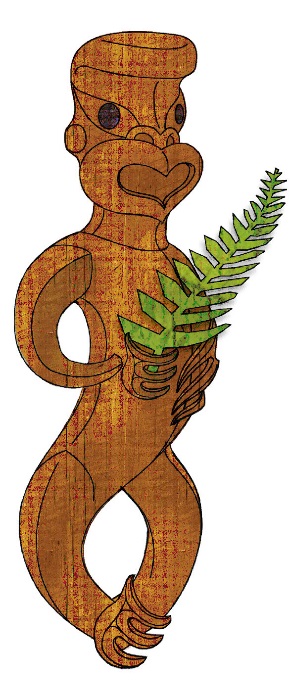
**Tīkarohia te Marama – Realise Your Potential**

**Field Māori Assessment Support Material**





# TOURISM MĀORI

# **UNIT STANDARD** 31070 (Version 1)

# Explain the importance of Māori place names, and use of reo Māori greetings and farewells in tourism

# (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 importance of Māori place names and list and use a range of te reo greetings and farewells in tourism. |

## 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.

## 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 for Task 1 and/or Task 2, 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 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:

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 importance of Māori names in tourism** |

## Assessment Task 1

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| |  |  |  | | --- | --- | --- | | Interview a local kaumātua, kuia or iwi representative and find out: | | | | * The historical accounts behind the naming of three local Māori place names and the importance of correct pronunciation of each place name. | | (1.1) | | * The influences Māori mythology in terms of pūrākau and pakiwaitara had on the naming of these places | | (1.2) | | **Historical account of three Māori place names and the importance of the pronunciation of the place names. (1.1)** | | | | 1 |  | | |  |  | | |  |  | | |  |  | | | 2 |  | | |  |  | | |  |  | | |  |  | | | 3 |  | | |  |  | | |  |  | | |  |  | | | 4 |  | | |  |  | | |  |  | | |  |  | | | 5 |  | | |  |  | | |  |  | | |  |  | | | 6 |  | | |  |  | | |  |  | | |  |  | |  |  |  |  | | --- | --- | --- | | **The influences pūrākau and pakiwaitara had on the naming of these places (1.2)** | | | | 1 | |  | |  | |  | |  | |  | |  | |  | |  | |  | | 2 | |  | |  | |  | |  | |  | |  | |  | | 3 |  | | |  |  | | |  |  | | |  |  | | |  |  | | |

References

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This task assesses the performance criteria of 1.1, 1.2, and 1.3

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| **Outcome 2** | **List and use a range of te reo greeting and farewells in tourism** |

## Assessment Task 2

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| When greeting manuhiri in te reo, it is important to be able to greet them in the appropriate manner using the correct phrasing and pronunciation.  **1a: List in the table below, one appropriate Māori greeting for each of the following;**   |  |  |  | | --- | --- | --- | | **Greetings for** | **Appropriate informal greeting** | **Appropriate formal greeting** | | A group |  |  | | One person |  |  | | Two people |  |  |   **1b: List in the table below, one appropriate Māori farewell for each of the following**   |  |  |  | | --- | --- | --- | | **Farewell for** | **Informal farewell** | **Formal farewell** | | A group |  |  | | One person |  |  | | Two people |  |  | |

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| **Pronunciation Observation Sheet** | | | |
| **Note:** Theassessor or verifier must have Reo Maori at level 4 or above or equivalent  **ĀKONGA:**  **Assessor:**  **Date:** | | | |
| **Place names** | | **Assessor Comments** | |
|  | | Te reo kia tika □ Te reo kia rere □ Te reo kia Māori □ | |
|  | | Te reo kia tika □ Te reo kia rere □ Te reo kia Māori □ | |
|  | | Te reo kia tika □ Te reo kia rere □ Te reo kia Māori □ | |
|  | | Te reo kia tika □ Te reo kia rere □ Te reo kia Māori □ | |
|  | | Te reo kia tika □ Te reo kia rere □ Te reo kia Māori □ | |
|  | | Te reo kia tika □ Te reo kia rere □ Te reo kia Māori □ | |
| **Formal and informal Greetings** | | **Assessor Comments** | |
| ***Group*** | | Te reo kia tika □ Te reo kia rere □ Te reo kia Māori □ | |
| ***Two people*** | | Te reo kia tika □ Te reo kia rere □ Te reo kia Māori □ | |
| ***One person*** | | Te reo kia tika □ Te reo kia rere □ Te reo kia Māori □ | |
| **Formal and informal farewells** | | **Assessor Comments** | |
| ***Group*** | | Te reo kia tika □ Te reo kia rere □ Te reo kia Māori □ | |
| ***Two people*** | | Te reo kia tika □ Te reo kia rere □ Te reo kia Māori □ | |
| ***One person*** | | Te reo kia tika □ Te reo kia rere □ Te reo kia Māori □ | |
|  |  |  | **Achieved**: Yes No |

This task assesses the performance criteria of 1.1, 2.1.

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| Comments on this support material  Please contact Māori Qualifications Services [mqs@nzqa.govt.nz](mailto: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** |
| **1a**  Interview a local kaumātua, kuia or community representative about THREE local Māori place names that may include but is not limited to –  maunga, awa, moana, roto, rohe, towns, cities   * the importance of historical accounts and the pronunciation of each place name; * the influences pūrākau and pakiwaitara have on the naming of each place;   **1b**  Present the information to an audience. | Written, oral or visual presentation to explain the importance of Māori place names. Evidence is gathered from local kaumātua, kuia or iwi representative.  Suggested solution:  Note: You may select any range of Māori place names.   * Ngaaruawaahia originally known as Waahia ngaa rua meaning the meeting place of two awa (rivers) – the Waipa and the Waikato. Awa is a life source providing food (tuna, ika), resources (harakeke), means of transport, water ways and irrigation hence the significance in te ao Māori. Relationships between place names and the iwi is whakapapa and through whakapapa, kaitiakitanga is established. (ER 1.1) * Mispronunciation of Māori place names could be demoralising and insulting to tangata whenua as the mispronunciation of certain kupu would change the course of historical events and whakapapa connections. (ER 1.1) * The influence of Māori mythology in the naming of these two rivers provides an understanding and rationale of Māori history and makes sense of a Māori world view. (ER’s 1.2,) | |  |  | | --- | --- | | **N** |  | | **A** |  | |  |  | |  |  | |
| **Judgement for Achieved** |
| Information presented includes the:   * names of THREE local place * historical accounts for each place, * importance of correct pronunciation of each place name * influences pūrākau and pakiwaitara have on the naming of each place and is * In accordance with local hapū and/or iwi |

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| **Assessment Task 2** | **Evidence for Achieved** | **Grades** |
| When greeting manuhiri in te reo, it is important to be able to greet them in the appropriate manner using the correct phrasing and pronunciation.  **1a:** In the table below list one appropriate Māori greeting for each of the following   * a group * two people * one person   **1b: I**n the table below list one appropriate Māori farewell for each of the following;   * a group * two people * one person | Written and oral evidence that demonstrates tauira ability to greet manuhiri in te reo.  Suggested solution:  Tēnā koe Greeting to one person  Tēnā kōrua Greeting to two people  Tēnā koutou Greetings to three or more people/group  Haere rā Goodbye to someone leaving  E noho rā Goodbye to someone staying  Ka kite anō See you again | |  |  | | --- | --- | | **N** |  | | **A** |  | |  |  | |  |  | |
| **Judgement for Achieved** |
| Observation of tauira during verbal presentation of assessment. Assessor will complete observation sheet, and note if tauira has achieved the unit standard.   |  |  |  |  | | --- | --- | --- | --- | | **Pronunciation Observation Sheet** | | | | | **Note:** Theassessor or verifier must have Reo Maori at level 4 or above or equivalent:  **ĀKONGA:**  **ASSESSOR:**  **DATE:** | | | | | **Place names** | **Assessor Comments** | | | | Ko Ruapehu te maunga | Te reo kia tika √ Te reo kia rere √ Te reo kia Māori √ | | | | Ko Turangi te waahi | Te reo kia tika √ Te reo kia rere √ Te Reo kia Māori √ | | | |  |  | | | | **Formal and Informal Greetings** | **Assessor comments** | | | | Group | Te reo kia tika √ Te reo kia rere × Te Reo kia Māori × | | | | Two people | Te reo kia tika √ Te reo kia rere √ Te Reo kia Māori √ | | | | One person | Te reo kia tika √ Te reo kia rere √ Te Reo kia Māori √ | | | | **Formal Greetings** | **Assessor comments** | | | | **Formal and Informal Greetings** | **Assessor comments** | | | | Group | Te reo kia tika √ Te reo kia rere × Te Reo kia Māori × | | | | Two people | Te reo kia tika √ Te reo kia rere √ Te Reo kia Māori √ | | | | One person | Te reo kia tika √ Te reo kia rere √ Te Reo kia Māori √ | | | | **Formal Farewells** | **Assessor comments** |  |  | | Group | Te reo kia tika √ Te reo kia rere × Te Reo kia Māori × | | | | Two people | Te reo kia tika √ Te reo kia rere × Te Reo kia Māori × | | | | One person | Te reo kia tika √ Te reo kia rere × Te Reo kia Māori × | | | | **Informal Farewells** | **Assessor comments** |  |  | | Group | Te reo kia tika √ Te reo kia rere × Te Reo kia Māori × | | | | Two people | Te reo kia tika √ Te reo kia rere × Te Reo kia Māori × | | | | One person | Te reo kia tika √ Te reo kia rere × Te Reo kia Māori × | | | |  | **Achieved Yes / No** |  |  | |

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

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