

Title	Demonstrate knowledge of preparing a marae for a pōwhiri		
Level	2	Credits	4

Purpose	People credited with this unit standard are able to explain: the different roles and responsibilities involved in preparing a marae; the purpose of the assigned areas for tangata whenua and manuhiri on a marae; and the selection and positioning of marae resources.
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Classification	Mana Wahine > Te Aho Wahine
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Available grade	Achieved
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Guidance Information

- 1 *Tikanga and kawa* – the basic principles underpinning tikanga are common, but while there are some constants, the details of performance of tikanga, and their explanation, may differ. These differences may be at a rohe, iwi, hapū, whānau, or marae level. The context of the learning should include the tikanga of the local mana whenua (if capable) but learning others' tikanga is also encouraged. This is in order to enrich and enhance understanding of tikanga, and the associated reo. *Kawa* are the protocols or customs of the marae (and inside the wharenui); particularly those related to formal activities such as pōwhiri, karanga, whaikōrero etc. *Kawa* can be particular to marae, and may vary amongst whānau, hapū, and iwi.
- 2 Assessment against this unit standard can be conducted in a number of ways that may include but is not limited to – oral, visual and written presentations, whakaari, waiata, haka, mōteatea.
- 3 Glossary
Kaiwhakahaere refers to a person who supervises and facilitates.
Kaitautoko refers to a person who advises.
Kaiārahi refers to a person who guides.
Kaiāwhina refers to a person who helps.
- 4 Recommended resources may include but not limited to:
Salmond, A. (1985). *Hui; A Study of Māori Ceremonial Gatherings*. Auckland: Reed Methven.
Tauroa, Hiwi & Pat. (1986). *Te Marae; A Guide to Customs & Protocol*. Auckland. Reed Methven.
Local kaumātua.
- 5 Where applicable, ākonga are encouraged to reference. Referencing prepares ākonga for academic writing.

Outcomes and performance criteria

Outcome 1

Explain the different roles and responsibilities involved in preparing a marae.

Performance criteria

- 1.1 Roles and responsibilities are explained in terms of whakapapa, knowledge, skills and experience.
- 1.2 Roles and responsibilities are explained in terms of specified tasks.

Range may include but is not limited to – kaiārahi, kaiwero, kaiwhakahaere, kaitautoko, kaiāwhina, kaikōrero, kaumātua, kaikaranga, ringa hora, ringa wera, kaimahi, kaikarakia; evidence of three is required

Outcome 2

Explain the purpose of the assigned areas for tangata whenua and manuhiri on a marae.

Performance criteria

- 2.1 Explanation includes reasons that areas are assigned for tangata whenua and manuhiri.

Outcome 3

Explain the selection and positioning of marae resources.

Performance criteria

- 3.1 Explanation includes reason and purpose of selecting and positioning of marae resources.

Range may include but is not limited to – moenga, tūru, whāriki, whakaahua, waka tūpāpaku, whare mate

Planned review date	31 December 2026
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	21 August 2009	31 December 2018
Revision	2	19 July 2012	31 December 2018
Rollover	3	18 June 2014	31 December 2018
Review	4	19 May 2016	31 December 2022
Review	5	30 September 2021	N/A

Consent and Moderation Requirements (CMR) reference

0226

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact NZQA Māori Qualifications Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.