ASSESSOR BOOKLET

Assessment Support Materials

NGĀ MAHI A TE WHARE PORA

NZQA
Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

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Māori Qualifications Services
Te Ohu Tohu Mātauranga Māori

Tohu Artist - Tiana Maihi
(Ngā Puhi, Te Arawa, Ngāti Porou, Ngāi Tai)

Assessment Support Materials

NGĀ MAHI A TE WHARE PORA

Introduction

Welcome to the Assessment Support Materials for Ngā Mahi a Te Whare Pora.

The Assessment Support Materials for Ngā Mahi a Te Whare Pora have been developed to support you the assessor in achieving the outcomes of the unit standards listed below and are guidelines only. Please ensure you are using the most up to date standard by checking the NZQA website before using the materials in this booklet. If you would like to provide us with feedback on these materials or suggest changes to the content of this resource, please contact us on Māori Qualification Services mqs@nzqa.govt.nz

Ngā mihi

Level 1

7879	Whakamahi whiri
7881	Create tīpare
7906	Harvest and prepare harakeke and raranga kono
29531	Harvest and prepare harakeke and raranga kōnae

Level 2

7869	Harvest and prepare harakeke for kete whakairo

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'Te manu ka kai i te miro, nōna te ngahere
Te manu ka kai i te mātauranga, nōna te ao'

–

'The bird that partakes of the berry, his is the forest.
The bird that partakes of knowledge, his is the world'

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FIELD MĀORI ASSESSMENT SUPPORT MATERIAL

TĪKAROHIA TE MARAMA
REALISE YOUR POTENTIAL

LEVEL 1

NGĀ MAHI A TE WHARE PORA

UNIT STANDARD 7879 (VERSION 9)

Whakamahi whiri

(Level 1, Credits 2)

ASSESSOR BOOKLET

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Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate skills to whakamahi whiri.	Demonstrate proficient skills to whakamahi whiri.	Demonstrate artistic skills to whakamahi whiri.

Assessment criteria

There are four (4) assessment tasks that the ākonga must complete independently.

For the purpose of this unit standard:

- grades for kaiaka/merit and kairangi/excellence are assessed against in-depth explanations for three whiri, producing and using muka with skill, whiri being even and balanced and attached or bound with skill.
- it is recommended that ākonga complete standard 18689, Demonstrate knowledge of the whakapapa and tikanga of te Whare Pora, before they complete this standard.

Ākonga assessment booklet

The ākonga booklet outlines important information including:

- authenticity,
- achievement criteria - Achieved, Merit, Excellence
- ākonga assessment task – this workbook and any other evidence are to be collected by the assessor and retained for assessment and moderation purposes, and you will need to discuss with the ākonga the length of time they have to complete the assessment.
- one credit equates to 10 notional hours of teaching and assessment.

Where ākonga choose to complete this workbook, they are to add more pages, as required.

Ākonga visual diary or workbook is to include photographs of themselves at different stages of the process, including statements of what each photograph is showing.

It is handy for ākonga to keep a list of kupu hou used by the kaiako each day.

Referencing can either be written at the bottom of each page or recorded within the reference section of the ākonga assessment booklet.

Authenticity

As per NZQA requirements, the assessor must:

- verify that the work submitted for assessment has been produced by the ākonga
- consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

To help manage authenticity, ākonga are to use their own words as well as provide reference/s for any written tasks and information. Please ensure you discuss this with your ākonga.

For further information, please refer to the following link:

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

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Referencing

This assessment requires the ākonga to reference his/her information. For the purposes of this assessment, the following are examples of reference styles.

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/.

PREPARATION FOR MODERATION

It is no longer necessary to complete a Moderation Cover Sheet as this information is entered online. If physical materials are sent for moderation, please ensure name of school and standard are included.

Digital submissions can be made directly through the application at any time.

Using the online External Moderation Application, schools and providers must include:

1. a copy of the task and any key supporting resources
2. a copy of the assessment schedule
3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

4. all files must be viewable online
5. URLs, e.g. for student created websites, will need to be submitted as links within a document.

For more information on the digital moderation process, please contact your Principal Nominee or Moderation Liaison (ML).

If you have any issues with preparing materials for moderation OR do not have materials to submit (ie you didn't assess this standard), **speak** to your Principal Nominee (PN) or Moderation Liaison (ML).

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ASSESSOR INFORMATION – ASSESSMENT TASKS

Name		NSN #	

Activities are to be carried out under kaiako supervision with minimal guidance.
The ākonga must present information in their own words, and references must be provided.

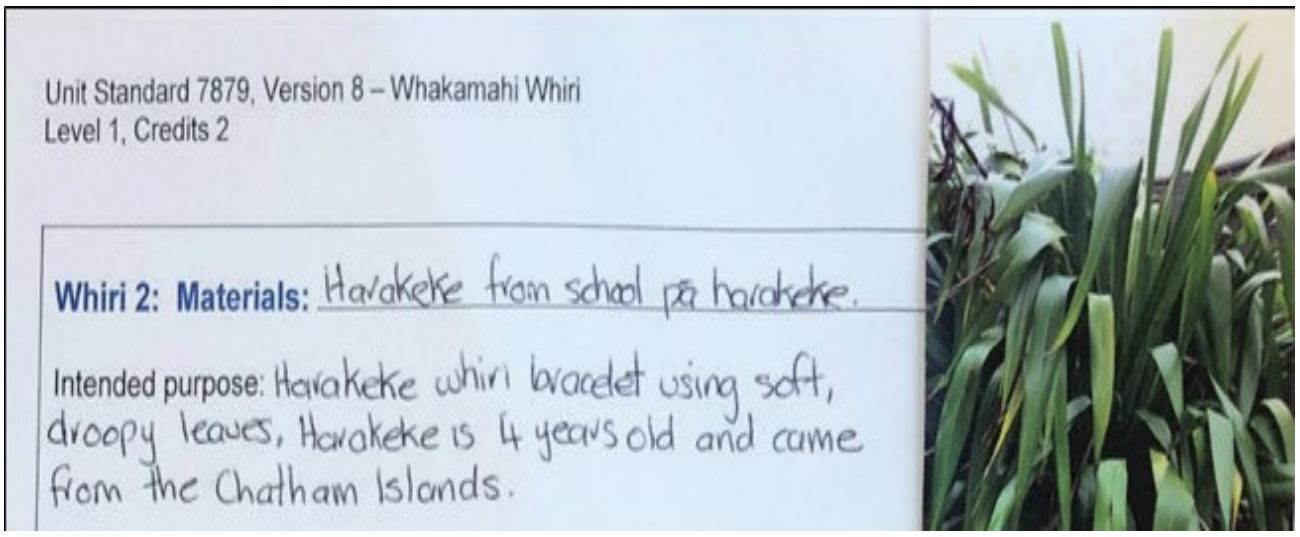
Outcome 1	Select and prepare materials to whakamahi whiri
Outcome 2	Whakamahi whiri.

Assessment Tasks

Select and prepare materials to whakamahi whiri

1. Select materials for three whiri and record the material preparation processes.
   - At least one whakamahi whiri must be muka,
   - Examples of other materials could include harakeke, cotton, wool, waxed thread, jute, muka etc.
2. Explain the intended purpose of each whiri.
   - At least one whakamahi whiri must be extracted muka,
   - Examples of other materials could include harakeke, cotton, wool, waxed thread, jute, muka etc.

Sample answer for tasks 1 and 2, that would be acceptable for 'Paetae/Achieved'.



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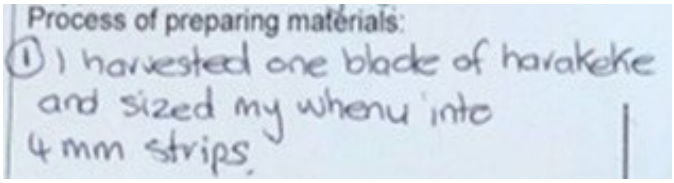
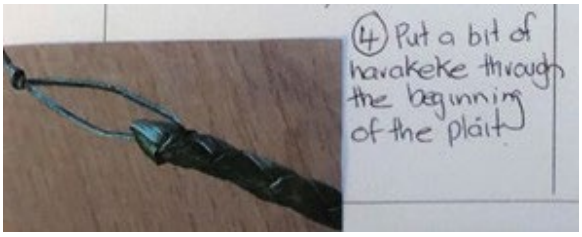
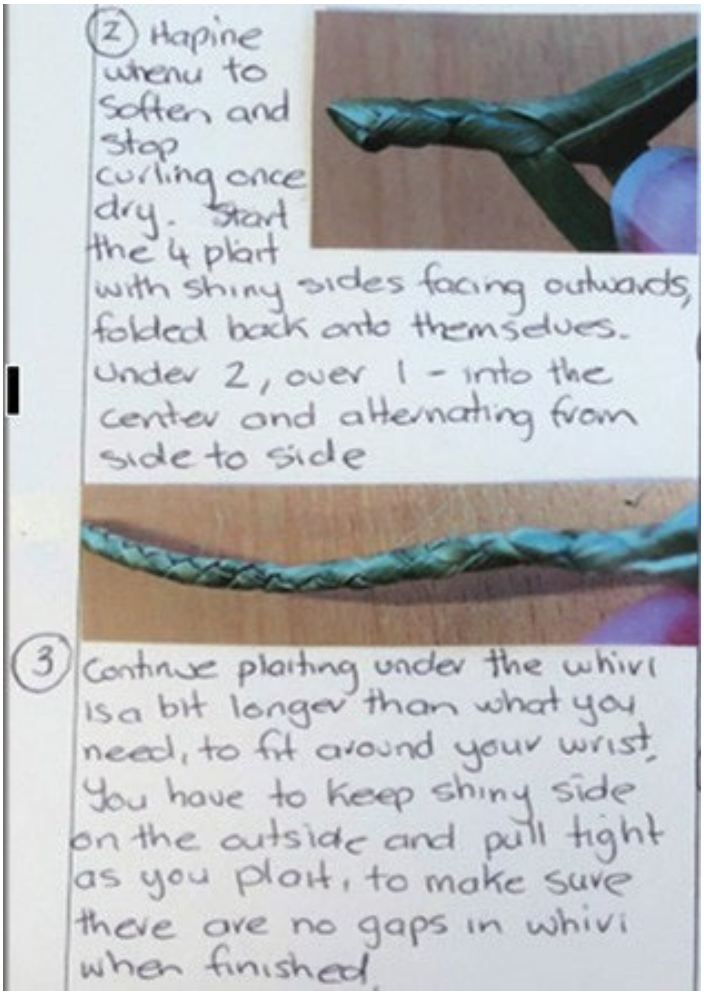
3. Whakamahi three whiri

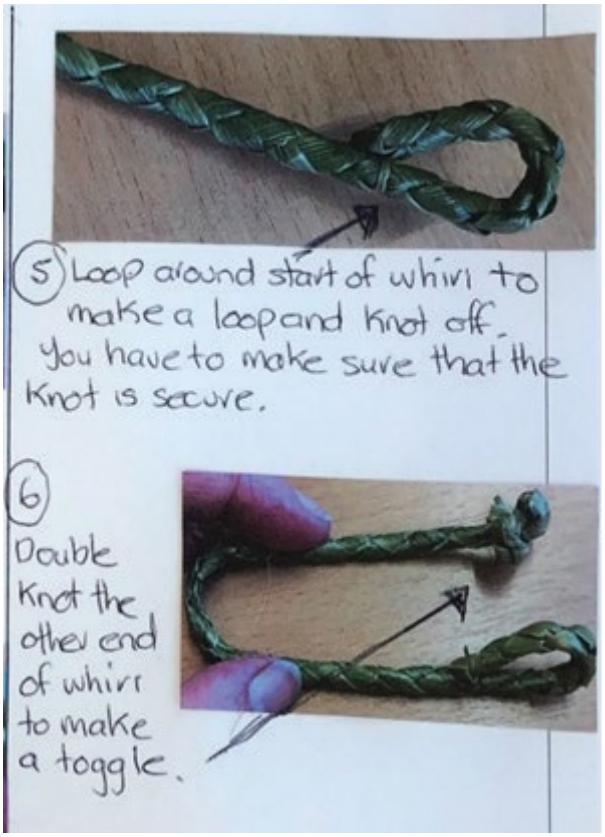
- At least one whakamahi whiri must be extracted muka,
- ākonga must use a different number of strands for each whiri; this may include but is not limited to - 3-flat, 4-round, 4-flat, 6-round, 6-flat whiri
- ākonga may include a mix of natural and synthetic materials or natural materials, for whiri 2 & 3
- ākonga must include specifications - quality, quantities/number of strands, whenu widths

Sample answer for 1 of 3 whakamahi whiri that would be acceptable for ''Kaiaka/Merit'.









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4. Ākonga must attach or bind their whakamahi whiri to suit its intended purpose and show an image of the completed and attached or bound whiri

Sample answer for 1 of 3 whakamahi whiri that would be acceptable for ''Kairangi/Excellence'

The completed whakamahi whiri bracelet 1 of 3 shows no gaps or distortion of whiri and is attached and bound with skill.

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NGĀ KUPU HOU

any new words associated with this standard including translation

Some examples of ngā kupu hou:

Muka - The fibre that is extracted from certain types of harakeke

Rauru - Flat plait of five strands -cordage on my mere

Whiri kawe - Flat plait using three strands - muka handles on my kete

Whiri tuapuku - Round four plait using four strands - Bracelet

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Unit standard 7879 (version 9)

Assessor Checklist

Ākonga		Date:	
Kaiako/Assessor			

PC	Evidence for Paetae/Achieved		Please tick	Kaiako comments
1.1	A	Muka is selected to whakamahi at least one whiri	☐	
		Materials are selected to whakamahi two whiri	☐	
		The intended purpose of all three whiri is explained	☐	
	M	In-depth explanation for each of the three whiri is provided	☐	
1.2	A	Muka is prepared and extracted to whakamahi whiri	☐	
	M	Muka is produced with some skill	☐	
	E	Muka has no para, is softened to an exceptional standard and used to complete at least one whiri	☐	
	A	Materials are prepared to whakamahi another two whiri	☐	
		Quality, quantity and size for all three whakamahi whiri is recorded	☐	
2.1	A	Whiri muka (1) is completed and attached or bound to suit its intended purpose • lengths are appropriate	☐	
		Whiri (2) is completed or bound to suit its intended purpose and uses a different number of strands than whiri 1 • lengths are appropriate	☐	
		Whiri (3) is completed or bound to suit its intended purpose and uses a different number of strands than whiri 1 & 2 • lengths are appropriate	☐	
	M	All three whiri are even and balanced, with slight distortion	☐	
	E	All three whiri have no gaps and no distortion	☐	
		All three whiri are attached or bound with skill	☐	
		Ākonga shows the three completed products	☐	

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Assessment Schedule

Ākonga		Date:	
Kaiako/Assessor			

PC	Evidence for Paetae/Achieved	Judgement for Paetae/Achieved	Please tick
1.1	Ākonga selects materials to whakamahi three whiri.	Muka is selected for at least one whakamahi whiri and the intended purpose is explained	☐
		Materials are selected for another two whakamahi whiri and their intended purpose is explained	☐
1.2	Ākonga prepares materials to whakamahi three whiri. Range - evidence may include – a mix of natural and synthetic materials or natural materials; quality, quantity, size.	Muka is prepared and extracted	☐
		Materials are prepared for another two whakamahi whiri	☐
2.1	Ākonga completes three whakamahi whiri. Range - specifications include – number of strands, appropriate lengths	Whiri muka (1) is completed and attached or bound to suit its intended purpose	☐
		Whiri (2 & 3) are completed or bound to suit their intended purpose	☐
		All three whiri use a different number of strands for each	☐

Judgement for Kaiaka/Merit

In-depth explanation for each of the three whiri is provided	☐
Muka is produced with some skill	☐
All three whiri are even and balanced, with slight distortion	☐

Judgement for Kairangi/Excellence

All three whiri have no gaps and no distortion of the whiri	☐
Muka has no para, is softened to an exceptional standard and used to complete at least one whiri	☐
All three whiri are attached or bound with skill and there is visual evidence of the completed product	☐

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All Achieved (A) tasks must be completed, to enable ākonga to progress to Merit (M) recognition,

All Achieved and Merit (M) tasks must be completed, to enable ākonga to progress to Excellence (E) recognition.

Overall grade (please circle)	N (NOT ACHIEVED)	A (PAETAE/ ACHIEVED)	M (KAIAKA / MERIT)	E (KAIRANGI/ EXCELLENCE)

ĀKONGA SIGNATURE	
ASSESSOR SIGNATURE	
COMPLETION DATE	

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Notes:

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Notes:

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FIELD MĀORI ASSESSMENT SUPPORT MATERIAL

TĪKAROHIA TE MARAMA
REALISE YOUR POTENTIAL

LEVEL 1

NGĀ MAHI A TE WHARE PORA

UNIT STANDARD 7881 (VERSION 9)

Create tīpare

(Level 1, Credits 3)

ASSESSOR BOOKLET

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Māori Qualifications Services
Te Ohu Tohu Mātauranga Māori

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate skills to create tīpare.	Demonstrate proficient skills to create tīpare.	Demonstrate artistic skills to create tīpare.

Assessment criteria

There is one (1) assessment task that the ākonga must complete independently.

- For the purpose of this unit standard:
- grades for kaiaka/merit and kairangi/excellence are assessed against minimal to no gaps within tīpare, no distortion of tīpare, quality of tension and weaving, even and balanced sides and tīpare being secured to enhance overall tīpare design.
- it is recommended that ākonga complete standard 18689, Demonstrate knowledge of the whakapapa and tikanga of te Whare Pora, before they complete this standard.

Ākonga assessment booklet

The ākonga booklet outlines important information including:

- authenticity,
- achievement criteria - Achieved, Merit, Excellence
- ākonga assessment task – this workbook and any other evidence are to be collected by the assessor and retained for assessment and moderation purposes, and you will need to discuss with the ākonga the length of time they have to complete the assessment.
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Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: http://www.mana.co.nz/heritage/viewpoint.html.

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ASSESSOR INFORMATION – ASSESSMENT TASKS

Name		NSN #	

Activities are to be carried out under kaiako supervision with minimal guidance.

The ākonga must present information in their own words, and references must be provided.

Outcome 1	Select and prepare materials to create tīpare
Outcome 2	Create tīpare

Assessment Task 1

Create tīpare

Select materials for three tīpare

Record how you prepare the materials for each tīpare

Weave 3 tīpare making sure you use a different amount of whenu for each tīpare and a different design and pattern for each tīpare.

Sample answer for 1 of 3 tīpare that would be acceptable for 'Kairangi/Excellence'.

TĪPARE 1	
MATERIALS:	Harakeke from the school pā harakeke.
WHENU QUANTITY	4 whenu plus 4 extra whenu for adding in, to create more length.

PREPARATION PROCESS

Here is a picture of my sized harakeke and the tools I used to prepare the harakeke and weave my tīpare.

1. I got permission from whaea Niwa, to harvest my harakeke at school,
2. I recited karakia before entering the pā harakeke,
3. I harvested 2 blades using a Stanley knife,
4. Remove take and size the blades into 8 whenu, at 1 cm in width. I made sure to harvest according to tikanga and kawa – down and away from the rito and awhi rito and removing dead blades to help the growth of the plant.
5. Hapine the whenu, using an old kitchen butter knife. This will stop the whenu from curling, as it dries.

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DESIGN AND PATTERN:

The design for this tīpare is called mekameka. In the North Island we use the word tīpare. In the South Island they use the word kōpare. It looks like a basic takitahi (under one, over one) weaving pattern.

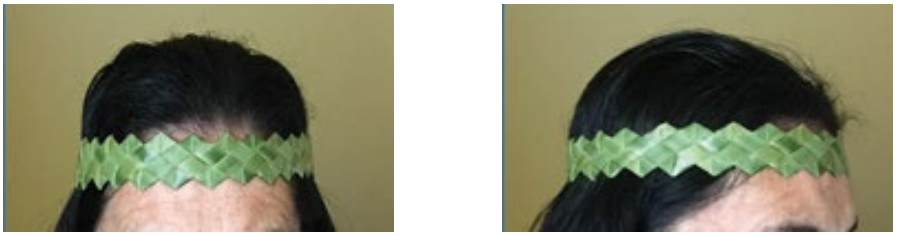
TĪPARE 1:

must show stages of weaving tīpare, having secured ends and fitting securely on ākonga head

Stages of making my tīpare

These pictures show an extra whenu being added

This picture shows both ends secured. I needed to make sure I threaded both end lengths under and over each other, so that when the kaiako tested my tīpare by pulling, it did not come apart and the sides were even and balanced.



My finished tīpare shows secured ends and fits securely on my head.

It's hard to see where I have started and finished.

Reference: Pendergrast, M. (2008). Fun with Flax. 50 projects for Beginners. Revised edition. Auckland: Raupo Publishing. (NZ) Ltd.

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NGĀ KUPU HOU

any new words associated with this standard including translation

Some examples of ngā kupu hou:

Awhi rito - two leaves on either side of the rito, matua

Hapine - A process of softening the harakeke whenu, to make sure it does not curl, when drying

Kōnae - A two cornered woven basket, with no whiri base.

Pā harakeke - Plantation

Rito - Young shoot, baby

Take - Thick stump end of the harakeke, not used for weaving but makes great stalk for putiputi

Tapiki - Weaving cast off. I used a two up two down cast off for my kōnae.

Whenu - Weaving strip

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Assessor Checklist

Ākonga		Date:	
Kaiako/Assessor			

PC	Evidence for Paetae/Achieved		Please tick	Kaiako comments
1.1	A	Materials are selected to create three tīpare Materials may include but are not limited to: • natural materials – harakeke; • synthetic materials – macramé twine, knitting silk, wool, tapestry mesh.	☐	
		Materials are prepared to create tīpare	☐	
2.1	A	Three tīpare are completed	☐	
		Each tīpare uses a different amount of whenu	☐	
		Each tīpare has a different design and pattern	☐	
	M	Three tīpare have minimal gaps within tīpare	☐	
		Three tīpare have consistent tension	☐	
	E	Three tīpare have no gaps and there is no distortion	☐	
		Three tīpare are of an exceptional standard	☐	
2.2	A	Three tīpare are secured to fit ākonga head	☐	
	M	Three tīpare are even and balanced	☐	
	E	Three tīpare are secured in a manner that enhances the overall design	☐	

All Achieved (A) tasks must be completed, to enable ākonga to progress to Merit recognition,

All Achieved and Merit (M) tasks must be completed, to enable ākonga to progress to Excellence (E) recognition.

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Assessment Schedule

Ākonga		Date:	
Kaiako/Assessor			

PC	Evidence for Paetae/Achieved	Judgement for Paetae/Achieved	Please tick
1.1	Ākonga selects materials to create three tīpare. May include but are not limited to: • natural materials – harakeke; synthetic materials – macramé twine, knitting silk, wool, tapestry mesh	Selected materials are identified	☐
			☐
	Ākonga prepares materials to create tīpare.	Selected materials are prepared	☐
2.1	Ākonga creates three tīpare	Each tīpare uses a different amount of whenu	☐
		Each tīpare uses a different design and pattern for each	☐
2.2	Tīpare are secured to fit on ākonga head	Each tīpare is complete and secured in a manner that fits on ākonga head.	☐

Judgement for Kaiaka/Merit

Three tīpare have minimal gaps	☐
Three tīpare have consistent raranga tension	☐
Three tīpare are even and balanced	☐

Judgement for Kairangi/Excellence

Three tīpare have no gaps and there is no distortion	☐
Three tīpare are of an exceptional standard	☐
Three tīpare are secured in a manner that enhances the overall design	☐

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Overall grade (please circle)	N (NOT ACHIEVED)	A (PAETAE/ ACHIEVED)	M (KAIAKA/ MERIT)	E (KAIRANGI/ EXCELLENCE)

ĀKONGA SIGNATURE	
ASSESSOR SIGNATURE	
COMPLETION DATE	

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Notes:

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FIELD MĀORI ASSESSMENT SUPPORT MATERIAL

TĪKAROHIA TE MARAMA
REALISE YOUR POTENTIAL

LEVEL 1

NGĀ MAHI A TE WHARE PORA

UNIT STANDARD 7906 (VERSION 8)

Harvest and prepare harakeke and raranga kono

(Level 1, Credits 4)

ASSESSOR BOOKLET

NZQA
Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

MQS
Māori Qualifications Services
Te Ohu Tohu Mātauranga Māori

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate skills to harvest and prepare and raranga kono.	Demonstrate proficient skills to raranga kono.	Demonstrate artistic skills to raranga kono.

Assessment criteria

There are six (6) assessment tasks that the ākonga must complete independently.

For the purpose of this unit standard:

- grades for kaiaka/merit and kairangi/excellence are assessed against even and balanced corners, tidy and balanced tapiki with consistent tension and kono completed with no gaps at an exceptional standard.
- it is recommended that ākonga complete 29711, Demonstrate knowledge of weaving resources and tikanga of te Whare Pora, before completing this standard.

Ākonga assessment booklet

The ākonga booklet outlines important information including:

- authenticity,
- achievement criteria - Achieved, Merit, Excellence
- ākonga assessment task – this workbook and any other evidence are to be collected by the assessor and retained for assessment and moderation purposes, and you will need to discuss with the ākonga the length of time they have to complete the assessment.
- one credit equates to 10 notional hours of teaching and assessment.

Where ākonga choose to complete this workbook, they are to add more pages, as required.

Ākonga visual diary or workbook is to include photographs of themselves at different stages of the process, including statements of what each photograph is showing.

It is handy for ākonga to keep a list of kupu hou used by the kaiako each day.

Referencing can either be written at the bottom of each page or recorded within the reference section of the ākonga assessment booklet.

Authenticity

As per NZQA requirements, the assessor must:

- verify that the work submitted for assessment has been produced by the ākonga
- consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

To help manage authenticity, ākonga are to use their own words as well as provide reference/s for any written tasks and information. Please ensure you discuss this with your ākonga.

For further information, please refer to the following link:

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Referencing

This assessment requires the ākonga to reference his/her information. For the purposes of this assessment, the following are examples of reference styles.

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

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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/.

PREPARATION FOR MODERATION

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2. a copy of the assessment schedule
3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

4. all files must be viewable online
5. URLs, e.g. for student created websites, will need to be submitted as links within a document.

For more information on the digital moderation process, please contact your Principal Nominee or Moderation Liaison (ML).

If you have any issues with preparing materials for moderation OR do not have materials to submit (ie you didn't assess this standard), **speak** to your Principal Nominee (PN) or Moderation Liaison (ML).

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ASSESSOR INFORMATION – ASSESSMENT TASKS

Name		NSN #	

Outcome 1 Harvest and prepare harakeke

Assessment Task 1

Harvest and prepare harakeke

Activities are to be carried out under kaiako supervision with minimal guidance.

The ākonga must present information in their own words, and references must be provided.

1. OBTAIN PERMISSION TO HARVEST YOUR HARAKEKE FROM A SPECIFIC SITE.

The ākonga needs to show evidence of who owns the land and who gave them permission to harvest the harakeke for kono.

- *Ākonga could include photograph/s of the cultivar and location.*

2. IDENTIFY ALL THE TOOLS AND MATERIALS FOR HARVESTING AND PREPARING YOUR HARAKEKE

The ākonga needs to identify all the tools and materials used for harvesting and preparing their harakeke to raranga kono including visuals of the tools used to harvest and prepare the harakeke.

Evidence could also include what each tool is used for.

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3. WHAT IS THE TIKANGA OF TE WHARE PORA, FOR HARVESTING HARAKEKE FOR KONO?

The ākonga needs to record tikanga of te Whare Pora, for harvesting harakeke for kono.

Evidence could also include the reason for each tikanga and whether the tikanga is customary or contemporary.

4. HARVEST HARAKEKE IN ACCORDANCE WITH THE TIKANGA OF TE WHARE PORA.

Note: you must harvest enough harakeke to enable you to complete two kono.

Visual evidence of the ākonga harvesting harakeke must be included.

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5. PREPARE YOUR HARAKEKE FOR KONO.

Show evidence of the following:

- quality of the harakeke is graded, free from disease, not broken, infected or discoloured
  - *evidence could include closeup photograph and or description to show whenu is graded correctly, is free from disease, infection or discolouration.*
- that the quantity of whenu prepared is enough to complete two kono
  - *evidence must include the amount of whenu used to complete each kōnae.*
- size of your whenu width and length are consistent
  - *evidence must include the prepared whenu widths and approximate lengths.*

Outcome 2 Harvest and prepare harakeke

Assessment Task 2

Complete two kono using takitahi pattern
tapiki and base must be secured

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Kono 1

(For the purpose of this standard kono refers to a four-cornered woven basket and may include – rourou and pāroā (three, four or five cornered kete kono).

WHENU QUALITY	*Ākonga to write the amount of whenu that they used to make kono.*
PATTERN	*Ākonga must name the weaving pattern.*

Show stages of weaving your kono, with a secured tapiki and base:

Ākonga must photograph the stages of weaving their kono and include photograph of the secured tapiki (cast off) and base and describe each photograph.

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Sample 1 of 2 completed kono, that would be acceptable for 'Paetae/Achieved'. Photographs show woven base, tapiki cast off and overall completed kono.

Sample 1 of 2 completed kōnae, that would be acceptable for 'Kairangi/Excellence'. Photographs show woven base, tapiki cast off and overall completed kono.

- *Kono has no gaps and is of an exceptional standard;*
- *Tapiki is balanced.*

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Assessor Checklist

Ākonga		Date:	
Kaiako/Assessor			

PC	Evidence for Paetae/Achieved		Please tick	Kaiako comments
1.1	A	Ākonga seeks permission to harvest harakeke for kono	☐	
1.2	A	Ākonga identifies tools for harvesting and preparing harakeke for kono	☐	
1.3	A	Harakeke is harvested in accordance with the tikanga of te Whare Pora	☐	
1.4	A	Harakeke is prepared by ākonga	☐	
2.1	A	Two kono are woven using takitahi pattern	☐	
		Tapiki and base are secured on two kono	☐	
	M	Corners are even and balanced on both kono	☐	
		Tapiki is tidy and raranga tension is consistent on both kono	☐	
	E	Both kono have no gaps and are woven to an exceptional standard	☐	
		Both tapiki are balanced	☐	

All Achieved (A) tasks must be completed, to enable ākonga to progress to Merit recognition,

All Achieved and Merit (M) tasks must be completed, to enable ākonga to progress to Excellence (E) recognition.

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Assessment Schedule

Ākonga		Date:	
Kaiako/Assessor			

PC	Evidence for Paetae/Achieved	Judgement for Paetae/Achieved	Please tick
1.1	Ākonga obtains permission to harvest harakeke for kono.	Evidence of one of the following is identified: • harvesting permit or • letter of permission or • written ākonga or kaiako attestation	☐
1.2	Ākonga identifies tools for harvesting and preparing harakeke for kono	All the tools for harvesting and preparing harakeke for kono are identified	☐
1.3	Ākonga harvests harakeke in accordance with the tikanga of te whare pora	Harvesting processes are identified	☐
		Harakeke is harvested according to tikanga of Te Whare Pora and bio-sustainability	☐
1.4	Ākonga prepares harakeke to complete two kono Range: quality, quantity, size	Preparation processes are recorded	☐
		Whenu are graded to ensure completion of two kono	☐
		Quantity of whenu ensures two kono can be completed	☐
		Whenu are sized correctly	☐
2.1	Ākonga weaves two kono	Two kono are woven using takitahi pattern	☐
2.2	Tapiki and base are secured	Two kono have a secured Tapiki	☐
		Two kono have a secured base	☐

Judgement for Kaiaka/Merit

Two completed kono have even and balanced corners	☐
Two completed kono have tidy tapiki	☐
Two completed kono are woven with consistent tension maintained	☐

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Judgement for Kairangi/Excellence

Two completed kono have no gaps	☐
Two completed kono are woven to an exceptional standard	☐
Tapiki on two completed kono are balanced	☐

Overall grade (please circle)	N (NOT ACHIEVED)	A (PAETAE/ ACHIEVED)	M (KAIAKA/MERIT)	E (KAIRANGI/ EXCELLENCE)

ĀKONGA SIGNATURE	
ASSESSOR SIGNATURE	
COMPLETION DATE	

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Notes:

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FIELD MĀORI ASSESSMENT SUPPORT MATERIAL

TĪKAROHIA TE MARAMA
REALISE YOUR POTENTIAL

LEVEL 1

NGĀ MAHI A TE WHARE PORA

UNIT STANDARD 29531 (VERSION 3)

Harvest and prepare harakeke and raranga kōnae

(Level 1, Credits 4)

ASSESSOR BOOKLET

NZQA
Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

MQS
Māori Qualifications Services
Te Ohu Tohu Mātauranga Māori

Assessor Information

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Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate skills to harvest and prepare and raranga kono.	Demonstrate proficient skills to raranga kono.	Demonstrate artistic skills to raranga kono.

Assessment criteria

There are six (6) assessment tasks that the ākonga must complete independently.

For the purpose of this unit standard:

- grades for kaiaka/merit and kairangi/excellence are assessed against even and balanced corners, tidy and balanced tapiki with consistent tension and kōnae completed with no gaps at an exceptional standard.
- it is recommended that ākonga complete 29711, Demonstrate knowledge of weaving resources and tikanga of te Whare Pora, before completing this standard..

Ākonga assessment booklet

The ākonga booklet outlines important information including:

- authenticity,
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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.

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ASSESSOR INFORMATION – ASSESSMENT TASKS

Name		NSN #	

Outcome 1	Harvest and prepare harakeke
Outcome 2	Raranga kōnae using takitahi pattern

Assessment Task 1

Harvest and prepare harakeke

Activities are to be carried out under kaiako supervision with minimal guidance.

The ākonga must present information in their own words, and references must be provided.

1. OBTAIN PERMISSION TO HARVEST YOUR HARAKEKE FROM A SPECIFIC SITE.

The ākonga needs to show evidence of who owns the land and who gave them permission to harvest the harakeke for kono.

- *Ākonga could include photograph/s of the cultivar and location.*

2. IDENTIFY ALL THE TOOLS AND MATERIALS FOR HARVESTING AND PREPARING YOUR HARAKEKE

The ākonga needs to identify all the tools and materials used for harvesting and preparing their harakeke to raranga kono including visuals of the tools used to harvest and prepare the harakeke.

Evidence could also include what each tool is used for.

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3. WHAT IS THE TIKANGA OF TE WHARE PORA, FOR HARVESTING HARAKEKE FOR KONO?

The ākonga needs to record tikanga of te Whare Pora, for harvesting harakeke for kono.

Evidence could also include the reason for each tikanga and whether the tikanga is customary or contemporary.

4. HARVEST HARAKEKE IN ACCORDANCE WITH THE TIKANGA OF TE WHARE PORA.

Note: you must harvest enough harakeke to enable you to complete two kono.

Visual evidence of the ākonga harvesting harakeke must be included.

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5. PREPARE YOUR HARAKEKE FOR KŌNAE.

Show evidence of the following:

- quality of the harakeke is graded, free from disease, not broken, infected or discoloured
  - *evidence could include closeup photograph and or description to show whenu is graded correctly, is free from disease, infection or discolouration*
- that the quantity of whenu prepared is enough to complete two kono
  - *evidence must include the amount of whenu used to complete each kōnae.*
- size of your whenu width and length are consistent
  - *evidence must include the prepared whenu widths and approximate lengths.*

Outcome 2 Raranga kōnae using takitahi pattern.

Assessment Task 2

Complete two kōnae using takitahi pattern
tapiki and base must be secured

Sample 1 of 2 completed kōnae, that would be acceptable for ''Kaiaka/Merit'. Photographs show even and balanced corners, tidy tapiki and consistent raranga tension.

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Kōnae

(For the purpose of this standard kōnae is referred to as a two-cornered basket).

WHENU QUALITY	Ākonga to write the amount of whenu that they used to make kono.
PATTERN	

Show stages of weaving your kono, with a secured tapiki and base:

Ākonga must photograph the stages of weaving their kono and include photograph of the secured tapiki (cast off) and base and describe each photograph.

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Ngā kupu hou - New words associated with this standard and their translation

Awhi rito - Two leaves on either side of the rito, matua

Hapine - A process of softening the harakeke whenu, to make sure it does not curl, when drying

Kōnae - A two cornered woven basket, with no whiri base.

Pā harakeke - Plantation

Rito - Young shoot, baby

Take - Thick stump end of the harakeke, not used for weaving but makes great stalk for putiputi

Tapiki - Weaving cast off. I used a two up two down cast off for my kōnae.

Whenu - Weaving strip

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Assessor Checklist

Ākonga		Date:	
Kaiako/Assessor			

PC	Evidence for Paetae/Achieved		Please tick	Kaiako comments
1.1	A	Ākonga seeks permission to harvest harakeke for kōnae	☐	
1.2	A	Ākonga identifies tools for harvesting and preparing harakeke for kōnae	☐	
1.3	A	Harakeke is harvested in accordance with the tikanga of te Whare Pora	☐	
1.4	A	Harakeke is prepared by ākonga	☐	
2.1	A	Two kōnae are woven using takitahi pattern	☐	
		Tapiki and base are secured on two kōnae	☐	
	M	Corners are even and balanced on both kōnae	☐	
		Tapiki is tidy and raranga tension is consistent on both kōnae	☐	
	E	Both kono have no gaps and are woven to an exceptional standard	☐	
		Both tapiki are balanced	☐	

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Assessment Schedule

Ākonga		Date:	
Kaiako/Assessor			

PC	Evidence for Paetae/Achieved	Judgement for Paetae/Achieved	Please tick
1.1	Ākonga obtains permission to harvest harakeke for kōnae.	Evidence of one of the following is identified: - harvesting permit or - letter of permission or written ākonga or kaiako attestation	☐
1.2	Ākonga identifies tools for harvesting and preparing harakeke for kōnae	All the tools for harvesting and preparing harakeke for kōnae are identified	☐
1.3	Ākonga harvests harakeke in accordance with the tikanga of te whare pora	Harvesting processes are identified	☐
		Harakeke is harvested according to tikanga of Te Whare Pora and bio-sustainability	☐
1.4	Ākonga prepares harakeke to complete two kōnae Range: quality, quantity, size	Preparation processes are recorded	☐
		Whenu are graded to ensure completion of two kōnae	☐
		Quantity of whenu ensures two kōnae can be completed	☐
		Whenu are sized correctly	☐
2.1	Ākonga weaves two kōnae	Two kōnae are woven using takitahi pattern	☐
2.2	Tapiki and base are secured	Two kōnae have a secured tapiki	☐
		Two kōnae have a secured base	☐

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Judgement for Kaiaka/Merit

Two completed kōnae have even and balanced corners	☐
Two completed kōnae have tidy tapiki	☐
Two completed kōnae are woven with consistent tension maintained	☐

Judgement for Kairangi/Excellence

Two completed kōnae have no gaps	☐
Two completed kōnae are woven to an exceptional standard	☐
Tapiki on two completed kōnae are balanced	☐

Overall grade (please circle)	N (NOT ACHIEVED)	A (PAETAE/ ACHIEVED)	M (KAIAKA/MERIT)	E (KAIRANGI/ EXCELLENCE)

ĀKONGA SIGNATURE	
ASSESSOR SIGNATURE	
COMPLETION DATE	

All Achieved (A) tasks must be completed, to enable ākonga to progress to Merit recognition,

All Achieved and Merit (M) tasks must be completed, to enable ākonga to progress to Excellence (E) recognition.

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Notes:

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FIELD MĀORI ASSESSMENT SUPPORT MATERIAL

TĪKAROHIA TE MARAMA
REALISE YOUR POTENTIAL

LEVEL 2

NGĀ MAHI A TE WHARE PORA

UNIT STANDARD 7869 (VERSION 8)

Harvest and prepare harakeke for kete whakairo

(Level 2, Credits 3)

ASSESSOR BOOKLET

NZQA
Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

MQS
Māori Qualifications Services
Te Ohu Tohu Mātauranga Māori

Assessor Information

This unit standard can only be awarded with either Paetae/Achieved or Not Achieved grade.

Paetae/Achievement	Kaiaka/Achievement with Merit	Kairangi/Achievement with Excellence
Demonstrate skills to harvest and prepare harakeke for kete whakairo.	Demonstrate proficient skills to harvest and prepare harakeke for kete whakairo.	Demonstrate artistic skills to harvest and prepare harakeke for kete whakairo.

Assessment criteria

- For the purpose of this unit standard:
- grades for kaiaka/merit and kairangi/excellence are assessed against describing the stages of harvesting and preparing of harakeke in detail and comprehensively, quality of the sizing of whenu, widths and lengths, and the quality of preserved whenu.
- ākonga may need to prepare more than the minimum 80 whenu required, before they submit their prepared whenu for assessment purposes:
    - size of the whenu is determined by the assessor
    - the assessor must complete an assessment schedule for each ākonga
- it is recommended that ākonga complete standard 18689, Demonstrate knowledge of the whakapapa and tikanga of te Whare Pora, before they complete this standard..

Ākonga assessment booklet

The ākonga booklet outlines important information including:

- authenticity,
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3. up to 8 samples of student work consisting of the key materials that the assessor has used to make an assessment judgement. (ungraded unit standards: schools – 4 learner samples; providers – 3 learner samples).

For moderation to occur:

4. all files must be viewable online
5. URLs, e.g. for student created websites, will need to be submitted as links within a document.

For more information on the digital moderation process, please contact your Principal Nominee or Moderation Liaison (ML).

If you have any issues with preparing materials for moderation OR do not have materials to submit (ie you didn't assess this standard), **speak** to your Principal Nominee (PN) or Moderation Liaison (ML).

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ASSESSOR INFORMATION – ASSESSMENT TASKS

Name		NSN #	

LEVEL 2

Outcome 1 Identify the natural habitat of harakeke

Assessment Task 1

Identify the natural habitat of harakeke
Activities are to be carried out under kaiako supervision with minimal guidance. The ākonga must present information in their own words, and references must be provided.

Sample answer that would be acceptable for 'Kairangi/Excellence'.

1. IDENTIFY AREAS WHERE HARAKEKE FOR KETE WHAKAIRO CAN BE FOUND.

The Natural Habitat of Harakeke

There are two main harakeke in Aotearoa. They are Phormium tenax – found in lowland or swamp areas, and phormium cookianum – found in coastal or mountain areas.

Harakeke comes from the lily family, is unique to Aotearoa and can be found throughout the country.

Native birds, insects and snails love harakeke because they use it for shelter and food.

Harakeke is very strong, fast growing and has a high tolerance for wind, flood, drought and frost. Harakeke is seen as a whanau, with the baby (rito) in the middle and parents (awhi-rito) either side. The blades on the outside are the grand-parents.

This plant had many uses, such as clothing, rope, kete, nets and medicines and in the late 1800's – 1900's, was processed and exported overseas.

<u>Pā Harakeke Locations</u>

Local areas

- *Paraparaumu College – Our class had to ask the principal, who then asked the grounds keeper, if it was ok to harvest the harakeke. We have harvested with our raranga kaiako, for other weaving projects. The harakeke has soft droopy leaves and is easy to hāpine.*
- *Waimeha Lagoon, Waikanae – Parks and Reserves, Kapiti Coast District Council, 175 Rimu Road, Paraparaumu, 04 296 4700, 0800 486 486.*

Regional areas

- *Muaupoko Lake - Muaupoko Tribal Authority, 306 Oxford Street, Levin.*
- *Te Kokiri pā harakeke – Te Kokiri Development Consultancy, 18 Hokio Beach Road, Levin, 06 368 1638.*
- *Hastings Girl's High School pā harakeke – N Brightwell (Kaiako), Pakowhai Road, Hastings.*

National areas

- *Rene Orchiston Collection – Manaaki Whenua are kaitiaki for over 50 varieties of harakeke, that were collected up and down the country and donated by Mrs Rene Orchiston. She started collecting harakeke in the early 1950's, after observing weavers making taonga with inferior varieties of harakeke.*

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Below are three varieties from the Rene Orchiston collection, that are good for kete:

1) Paoa (6) – found in Gisborne. Is good for kete because its blades dry in yellow tones, sometimes as bright as pingao.

2) Potaka (60) – found in the East Coast. Very good for kete and dries very white when boiled for one minute.

3) Taeore/Taiore (15) – sourced in Opunake, Maniapoto.

A fine variety which is tall and bendy, with pale blue green leaves, powdery blue on the reverse. Black margins and keel with very tall light weight flower heads. For kete, the leaves dry to a pale fawn when boiled and a deeper colour when un-boiled. Strips prepared for kete do not shrink after being woven, if boiled or dragged through boiling water before weaving.

Taeore is the harakeke I have chosen to use, to make my kete whakairo. I will harvest from a reserve on the Kapiti Coast, in Wellington. Taeore was planted here about 14 years ago, it is easily recognisable from the Rene Orchiston description and there is a good supply. I have asked permission from the Kapiti Forest and Bird Society, who are the kaitiaki.

Ref: Department of Conservation. (2018). Retrieved from www.doc.govt.nz/nature/native-plants/harakeke-flax.

Scheele. S & Walls. G. (2005). Harakeke: The Rene Orchiston Collection (3rd Edition). Manaaki Whenua Press. Retrieved from Manaaki Whenua.

2. IDENTIFY AND RECORD ALL THE TOOLS THAT YOU WILL NEED FOR HARVESTING AND PREPARING YOUR HARAKEKE FOR KETE WHAKAIRO.

Tools for Harvesting and Preparing Harakeke for Kete Whakairo

Customary Tools

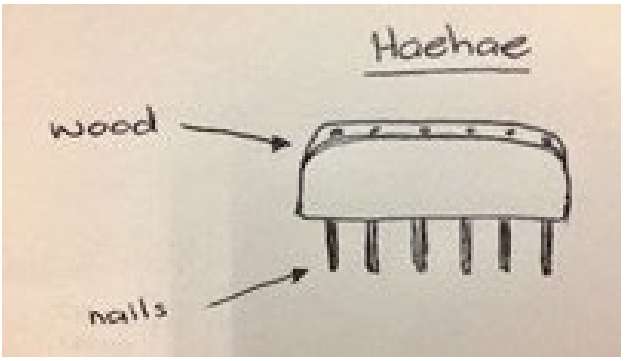
- *Bone/Stone/Obsidian – used to harvest harakeke blades from the cultivar.*
- *Kuku shell – once harakeke is sized into whenu strips a deep-sea mussel shell was used to hapine/haro (soften) the whenu before weaving. This process also stops the whenu from curling when it dries.*

Non-Customary Tools

- *Stanley knife – used to harvest harakeke blades from the cultivar*
- *Bread and butter kitchen knife – this is the modern-day equivalent of the kuku shell, used to hapine/haro whenu.*
- *Pegs – once the raranga process begins, the pegs are used to hold the weaving in place.*
- *Scissors – used to cut the tips of my whenu and when I start my weaving, to tidy and trim.*
- *Haehae – there are different forms of haehae used today. Haehae are a tool, used to size whenu to make sure widths are the same. Some weavers use old shearing combs, but these can be expensive and hard to find.*

A weaver can also make their own tool, by hammering fine nails placed evenly, into a small length of wood.

Pictured here are the tools I will use to harvest and prepare my harakeke. I have drawn what a haehae looks like too. Maybe I will use a haehae to size my whenu, because I want to get them all the same width.



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Outcome 2 Harvest harakeke.

Assessment Task 2

LEVEL 2

Identify the natural habitat of harakeke

Note: record the processes of harvesting throughout tasks 3 and 4.

3. OBTAIN PERMISSION TO HARVEST YOUR HARAKEKE FROM A SPECIFIC SITE, AND SHOW EVIDENCE OF A PERMIT, PERMISSION LETTER, ĀKONGA OR KAIAKO ATTESTATION.

Evidence could include, but is not limited to the following:

- *harvesting permit (including kaitiaki details and duration of permit) or*
- *permission letter from kaitiaki or*
- *written ākonga attestation (location, whom permission was sought and granted) or*
- *written kaiako attestation stating from whom (as above).*

Sample answer that would be acceptable for 'Kairangi/Excellence'.

So far, I have harvested harakeke from the pā harakeke at college.

I asked the principal if I could harvest the harakeke at school and then the principal asked the grounds keeper who said I could. The groundskeeper has given me permission to harvest for this project only.

To ensure my safety I am not allowed to harvest by myself and I must always have another person with me. Our weaving kaiako showed me how to harvest correctly and according to tikanga.

The harakeke has soft droopy leaves and the weaver before me left the plants in a clean condition, so I must make sure that I do the same.

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4. HARVEST HARAKEKE IN ACCORDANCE WITH THE TIKANGA OF TE WHARE PORA AND THE BIO-SUSTAINABILITY OF THE PLANT.

Note: you must harvest enough harakeke to enable you to prepare at least 80 whenu.

Harvesting processes for kete whakairo are identified.

Harakeke is harvested in accordance with the tikanga of Te Whare Pora and the bio-sustainability of the plant.

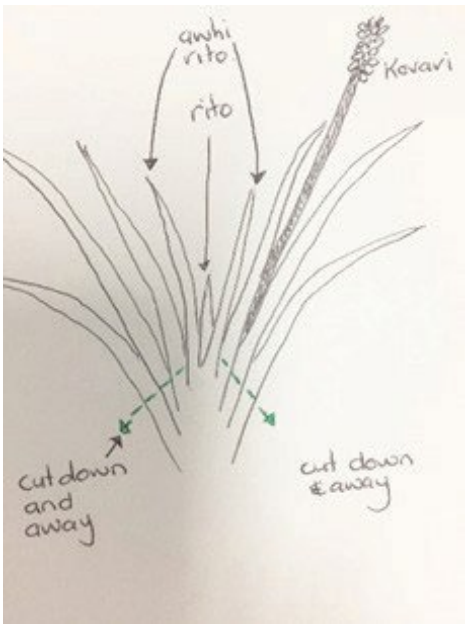
Ākonga includes photographs of themselves preparing harakeke at different stages, including statements of what each photograph is showing.

Sample answers that would be acceptable for 'Kairangi/Excellence'

There are many tikanga that you observe when harvesting.

I have listed some of these below:

- *Recite karakia before entering the pā harakeke.*
- *Do not harvest when it is wet or has been raining, because the harakeke will have a lot of moisture in it and the whenu becomes brittle and will make your hands sore when preparing.*
- *Cut down and away from the rito (baby) and awhi rito (matua), and remove dead blades also, to assist in the growth of the plant.*
- *Don't just cut the good blades that you want. Make sure to tidy the whole plant and leave in a good condition for the next person.*



Picture shows me harvesting at college

Here are my blades of harakeke.

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Harvesting Processes

1. *Recite my karakia before entering the pā harakeke. This helps to protect me.*
2. *When able to, start harvesting from the inside of the plant and work your way outwards. This is because pests that live on harakeke don't like sunlight and it you get as much sunlight as you can into the plant, then these pests will find somewhere else to live.*
3. *Ensure that I cut down and away from the rito and awhi rito. Cutting down and away from the rito and awhi rito will allow the water to run down and off the plant. If you cut in the other direction, the water will run down into the awhi rito and will eventually rot the plant.*
4. *Cut all leaves including the old leaves from where you are harvesting. This helps the bio-sustainability of the plant for future generations.*
5. *I must prepare a minimum of 80 whenu so will need at least 20 blades.*
6. *Cut up all rubbish into smaller bits and place in the hole that has been dug. Cutting into smaller pieces will help the harakeke rubbish to break down quicker.*

Outcome 3 Prepare harakeke to complete kete whakairo

Assessment Task 3

Prepare harakeke to complete kete whakairo.

Note: record the processes of preparing your harakeke throughout tasks 5 and 8.

5. GRADE AT LEAST 80 WHENU AND ENSURE RAU ARE NOT BROKEN, INFECTED OR DISCOLOURED.

At least 80 whenu are graded according to quality.

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6. SIZE AT LEAST 80 WHENU CONSISTENTLY, TO ENSURE A KETE WHAKAIRO CAN BE COMPLETED.

At least 80 whenu are prepared and sized consistently to ensure completion

Ākonga includes photographs of themselves preparing harakeke at different stages, including statements of what each photograph is showing.

Sample answers that would be acceptable for 'Kairangi/Excellence'

1

Here is a picture of the blades of harakeke I harvested. I have cut off the thick stalk of the harakeke using a stanley knife

2

Cut off the tips of each blade, using scissors. This will help to make it easier to thread whenu in after I have woven my kete whakairo.

3

The tips will all look like this when I'm finished. Nice and clean.

4

Size all whenu. They need to be the same width or else my kete whakairo might end up wonky.

5

My whenu is all sized and ready to put in bundles.

I prepared 140 whenu to hot water boil natural and dye using a chemical dye called RIT.

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LEVEL 2

7. BUNDLE AT LEAST 80 WHENU, TO ENSURE A KETE WHAKAIRO CAN BE COMPLETED.
At least 80 whenu are bundled in sufficient quantities to ensure completion.

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8. PRESERVE WHENU BUNDLES IN HOT WATER AND/OR DYE AND HANG WHENU TO DRY.

Whenu are preserved and hung to dry to produce state required.

Ākonga includes photographs of themselves preparing harakeke at different stages, including statements of what each photograph is showing.

Ākonga includes ngā kupu hou, words associated with this unit standard and translations.

Ākonga references all sources of information.

Sample answers that would be acceptable for 'Kairangi/Excellence'

1

Hapine each whenu 4 times starting with the shiny side up.

2

This picture shows my whenu hapine. All whenu has been softened. This will stop the whenu from curling like a piupiu

3

Starting to bundle my whenu in bundles of 5. Shiny side up and hard ends bundled.

4

All my whenu is bundled and ready to be boiled or dyed.

5

Dyeing whenu in phormium red RIT dye.

Had to make sure the water was boiling before putting the dye in the pot, then my whenu.

6

Here are pictures of my dyed whenu and boiled whenu, ready for kete whakairo.

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Assessor Checklist

Ākonga		Date:	
Kaiako/Assessor			

PC	Evidence for Paetae/Achieved		Please tick	Kaiako comments
1.1	A	Areas where pā harakeke for kete whakairo can be found are identified. • may include but is not limited to local, regional and national locations • includes the pā harakeke where resource for the kete whakairo is harvested	☐	
	E	• includes comprehensive description of the natural habitat of harakeke, to show in-depth understanding • Includes comprehensive information of local, regional and national locations, including address and kaitiaki details, to show in-depth understanding	☐	
1.2	A	Tools for harvesting and preparing harakeke are identified. • includes tarpaulin, stanley knife, haehae, hapine bar, gloves, scissors	☐	
2.1	A	Harvesting processes for kete whakairo are identified.	☐	
	M	Harvesting processes include a detailed description	☐	
2.2	A	Permission to harvest harakeke has been granted	☐	
2.3	A	Harakeke is harvested in accordance with the tikanga of te whare pora and ensures the bio-sustainability of the plant.	☐	
	A	Evidence shows enough harakeke is harvested, to ensure at least 80 whenu are able to be prepared, to complete a kete whakairo	☐	
	M	Detailed description of the stages of harvesting in accordance with the tikanga of te whare pora and bio-sustainability of the plant shows an in-depth understanding	☐	
3.1	A	80 whenu are graded according to quality for kete whakairo.	☐	
	M	Grading of whenu includes a detailed description	☐	

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3.2	A	80 whenu are sized consistently to ensure completion of kete whakairo.	☐	
	M	Whenu are of similar widths and includes a detailed description	☐	
	E	Whenu are the same width and lengths	☐	
3.3	A	80 whenu are bundled in sufficient quantities to ensure completion of kete whakairo.	☐	
	M	Bundling of whenu includes a detailed description	☐	
3.4	A	80 whenu are preserved and hung to dry to produce state required for kete whakairo.	☐	
	M	Preserved whenu are of a consistent standard and includes a detailed description	☐	
	E	Preserved whenu are of an exceptional standard	☐	

All Achieved (A) tasks must be completed, to enable ākonga to progress to Merit recognition,

All Achieved and Merit (M) tasks must be completed, to enable ākonga to progress to Excellence (E) recognition.

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Assessment Schedule

Ākonga		Date:	
Kaiako/Assessor			

PC	Evidence for Paetae/Achieved	Judgement for Paetae/Achieved	Please tick
1.1	Ākonga creates a list of areas where harakeke can be found for kete whakairo. Range may include but is not limited to - local, regional, national location, pā harakeke where resource for kete whakairo is harvested.	Areas where harakeke for kete whakairo can be found area identified.	☐
		Pā harakeke where resource is located for kete whakairo harvesting is identified.	☐
1.2	Ākonga identifies tools for harvesting and preparation of harakeke. Range may include but is not limited to - tarpaulin, stanley knife, haehae, hapine bar, gloves, scissors	All the tools for harvesting and preparing harakeke for kete whakairo are identified.	☐
2.2	Ākonga obtains permission to harvest harakeke.	Evidence of one of the following is identified: • harvesting permit or • letter of permission or • written ākonga or kaiako attestation	☐
2.1 2.3	Ākonga harvests harakeke in accordance with the tikanga of te whare pora and the bio-sustainability of the plant	Harvesting processes are identified.	☐
		Harakeke is harvested according to tikanga of Te Whare Pora and bio-sustainability.	☐
3.1 3.2 3.3 3.4 3.5	Ākonga prepares harakeke to complete kete whakairo. Range: quality, quantity, size	Preparation processes are recorded	☐
		At least 80 whenu are graded	☐
		At least 80 whenu are sized	☐
		At least 80 whenu are bundled	☐
		Whenu are preserved and hung to dry to produce state required for kete whakairo	☐

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Judgement for Kaiaka/Merit

Detailed description of the stages of harvesting and preparing harakeke for kete whakairo	☐
Whenu are of similar widths	☐
Preserved whenu is of a consistent standard	☐

Judgement for Kairangi/Excellence

Comprehensive description of natural habitat of harakeke shows an in-depth understanding	☐
Whenu are of the same widths and lengths	☐
Preserved whenu is of an exceptional standard	☐

Overall grade (please circle)	N (NOT ACHIEVED)	A (PAETAE/ ACHIEVED)	M (KAIAKA/MERIT)	E (KAIRANGI/ EXCELLENCE)

ĀKONGA SIGNATURE	
ASSESSOR SIGNATURE	
COMPLETION DATE	

All Achieved (A) tasks must be completed, to enable ākonga to progress to Merit recognition,

All Achieved and Merit (M) tasks must be completed, to enable ākonga to progress to Excellence (E) recognition.

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Notes:

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