

## TIKANGA

### UNIT STANDARD 16160 (version 7)

Describe the characteristics and actions of a selected atua  
in accordance with ngā kōrero tuku iho

(Level 1, Credits 3)

# ĀKONGA BOOKLET

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

## Tēnā koe

This is your assessment booklet for Tikanga unit standard 16160, Describe the characteristics and actions of a selected atua in accordance with ngā kōrero tuku iho.

## Assessment criteria

### Paetae/Achieved

Describe the characteristics and actions of a selected atua in accordance with ngā kōrero tuku iho in terms of whānau interaction.

You must complete the TWO (2) 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 the characteristics of a selected atua in accordance with ngā kōrero tuku iho in terms of whānau interaction. Describing the actions of a selected atua in accordance with ngā kōrero tuku iho in terms of whānau interactions.

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 & TASK SHEETS

Name

NSN #

Ngā kōrero tuku iho are Māori stories, or histories, which provide a basis or rationale for Māori belief systems and tikanga. They may be found in Māori oral traditions (such as pūrākau, pakiwaitara, whakaapa, waiata, karanga, or whaikōrero) or in written works. They may also be particular to a marae, whānau, hapū, or iwi; and are often revered as treasured accounts to be passed down the generations.

Atua may include but are not limited to – Ranginui, Papatūānuku, Tāne, Tūmatauenga; demi-gods such as Māui, Tiki, Hineteiwaīwa, Mareikura, Whatukura; atua of local iwi and hapū.

**Outcome 1 Describe the characteristics of a selected atua in accordance with ngā kōrero tuku iho.**

### Assessment Task 1 – this task assesses PC 1.1

**Describe the characteristics of an atua in terms of whānau interaction.**

Select an atua and describe **TWO (2)** of their characteristics, in terms of their interaction with whānau members.

Characteristics include attributes and/or features of a social, cultural, spiritual, political, and ceremonial nature, or combinations of these.

Whānau interactions may include but are not limited to – roles played by atua in the separation of Ranginui and Papatūānuku, stance of individual atua, discussions and debates, tuakana/teina.

**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

**CHARACTERISTIC 1**

**CHARACTERISTIC 1 CONTD...**

**CHARACTERISTIC 2**

CHARACTERISTIC 2 CONTD...

**Outcome 2** Describe the actions of a selected atua in accordance with ngā kōrero tuku iho.

## Assessment Task 2 – this task assesses PC 2.1

**Describe the actions of an atua in terms of whānau interaction.**

Select an atua and describe **TWO (2)** actions of theirs, in terms of their interaction with whānau members.

Actions may include but are not limited to – the separation of Ranginui and Papatūānuku, creation of the world, the exploits of Māui.

Whānau interactions may include but are not limited to – roles played by atua in the separation of Ranginui and Papatūānuku, stance of individual atua, discussions and debates, tuakana/teina.

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

## Work Sheet 2

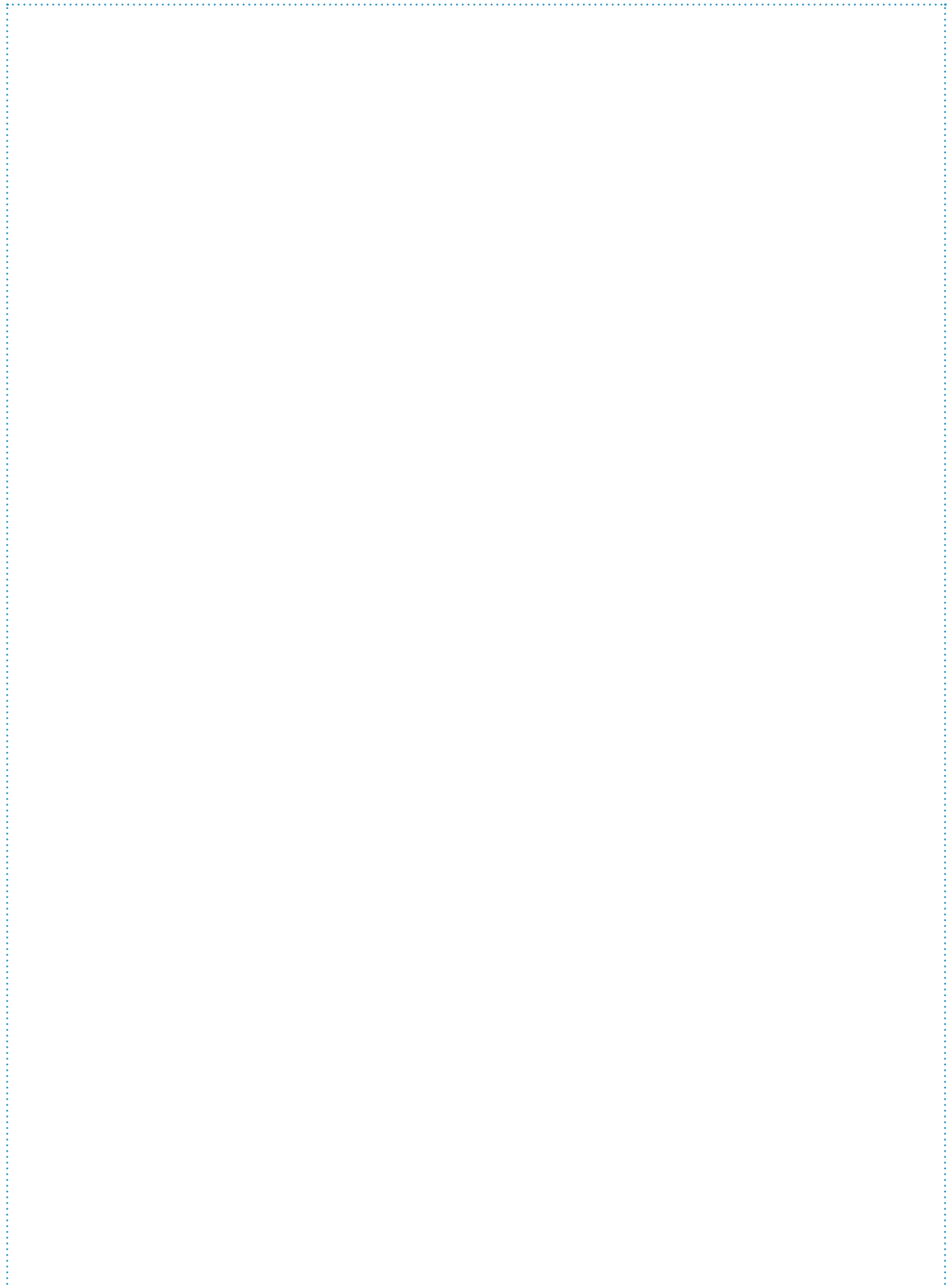
### ACTION 1

**ACTION 2**



# References

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



## 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 the characteristics of a selected atua in accordance with ngā kōrero tuku iho
  - describing the selected atua's characteristics in terms of whānau interaction
- describing the actions of a selected atua in accordance with ngā kōrero tuku iho
  - describing the selected atua's actions in terms of whānau interaction.

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

Kia kaha!

# Ākonga Record of Assessment

**Unit Standard 16160: Describe the characteristics and actions of a selected atua in accordance with ngā kōrero tuku iho**

Credits 3		Level 1	Version 7
Learning Outcome		Achievement	Ach / YTA
1.	Describe the characteristics of a selected atua in accordance with ngā kōrero tuku iho	The ākonga has;  Selected two atua and described two characteristics in terms of their interactions with whānau members.	
2.	Describe the actions of a selected atua in accordance with ngā kōrero tuku iho	Selected two atua and described two actions of theirs in terms of their interactions with whānau members.	
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:

## Notes: