

<b>Title</b>	<b>Describe and explain the history of the role and function of Māori women on the marae</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>8</b>

<b>Purpose</b>	People credited with this unit standard are able to: describe and explain the history of the role and function of Māori women on the marae; and explain how a role and function of Māori women on the marae is maintained and passed on to future generations.
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<b>Classification</b>	Mana Wahine > Te Aho Wahine
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<b>Available grade</b>	Achieved
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### Guidance Information

- 1 *Tikanga and kawa* – the basic principles underpinning tikanga are common, but while there are some constants, the details of performance of tikanga, and their explanation, may differ. These differences may be at a rohe, iwi, hapū, whānau, or marae level. The context of the learning should include the tikanga of the local mana whenua (if capable) but learning others' tikanga is also encouraged. This is in order to enrich and enhance understanding of tikanga, and the associated reo. *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.
- 2 **Definitions**  
*Role and function* are all of the roles, duties, and functions that Māori women perform in the marae context.  
*Whakapapa* refers to genealogy, a concept integral to the study of Māori history. Whakapapa shows the chronology of Māori history, the whakapapa links between people involved in the same historical event and, most importantly, historical links between tūpuna, atua and people alive today. The histories of whānau, hapū and iwi are inter-related, and these provide the basis of whakapapa.
- 3 Before the arrival of European settlers, people knew themselves, and were known by others, as members of a tribe or sub-tribe, linked by common descent from founding ancestors. Therefore, the phrase 'Māori history' is often seen as a misnomer and the phrase 'tribal history' is the preferred term. However, the study of post European contact history can be viewed from the perspective of both Māori and tribal history because many of the historical events have had an impact on all Māori.
- 4 Assessment against this unit standard can be conducted in a number of ways that may include, but is not limited to – oral, visual, and written presentations, whakaari, waiata, haka, mōteatea.

- 5 Recommended resources may include but not limited to:  
 Salmond, A. (1985). *Hui: A Study of Māori Ceremonial Gatherings*. Auckland, Reed Methven.  
 Tauroa, H & P. (1986). *Te Marae: A Guide to Customs & Protocol*. Auckland, Reed, King, M. (1993). *Te Ao Hurihuri*. Raupo Publishing, NZ.  
 Local kaumātua.
- 6 All sources of information must be referenced.

## Outcomes and performance criteria

### Outcome 1

Describe and explain the history of the role and function of Māori women on the marae.

Range may include but is not limited to – kaikaranga, kaiāwhina, kaikōrero, ringa hora, wahine tapairu, puhi, political, economic, social, cultural, and environmental.

### Performance criteria

1.1 The roles and functions of Māori women on the marae during different historical periods is described in terms of whakapapa.

Range historical periods – 1800-1860, 1860-1940, 1940-1980, 1980-present;  
 evidence of two time periods is required

1.2 Conclusions are drawn on the role of Māori women over each time period covered.

### Outcome 2

Explain how the role and function of Māori women on the marae is maintained and passed on to future generations.

Range may include but is not limited to – kaikaranga, kaiāwhina, kaikōrero, wahine tapairu, puhi, ringa hora.

### Performance criteria

2.1 Explanation describes the process for maintaining the role and function.

2.2 Explanation describes the process for passing on the role and function to future generations.

<b>Planned review date</b>	31 December 2026
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**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	25 March 1999	31 December 2014
Review	2	23 May 2003	31 December 2014
Review	3	21 August 2009	31 December 2016
Rollover	4	18 June 2014	31 December 2018
Review	5	19 May 2016	31 December 2022
Review	6	30 September 2021	N/A

**Consent and Moderation Requirements (CMR) reference**

0166

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Comments on this unit standard**

Please contact NZQA Māori Qualifications Services [mqs@nzqa.govt.nz](mailto:mqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.