Title | Demonstrate knowledge of preparing a marae for a pōwhiri
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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.

**Classification**
Mana Wahine > Te Aho Wahine

**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:
   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
Status information and last date for assessment for superseded versions

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Consent and Moderation Requirements (CMR) reference

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 mgs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.