

TIKANGA

UNIT STANDARD 16043 (version 6)

Examine different accounts of Māori migration prior to Pākehā contact

(Level 2, Credits 6)

ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Tikanga unit standard 16043, *Examine different accounts of Māori migration prior to Pākehā contact*.

Assessment criteria

Paetae/Achieved

Examine different accounts of Māori migration prior to Pākehā contact.

You must complete the SIX (6) assessment tasks correctly to gain credits for this standard. The grades for this unit standard are Paetae/Achieved or Not Achieved.

Instructions

The tasks for this unit standard include describing Māori migration in terms of an iwi or hapū version of migration to Aotearoa, and the reasons for voyages made; identifying the waka and their associated hapū and iwi; identifying technology, navigation skills, and spiritual practices utilised in the migration; describing Māori migration in terms of the Great Migration to Aotearoa, and the reasons for voyages made; identifying the waka and their associated hapū and iwi, or groups; critiquing publications which recount Māori migration in terms of their merits and/or faults; identifying technology, navigation skills, and spiritual practices utilised in the migration; contrasting and discussing the accounts in terms of their differences and the reasons for their differences; and discussing the accounts in terms of their effects on Māori identity in New Zealand society.

This assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

EXAMPLES OF REFERENCING STYLES

1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

5 Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

6 Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, you will need to use your own words (and provide references).

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>.

ĀKONGA ASSESSMENT AND TASK SHEETS

Name

NSN #

Māori versions of migration prior to Pākehā contact were largely ignored or refuted by theories developed by Pākehā anthropologists during the 1900s. Notably, the theories developed were revised over and over again as evidence emerged to discount earlier theories. Despite these theories being refuted by contemporary historians, there is still a widespread belief and understanding of the Great Migration version of Elsdon Best and others. Māori versions vary significantly between hapū, iwi, rohe, and waka.

Outcome 1 Describe a Māori account of Māori migration prior to Pākehā contact.

Assessment Task 1 – this task assesses PC 1.1, 1.2 & 1.3

Describe Māori migration to Aotearoa in terms of an iwi or hapū version, and the reasons for the voyage made; and identify the waka and their associated hapū and iwi.

Describe an iwi or hapū version of Māori migration to Aotearoa.

Describe the reasons for the voyage; and include the names of relevant waka, iwi, and hapū.

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

Work Sheet 1

WAKA, IWI, AND HAPŪ	
DESCRIPTION	

DESCRIPTION CONTD...

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Assessment Task 2 – this task assesses PC 1.4

Identify technology, navigation skills, and spiritual practices utilised in the migration.

List any technology, navigation skills, and spiritual practices utilised in the migration to Aotearoa (according to the iwi or hapū version of the korero).

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

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Work Sheet 2

TECHNOLOGY

NAVIGATION SKILLS

SPIRITUAL PRACTICES

Outcome 2 Describe Pākehā accounts of Māori migration prior to Pākehā contact.

Assessment Task 3 – this task assesses PC 2.1, 2.2 & 2.3

Describe the Great Migration to Aotearoa made by Māori, and the reasons for the voyage made; and identify the waka and their associated hapū and iwi, or groups.

Describe a Pākehā account of the Great Migration for **TWO (2)** different waka, and the reasons for the voyages; and include the names of relevant iwi and hapū, or groups.

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

LEVEL 2

Work Sheet 3

WAKA 1; IWI AND HAPŪ, OR GROUP	
DESCRIPTION 1	

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**WAKA 2; IWI AND
HAPŪ, OR GROUP**

DESCRIPTION 2

DESCRIPTION 2 CONTD...

Assessment Task 4 – this task assesses PC 2.4

Critique publications which recount the waka migration of Māori to Aotearoa, in terms of their merits and/or faults.

Find publications which recount the migration of Māori to Aotearoa for the **TWO (2)** waka from Assessment Task 3, and critique their accounts in terms of the merits and/or faults of their kōrero.

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

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Work Sheet 4

WAKA 1	
PUBLICATION	
MERITS AND/OR FAULTS	

WAKA 2	
PUBLICATION	
MERITS AND/OR FAULTS	

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Assessment Task 5 – this task assesses PC 2.5

Identify technology, navigation skills, and spiritual practices utilised in the Great Migration (according to Pākehā accounts), for two different waka.

List any technology, navigation skills, and spiritual practices used by the **TWO (2)** waka from Assessment Task 3, in the Great Migration (according to Pākehā accounts).

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

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Work Sheet 5

WAKA 1 – TECHNOLOGY

WAKA 1 – NAVIGATION SKILLS

WAKA 1 – SPIRITUAL PRACTICES

WAKA 2 – TECHNOLOGY

WAKA 2 – NAVIGATION SKILLS

WAKA 2 – SPIRITUAL PRACTICES

Outcome 3 Discuss the reasons for the different accounts and the effects the accounts have had on Māori identity.

Assessment Task 6 – this task assesses PC 3.1 & 3.2

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Discuss the differing accounts in terms of: their differences (contrasting the two accounts) and the reasons for their differences; and their effects on Māori identity in New Zealand society.

Contrast the iwi or hapū version of Māori migration with the Pākehā account of the Great Migration. Discuss the differences between the two and the reasons for the differences.

Discuss the differing accounts in terms of what effects each account has on Māori identity in New Zealand society.

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

Work Sheet 6

DIFFERENCES BETWEEN THE MĀORI AND PĀKEHĀ ACCOUNTS

[Empty writing area for student response]

DIFFERENCES BETWEEN THE MĀORI AND PĀKEHĀ ACCOUNTS CONTD...

REASONS FOR THE DIFFERENCES

REASONS FOR THE DIFFERENCES CONTD...

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EFFECTS OF DIFFERING ACCOUNTS ON MĀORI IDENTITY

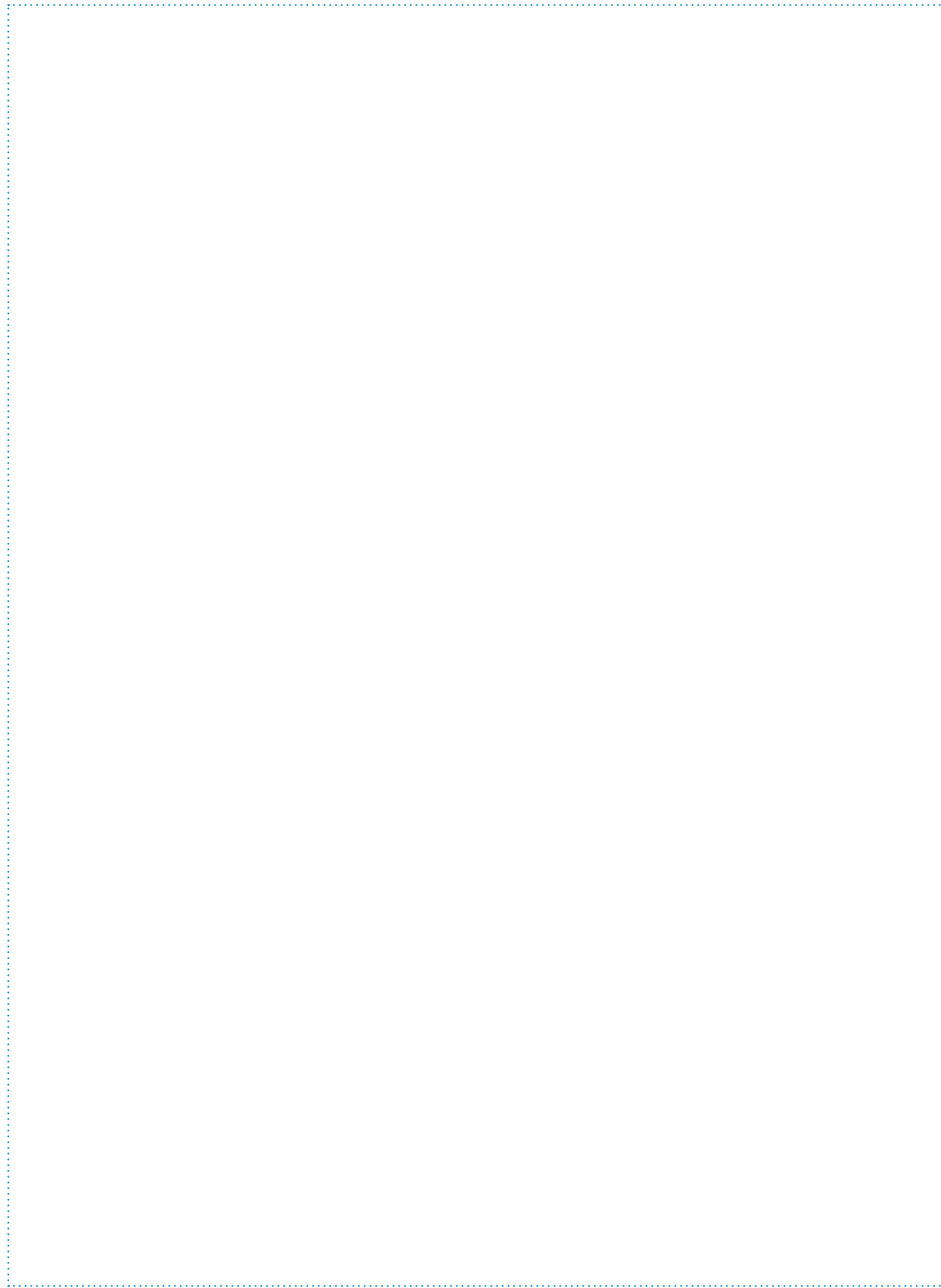
EFFECTS OF DIFFERING ACCOUNTS ON MĀORI IDENTITY CONTD...

References

(need help? - Refer to the reference guide at the front inside page of this booklet)

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A few things for you to think about

- Information presented must be written in your own words.
- All sources of information must be referenced.
- All tasks must be completed fully.

For Paetae/Achieved

Achievement of this standard will be evidenced through:

- describing a Māori account of Māori migration prior to Pākehā contact
 - describing Māori migration in terms of an iwi or hapū version of migration to Aotearoa
 - describing Māori migration in terms of the reasons for voyages made
 - identifying the waka and their associated hapū and iwi
 - identifying technology, navigation skills, and spiritual practices utilised in the migration
- describing Pākehā accounts of Māori migration prior to Pākehā contact
 - describing Māori migration in terms of the Great Migration to Aotearoa
 - describing Māori migration in terms of the reasons for voyages made
 - identifying the waka and their associated hapū and iwi, or groups
 - critiquing publications which recount Māori migration in terms of their merits and/or faults
 - identifying technology, navigation skills, and spiritual practices utilised in the migration.
- discussing the reasons for the different accounts and the effects the accounts have had on Māori identity
 - contrasting and discussing the accounts in terms of their differences and the reasons for their differences
 - discussing the accounts in terms of their effects on Māori identity in New Zealand society.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako/assessor.

Kia kaha!

Ākonga Record of Assessment

LEVEL 2

Unit Standard 16043 Examine different accounts of Māori migration prior to Pākehā contact			
Credits 6		Level 2	Version 5
Learning Outcome		Achievement	Ach / YTA
1.	Describe a Māori account of Māori migration prior to Pākehā contact	The ākonga has; Described Māori migration to Aotearoa in terms of an iwi or hapū version and the reasons the voyage was made and identified the waka and their associated hapū and iwi. Identified technology, navigation skills and spiritual practices utilised in the migration to Aotearoa (according to the iwi or hapū version of the korero.	
2.	Describe Pākehā accounts of Māori migration prior to Pākehā contact.	Described the Great Migration to Aotearoa made by Māori, and the reasons for the voyage made; and identified the waka and their associated hapū and iwi or groups.	
Kaiako signature:		Date:	
Ākonga signature:		Date:	

Fill this box out only if the ākonga needs to resubmit

Details of Reassessment if required:	
Comments:	
Kaiako signature:	Date:
Ākonga signature:	Date: