



		QUALIFICATION LEARNING OUTCOMES			
MODULE	Assessment Standards <i>may include combinations of those listed below</i>	GPO 1 <i>Describe the fundamental application of cultural concepts where tikanga are applied and practiced as an expression of mana ao tūroa.</i> (15 credits)	GPO 2 <i>Apply basic reo structures and tikanga practices as an expression of mana reo.</i> (15 credits)	GPO 3 <i>Apply basic factual knowledge to describe tikanga as they apply to kaitiakitanga in the expression of mana whenua.</i> (15 credits)	GPO 4 <i>Engage and interact with others to carry out basic aspects of ngā tikanga as an expression of mana tangata.</i> (15 credits)
<b>Te Manaaki Tāngata Ki Te Marae</b>  <b>Te Reo Māori</b> <i>(Achievement Stds)</i> (L2, C28)	<ul style="list-style-type: none"> <li>• <b>91285</b> Kōrero kia whakamahi i te reo o te ao torotoro (L2, C6)</li> <li>• <b>91284</b> Whakarongo kia mōhio ki te reo o te ao torotoro (L2, C4)</li> <li>• <b>91286</b> Pānui kia mōhio ki te reo o te ao torotoro (L2, C6)</li> <li>• <b>91287</b> Tuhi i te reo o te ao torotoro (L2, C6)</li> <li>• <b>91288</b> Waihanga tuhinga auaha, i te reo o te ao torotoro (L2, C6)</li> </ul>		<i>Use basic te reo in familiar and less familiar contexts.</i> (16c) <i>Using te reo appropriately in context</i>  *		
	<b>Tikanga</b> (L2, C20)	<ul style="list-style-type: none"> <li>• <b>16165</b> Describe a hui and the roles associated with hui in accordance with tikanga and/or kawa (L2, C2)</li> <li>• <b>27108</b> Describe the protocols and roles associated with pōwhiri in accordance with tikanga and/or kawa (L2, C2)</li> <li>• <b>16142</b> Describe the practices associated with pōwhiri in accordance with tikanga and/or kawa (L2, C2)</li> <li>• <b>27129</b> Explain the use of karakia in accordance with tikanga (L2, C2)</li> <li>• <b>31505</b> Explain the use of karakia relevant to a kaupapa (L2, C3)</li> <li>• <b>31507</b> Participate in the recitation of a karakia at a hui (L2, C3)</li> <li>• <b>31506</b> Explain the use of waiata relevant to a kaupapa (L2, C3)</li> <li>• <b>31509</b> Participate in the performance of a waiata tautoko at a hui (L2, C3)</li> </ul>	*	*	*

<p><b>Manaaki Marae</b> (L2, C15)</p>	<ul style="list-style-type: none"> <li>• <b>21232</b> Describe the roles and responsibilities of ringawera in a marae where kai (L2, C2)</li> <li>• <b>21251</b> Set tables, serve kai and clear tables in a marae wharekai (L2, C3)</li> <li>• <b>21253</b> Prepare and serve beverages in a marae wharekai (L2, C2)</li> <li>• <b>21287</b> Prepare and provide kai service, as part of a team and under supervision, for manuhiri (L2, C8)</li> </ul>	*	*	*	*
<p><b>Mana Wahine</b> (L2, C6)</p>	<ul style="list-style-type: none"> <li>• <b>10696</b> Participate in the preparation of a wharenuui for a pōwhiri (L2, C2)</li> <li>• <b>25764</b> Demonstrate knowledge of preparing a marae for a pōwhiri (L2, C4)</li> </ul>	*	*	*	*
<p><b>Waiata</b> (L2, C12)</p>	<ul style="list-style-type: none"> <li>• <b>13359</b> Demonstrate knowledge and skills of mōteatea (L2, C6)</li> <li>• <b>13363</b> Demonstrate knowledge and skills of waiata ā-ringā (L2, C6)</li> </ul>	*	*	*	*

Other standards may include:

		QUALIFICATION LEARNING OUTCOMES			
		GPO 1 <i>Describe the fundamental application of cultural concepts where tikanga are applied and practiced as an expression of mana ao tūroa. (15 credits)</i>	GPO 2 <i>Apply basic reo structures and tikanga practices as an expression of mana reo. (15 credits)</i>	GPO 3 <i>Apply basic factual knowledge to describe tikanga as they apply to kaitiakitanga in the expression of mana whenua. (15 credits)</i>	GPO 4 <i>Engage and interact with others to carry out basic aspects of ngā tikanga as an expression of mana tangata. (15 credits)</i>
MODULE	Assessment Standards <i>may include combinations of those listed below</i>				
<b>Environment Māori</b> (L2, C3)	<ul style="list-style-type: none"> <li>• <b>6141</b> Describe whanaungatanga in relation to the way Māori interact with the world (L2, C3)</li> </ul>	*	*	*	*
<b>Whakairo</b> (L2, 20c)	<ul style="list-style-type: none"> <li>• <b>23009</b> Identify and apply Māori art conventions, design elements and principles to explore whakairo (C5)</li> <li>• <b>23010</b> Generate, develop and refine visual ideas in whakairo (C5)</li> <li>• <b>23011</b> Demonstrate knowledge of whakairo production for meaning, intention, function and an artist's methodologies (C5)</li> <li>• <b>23012</b> Demonstrate knowledge of function and significance to explore the value of whakairo (C5)</li> </ul>	*	*	*	*
<b>Mau Rākau</b> (L2, 37c)	<ul style="list-style-type: none"> <li>• <b>27550</b> Demonstrate knowledge of ngā momo rākau whawhai (L2, C6)</li> <li>• <b>27551</b> Demonstrate knowledge of the relationship between te taiao and mau rākau, and incorporate te taiao into performance (L2, C9)</li> <li>• <b>20949</b> Demonstrate knowledge of, and perform, toroparawae (L2, C8)</li> <li>• <b>20950</b> Demonstrate knowledge of, and perform, torowaewae (L2, C8)</li> <li>• <b>27545</b> Demonstrate knowledge of, and perform, tākaro Māori (L2, C6)</li> </ul>	*	*	*	*

<p><b>Te Whakamahi Whenua</b> (L2, C27)</p>	<ul style="list-style-type: none"> <li>• <b>15975</b> Demonstrate knowledge of traditional insecticides and fungicides used by Māori (L2, C2)</li> <li>• <b>15980</b> Demonstrate knowledge of te whānau marama (L2, C2)</li> <li>• <b>15982</b> Demonstrate knowledge of tikanga Māori for rākau Māori used for kai (L2, C2)</li> <li>• <b>15992</b> Explain harvesting and processing of a native freshwater and a native marine fish or shellfish species for kai (L2, C3)</li> <li>• <b>15994</b> Demonstrate knowledge of a native freshwater and a native marine plant species used for kai (L2, C3)</li> <li>• <b>15469</b> Describe crop propagation in accordance with local tikanga (L2, C4)</li> <li>• <b>25471</b> Describe the cultivation of crops in accordance with local tikanga (L2, C4)</li> <li>• <b>25474</b> Describe the harvesting of crops in accordance with local tikanga (L2, C4)</li> <li>• <b>25476</b> Describe crop storage practices in accordance with local tikanga (L2, C3)</li> </ul>		*	*	*
<p><b>Ngā Mahi a Te Whare Pora</b> (L2, C17)</p>	<ul style="list-style-type: none"> <li>• <b>7873</b> Harvest and produce muka to complete kete handles(L2, C4)</li> <li>• <b>29533</b> Explain kete design, usage and patterns (L2, C3)</li> <li>• <b>7907</b> Harvest and prepare harakeke and raranga kete kūmara (L2, C4)</li> </ul>	*	*	*	

## **Ngā Mātāpono:**

### **Mana Tangata**

*Kia whakatairanga te pitomata o te tangata me ōna tātai pūmanawa ki te reo me ngā tikanga i roto i ōna ao mōhio o mua, o nāianei, mō āpōpō hoki.*

This mātāpono acknowledges the potential of each learner along with their inherent abilities to learn past and present applications of te reo and tikanga for future prosperity.

### **Mana Whenua**

*Taketake nō tēnei whenua te tangata Māori, tōna reo, me āna tikanga, nō reira ka pūmautia te tūrangawaewae me te rangatiranga o te tangata ki tōna whenua, ki tōna taiao o mua, o nāianei, mō āpōpō hoki.*

This mātāpono recognises the importance of tribal affiliation identity, tribal resources, tribal environs, stories, the sayings, dialectual variations as essential to future sustainability.

### **Mana Reo**

*Kia marama pū ki te pūtake, te whānui, te hōhonu, te tiketike o te reo me ngā tikanga o te tangata i roto i ngā ao mōhio o mua, o nāianei, mō āpōpō hoki ā, kia tangata whenua ai te reo.*

This mātāpono acknowledges learner potential and perseverance to acquire, grow, develop, and use multiple reo and tikanga literacies accurately and competently in settings that include cultural, intellectual, social, emotional, digital environs, second language acquisition theories, and pedagogy.

### **Mana Ao Tūroa**

*Te ngoi me te korou e tūhonohono ana, e whakaihiihi ana i ngā mea katoa o te ao kikokiko nei, he kawenga hoki i te mana o te tangata, o te mea rānei i te ao o mua, o nāianei, mō āpōpō hoki.*

This mātāpono acknowledges and supports the acquisition of knowledge and skills leading to proficiency, excellence, attainment and future accomplishment.