

Internal Assessment Task – Tikanga ā-Iwi 3.3

Standard Title: Analyse issues related to Māori Land

Standard Number: Tikanga ā-Iwi 3.3

Level: 3

Credits: 4

Assessment Mode: Internal

Curriculum Strand: Place and Environment

Context: The Story of Our School

Focus: How our school relates to whenua Māori and local land issues

Assessment Title:

Our School and the Land – Understanding Whenua Māori Around Us

Assessment Brief for Students:

Our school stands on whenua that has a long history. In this assessment, you will investigate an issue related to Māori land in the area surrounding our school. This could include how the land was acquired, who originally occupied it, what happened over time, and how that history continues to affect our kura and community today.

Your Task:

Choose a Māori land-related issue connected to your school or local area. You might focus on:

- A land confiscation or sale that affected local whānau, hapū, or iwi
- The development of your school on whenua previously used for other purposes
- Treaty settlements or Waitangi Tribunal claims involving the area
- The original use of the land (pā site, cultivations, kāinga)

- A papakāinga, marae, or significant whenua nearby that connects to your kura

You Must:

- Describe the key features of the land issue – Who was involved? What happened? Why was it important?
- Explain how whānau, hapū and iwi responded to the land issue – Were there protests, court cases, claims?
- Discuss the outcomes of the issue – Were there any positive or negative impacts? What changed?
- Evaluate broader impacts – (for Excellence) How does this land story affect our kura, community, or Māori land rights today?
- Support your ideas with evidence – Include maps, interviews, historical sources, news articles, and whakapapa where possible.

Assessment Conditions:

- Work must be done individually.
- Submit your findings as:
 - A written report (1000–1500 words)
 - A video or oral presentation (8–10 minutes)
 - A visual/digital slideshow with voiceover or narration
- You may receive feedback on one draft before submission.
- All sources must be correctly cited.

Assessment Criteria Summary:

Grade	Description
Achieved	Describes the issue and explains key features. Discusses whānau, hapū and iwi responses with supporting evidence.
Merit	Analyses outcomes and provides strong explanation of whānau, hapū and iwi responses. Supports with relevant evidence.

Excellence	Proposes a well-reasoned alternative or solution. Evaluates broad impacts. Uses a wide range of supporting evidence.
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Suggested Resources:

- School land records and founding documents
- Waitangi Tribunal reports and local settlement documents
- Interviews with kaumātua or community leaders
- Maps showing land use and change over time
- Books, archives or news articles about local land stories
- Information from local marae, rūnanga, or iwi authorities

Student Checklist:

- I have chosen a land issue connected to our school or area.
- I have described what happened, who was involved, and why it matters.
- I have explained how whānau, hapū and iwi responded.
- I have discussed the outcomes of the land issue.
- I have evaluated how this issue continues to affect the present (for Excellence).
- I have used reliable sources and evidence to support my work.
- I have cited all my sources.

Research Activity Sheet – Tikanga ā-lwi 3.3

1. Introduction – My focus question and why I did this research

Write your research question and explain why the land issue matters to you or your community.

2. Methodology – What I did

Explain the steps you took – who you interviewed, what documents or maps you looked at, where you got your information.

3. Findings – What I found out

Present the facts you discovered in time order or grouped by topic.

4. Analysis – What was significant

Explain why the issue is important using key terms like whenua, mana whenua, ahi kā, or colonisation.

5. Conclusion – My reflections

What have you learned? What surprised you? What do you hope changes or stays the same?

6. References – What sources I used

List all the books, interviews, articles, websites, and maps you used in your project.

7. Final Product – How I will present my findings

Choose how you will present: written report, slideshow, video, oral presentation.

Student Research Worksheet – Tikanga ā-Iwi 3.3

Use this worksheet to write your research. Fill in each section with detailed and thoughtful responses.

1. Introduction – My focus question and why I did this research

2. Methodology – What I did

3. Findings – What I found out

4. Analysis – What was significant

5. Conclusion – My reflections

6. References – What sources I used

7. Final Product – How I will present my findings
