity.* ***Poukai*** *was originally started by Kiingi Taawhiao to feed the widowed, the bereaved and the destitute. It was a way of looking after and feeding people driven from their homeland after the New Zealand wars in 1863. Nowadays it is a way for iwi to feast together, grieve together for those recently passed, disseminate news of relevance to the iwi, bring people’s concerns to the attention of the kiingitanga leadership and collect financial contributions to the kiingitanga and the host marae*.3b*Contemporary whānau activity:* ***Kapa haka*** *contributes significantly to tourism Māori as it is not only used to embrace te reo Māori but it is also a way of expressing and sharing stories and conveying messages through song and dance. Te Matatini kapa haka competitions held biennially is a huge drawcard for Māori as well as non-Māori*. |

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| **N** |  |
| **A** |  |
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|  | **Judgement for Achieved** |
| Explanation is similar to tauira responses.* **Two** contemporary whānau activities given
* **Two** traditional whānau activities given.

May use any of the following, however the candidate may use other examples but they should be negotiated with the teacher to ensure they meet the requirements of this unit standard:* Hura kōhatu
* Matariki
* Wānanga whakapapa
* Ahurei
* Wānanga mōteatea
* whakairo
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| --- | --- | --- | --- | --- |
| **Overall grade** (*please circle*) | **N** (Not Achieved) | **A** (Paetae/Achieved) |  |  |
| **Ākonga name** |  | **Assessor name** |  |
| **Ākonga signature** |  | **Assessor signature** |  |
| **Completion date** |  |