

<b>Title</b>	<b>Demonstrate knowledge of natural resources important to Māori in te ao tūroa</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	People credited with this unit standard are able, in te ao tūroa, to: demonstrate knowledge of natural resources important to Māori; demonstrate knowledge of specific natural resources; and explain the background for one natural resource category.
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<b>Classification</b>	Ngā Mahi ā te Rēhia > Te Ao Tūroa
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<b>Available grade</b>	Achieved
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<b>Entry information</b>	
<b>Recommended skills and knowledge</b>	Unit 16078, <i>Demonstrate knowledge of Te Tiriti o Waitangi and the Treaty of Waitangi and its relevance in te ao tūroa.</i>

### Explanatory notes

- 1 Local iwi or hapū tikanga and kawa underpin the basis of this unit standard.
- 2 The context of the unit standard is limited to local rohe or takiwā. Where local rohe are also occupied by other iwi or hapū, the tangata whenua or mana whenua view will take precedence. Other iwi or hapū views should be encouraged, in order to enrich and enhance understanding of key Māori concepts and practices.
- 3 The definitions of Māori words and concepts in the local dialect must be verified by the local iwi and/or hapū.
- 4 For the assessment of this unit standard, descriptions and explanations can be presented in a number of ways that may include but are not limited to – oral presentations, visual presentations, written presentations, whakaari, waiata, haka.

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## Outcomes and evidence requirements

### Outcome 1

Demonstrate knowledge of natural resources important to Māori in te ao tūroa.

Range includes but is not limited to – moana, awa, whenua  
a minimum of two examples from each.

### Evidence requirements

- 1.1 Knowledge of the use of natural resources as kai is identified and explained in accordance with local iwi and hapū tikanga and kawa.
- 1.2 Knowledge of the care and use of natural water resources, is identified and explained in accordance with local iwi and hapū tikanga and kawa.
- 1.3 Knowledge of the use of natural resources as rongoā is identified and explained in accordance with local iwi and hapū tikanga and kawa.
- 1.4 Knowledge of the use of natural resources for implements and utensils is identified and explained in accordance with local iwi and hapū tikanga and kawa.
- 1.5 Knowledge of the use of natural resources as protective clothing is identified and explained in accordance with local iwi and hapū tikanga and kawa.
- 1.6 Knowledge of the use of natural resources for shelter is identified and explained in accordance with local iwi and hapū tikanga and kawa.
- 1.7 Knowledge of natural resources for the making of fire is identified and explained in accordance with local iwi and hapū tikanga and kawa.

### Outcome 2

Demonstrate knowledge of specific natural resources used in te ao tūroa.

### Evidence requirements

- 2.1 Vegetation resources are identified and their uses described in accordance with local iwi and hapū tikanga and kawa.  
  
Range three for kai, three for rongoā.
- 2.2 Safe water resources are identified and safe collection methods for use are explained in accordance with local iwi and hapū tikanga and kawa.  
  
Range identification may include but is not limited to – establishing water source, visible determinants, flowing water, plant life.
- 3.3 Shelter resource options are identified and their suitability compared in accordance with local iwi and hapū tikanga and kawa.

Range includes but is not limited to – flora and fauna, climate, ground terrain.

### Outcome 3

Explain the background of one natural resource category.

Range kai, water, rongoā, vegetation;  
evidence of a minimum of one is required.

### Evidence requirements

3.1 The historical use of the resource is explained in accordance with local iwi and hapū tikanga and kawa.

Range may include but is not limited to – pūrākau, pakiwaitara, kōrero ōnamata, kōrero o neherā  
evidence of a minimum of one is required.

3.2 Kaitiakitanga of the resource is explained in accordance with local iwi and hapū tikanga and kawa.

Range may include but is not limited to – pūrākau, pakiwaitara, kōrero ōnamata, kōrero o neherā  
evidence of a minimum of one is required.

3.3 The effect of today's environment on the resource is explained in accordance with local iwi and hapū tikanga and kawa.

Range may include but is not limited to – pollution, urbanisation, disease, migration.

<b>Planned review date</b>	31 December 2015
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### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	21 May 1999	31 December 2012
Review	2	18 October 2001	31 December 2012
Rollover and Revision	3	23 February 2007	31 December 2012
Review	4	15 September 2011	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0099
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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**Comments on this unit standard**

Please contact Skills Active Aotearoa Limited [info@skillsactive.org.nz](mailto:info@skillsactive.org.nz) if you wish to suggest changes to the content of this unit standard.