

## Identity

*Approach:* One to one (year 4); station (year 8).

*Level:* Year 4 and year 8

*Resources:* Photograph of Māori children (year 4 only).

<i>Questions/instructions</i>		<i>% responses</i>	
<b>YEAR 4</b>		<b>year 4</b>	<b>year 8</b>
Here is a photograph of some New Zealand school children. You can see that they are Māori children.			
New Zealand has people of many cultures. Māori culture is very special to New Zealand.			
Can you tell me three things that are very special to Māori culture?			
<i>Prompt: If student gives answer in very general terms eg., 'culture', ask "what do you mean by that?"</i>			
		<b>Categories used:</b>	
		art, craft, music, dance	29 38
		history, myths, legends, beliefs	21 29
		customs, traditions, ceremonies	20 38
		land and treaty issues	7 26
		family, hapu, iwi, leaders	8 23
		language	29 26
		daily living: food, activities	10 13
		marae	5 17
		other appropriate response	5 3
<b>YEAR 8</b>			
New Zealand has people of many cultures.			
Māori culture is very special to New Zealand.			
Write down 3 things that are very special to Māori culture.			
		<b>Number of different categories used:</b>	
		3	16 41
		2	28 38
		1	32 16
		0	24 5
		<b>Number of responses judged valid:</b>	
		3	28 60
		2	22 24
		1	26 11
		0	24 5
		<b>Overall rating [year 4 only]:</b>	
		very good	4
		good	15
		fair	25
		poor	38
		no response	18



### Commentary

The results of this task illustrate students' ideas and understandings about what is special to Māori culture. When the validity of the different ideas was analysed about half of year 4 students gave two or three valid responses compared to 84 percent at year 8. Because year 4 students gave their responses orally, it was possible to make an overall judgement of their ideas and thinking, and the results show that a large percentage had some difficulty identifying features special to Māori culture.