**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.

**Classification**
Mana Wahine > Te Aho Wahine

**Available grade**
Achieved

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**Explanatory notes**

1. **Definitions**
   Tikanga and Kawa – the context of the inquiries are limited to the local rohe or takiwā. Where local rohe are also occupied by a number of 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 kaupapa, tikanga, kawa and take.
   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.

2. **Resources recommended may include but not limited to** –
   Local kaumātua.

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**Outcomes and evidence requirements**

**Outcome 1**

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

**Range**
kaiārahi, kaiwhakahaere, kaitautoko, kaiāwhina.

**Evidence requirements**

1.1 Assigned roles and responsibilities are explained in terms of whakapapa, knowledge, skills and experience.
1.2 Delegated roles and responsibilities are explained in terms of specified tasks.

Range selecting, facilitating, assisting, positioning of resources.

Outcome 2

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

Evidence requirements

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

2.2 Explanation includes the purpose of the cleared areas for both manuhiri and tangata whenua.

Outcome 3

Explain the selection and positioning of marae resources.

Evidence requirements

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

Range resources may include but are not limited to – bedding, seating, microphone, speakers, tarpaulin, tents.

Planned review date 31 December 2021

Status information and last date for assessment for superseded versions

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Consent and Moderation Requirements (CMR) reference 0226


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.

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.