

TIKANGA

UNIT STANDARD 16165 (version 7)

Describe a hui and the roles associated with hui
in accordance with tikanga and/or kawa

(Level 1, Credits 2)

ĀKONGA BOOKLET

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

Tēnā koe

This is your assessment booklet for Tikanga unit standard 16165, *Describe a hui and the roles associated with hui in accordance with tikanga and/or kawa.*

Assessment criteria

Paetae/Achieved

Describe a hui and the roles associated with hui in accordance with tikanga and/or kawa.

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 a selected hui, and roles associated with the selected hui, in accordance with tikanga and/or kawa.

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 #
-------------	--------------

Tikanga are cultural practices and procedures exercised by Māori in their daily lives. These practices reflect the concepts upon which they are based and provide guidelines for appropriate behaviour in Māori society. They also prescribe consequences for any breaches or when tikanga is not followed. They can be particular to a local marae, whānau, hapū, or iwi.

Kawa are the protocols or customs of the marae (and inside the wharenuī); 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.

Outcome 1 Describe a selected hui in accordance with tikanga and/or kawa.

Assessment Task 1 – this task assesses PC 1.1

Describe a selected hui in terms of its key elements, and in accordance with tikanga and/or kawa.

Select a hui and describe it in terms of its **kaupapa** and **TWO (2)** other key elements. These may include, but are not limited to – whakatau, whaikōrero, karakia, mihimihi, hākari.

Hui include gatherings of a social (eg, mārena), spiritual (hui hāhi), political (hui ā-tau), ceremonial (whakatuwhera whare), economic (iwi forum), or cultural (tangihanga) nature.

Kaupapa refers to the theme, mood, and/or purpose of a hui. This may include – Te Matatini, mārena, hui tōrangapū.

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

KEY ELEMENT 1	KAUPAPA
DESCRIPTION	

KEY ELEMENT 2

DESCRIPTION

KEY ELEMENT 3

DESCRIPTION

Outcome 2 Describe roles associated with the selected hui in accordance with tikanga and/or kawa.

Assessment Task 2 – this task assesses PC 2.1

Describe TWO (2) roles associated with the selected hui, in accordance with tikanga and/or kawa.

Roles may include, but are not limited to – kaikōrero, kaikaranga, kaikarakia, kaiwaiata, kaiwhakarite, ringawera, kaitiaki pūtea.

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

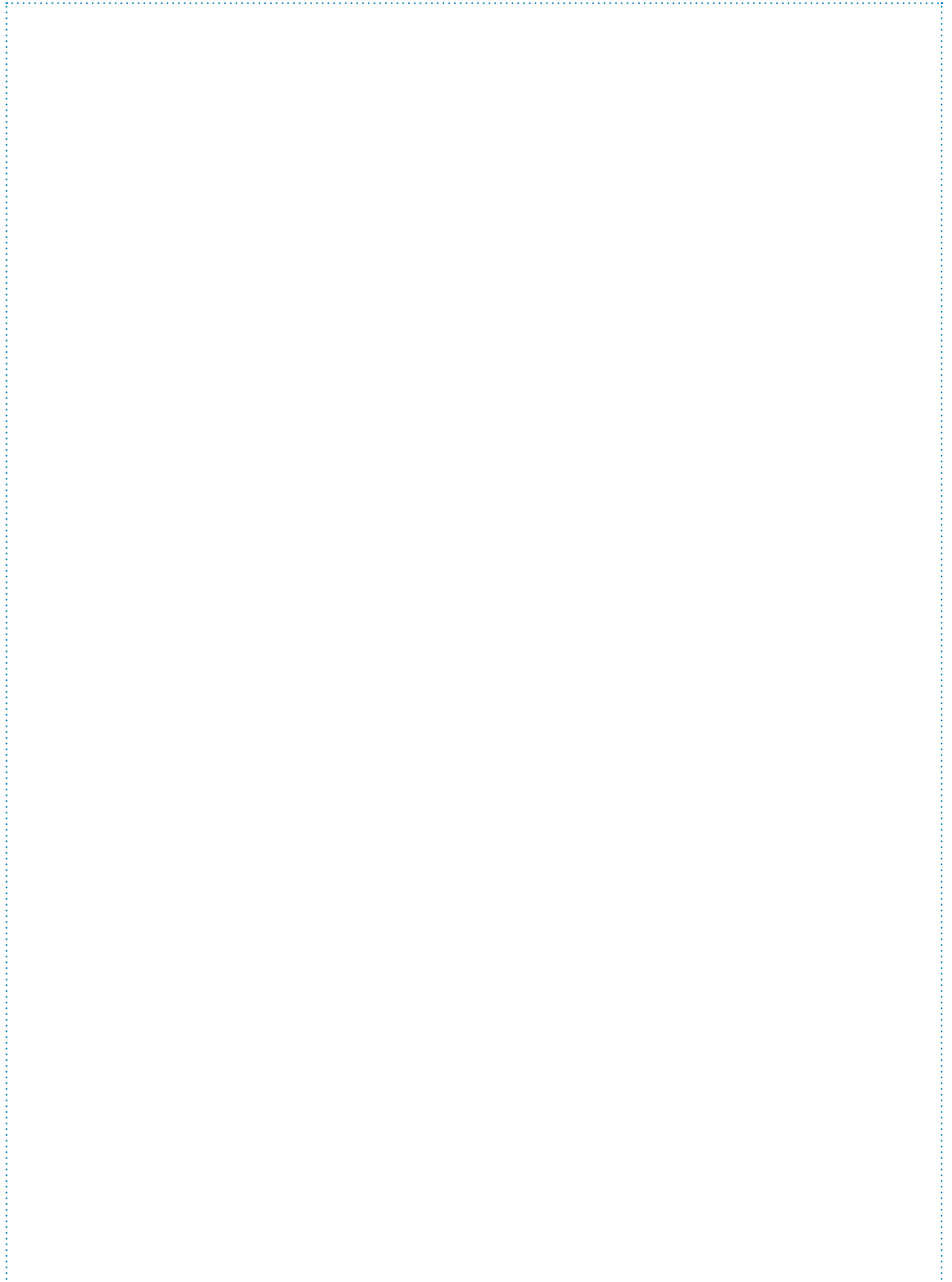
ROLE 1	
DESCRIPTION	

ROLE 2

DESCRIPTION

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 a selected hui in accordance with tikanga and/or kawa
 - describing a hui in terms of its key elements, and in accordance with tikanga and/or kawa
- describing roles associated with the selected hui in accordance with tikanga and/or kawa
 - describing two roles in accordance with tikanga and/or kawa.

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

Kia kaha!

Ākonga Record of Assessment

Unit Standard 16165 Describe a hui and the roles of associated with hui in accordance with tikanga and/or kawa			
Credits 2		Level 1	Version 7
Learning Outcome		Achievement	Ach / YTA
1.	Describe a selected hui in accordance with tikanga and/or kawa	The ākonga has; Selected a hui and described it in terms of its kaupapa and two key elements.	
2.	Describe roles associated with the selected hui in accordance with tikanga and/or kawa	Describe two roles associated with a selected hui	
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: