Title	Explain the place of pūrākau or pakiwaitara in Māori history		
Level	3	Credits	6

Purpose	People credited with this unit standard are able to: explain the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge and supporting social mores and conventions; describe pūrākau or pakiwaitara, and implications for the history of the rohe concerned; and explain the different perspectives Māori have towards the purpose and importance of pūrākau or pakiwaitara.

Classification	Tikanga > Tikanga Concepts

Available grade	Achieved

Guidance Information

1   Tikanga
     Tikanga are values, principles, processes, and practices exercised by Māori in their daily lives. These reflect the concepts upon which they are based and provide guidelines for appropriate behaviour and conduct in Māori society. They also prescribe consequences for any breaches or when tikanga is not followed. They can be particular to rohe, hapori, marae, whānau, hapū and/or iwi.

2   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, hapori, marae, whānau, hapū, iwi 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, knowledge and practice of tikanga, and the associated reo.

3   Definitions
     Māori history – before the arrival of Pākehā, tangata whenua knew themselves and were known by others as members of a particular rohe, hapori, marae, whānau, hapū and/or iwi. However, the study of post-contact history can be viewed from both perspectives as many of the historical events have had an impact on all Māori. It is intended that the term Māori history as used in this unit standard is inclusive of both perspectives.

Pūrākau and pakiwaitara are terms often used to describe the method or skill of transmitting traditional knowledge and accounts have been labelled myths, stories, and legends by many non-Māori historians; however, the Māori perspective is that these accounts are of actual events. The traditional and widely held view of Māori is that these accounts (often from the gods) provide a historical continuum and are an integral part of iwi, hapū, and/or whānau history. There are different interpretations of the terms pūrākau and pakiwaitara, but one understanding should be followed consistently for assessment against this unit standard.

Social mores refer to the accepted traditional customs, conventions, and usages of a particular social group.

4   Differences between iwi and rohe
        There are significant differences between iwi and rohe regarding their understandings and interpretations of pūrākau and pakiwaitara, which should be acknowledged by the learner.

5   The resource support listed is given as a guide only and is not intended to be in any way prescriptive. It is acknowledged that different areas may have their own written and unwritten repositories of knowledge relevant to this unit standard.
        Resource support may include, but not limited to:
        Baker, H.P. (1975). *Behind the Tattooed Face.* Queen Charlotte Sound: Cape Catley Ltd.
        Buck, P. (1982). *The Coming of the Māori.* Christchurch: Whitcoulls Ltd.
        Best, E. (1995) *Māori Religion and Mythology, Part 1.* Wellington, NZ: Museum of New Zealand.
        Orbell, M. (1992). *Traditional Māori Stories.* Auckland: Reed Books.
        Orbell, M. (1995). *Māori Myth and Legend.* Christchurch: Canterbury University Press.
        Te Wharekura (Māori periodical), published by the New Zealand Department of Education, School Publications Branch, and then Learning Media Limited for the Ministry of Education, Wellington.

6   All sources of information must be referenced.

Outcomes and performance criteria

Outcome 1

Explain the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge and supporting social mores and conventions.

Performance criteria

1.1   Pūrākau or pakiwaitara is explained in terms of creative description.

          Range   creative description may include, but is not limited to – symbolism, allegory, imagery, irony, synecdoche, metaphor;
                      a minimum of two creative descriptions is required.

1.2   Pūrākau or pakiwaitara is explained in terms of its use as a means of transmitting historical knowledge.

1.3   Pūrākau or pakiwaitara is explained in terms of its interpretations.

        Range   interpretations may include, but is not limited to – guidance for
                  social mores, a whakapapa link back to the beginning,
                  explanations of natural phenomena, enhance prestige of a kinship
                  group, definition of tribal boundaries, basis for inter-tribal
                  relationships;
                  a minimum of two interpretations is required.

1.4   The use of different modes and media are explained in terms of communicating
        pūrākau or pakiwaitara.

        Range   modes and media may include – whaikōrero, wānanga, mōteatea,
                  waiata, whakapapa, whakairo, whakataukī, pepeha, hikoi;
                  a minimum of two modes or media is required.

Outcome 2

Describe pūrākau or pakiwaitara, and implications for the history of the rohe concerned.

Range   evidence of two pūrākau or pakiwaitara are required.

Performance criteria

2.1   A summary of the pūrākau or pakiwaitara is provided.

2.2   The pūrākau or pakiwaitara is described in terms of its implications for the rohe.

        Range   implications may include but are not limited to – providing
                  guidance for social mores, providing a whakapapa link back to the
                  beginning, explaining natural phenomena, raising, and maintaining
                  the prestige of a kinship group, defining tribal boundaries,
                  providing the basis for inter-tribal relationships;
                  evidence of one implication is required.

2.3   The hapū or iwi associated with the pūrākau or pakiwaitara is identified.

Outcome 3

Explain the different perspectives Māori have towards the purpose and importance of
pūrākau or pakiwaitara.

Performance criteria

3.1   The purpose and importance of pūrākau or pakiwaitara are explained in terms
        of the perspectives of rohe, hapori, marae, whānau, hapū and/or iwi history.

Planned review date	31 December 2027

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 June 1999	31 December 2015
Review	2	19 December 2003	31 December 2015
Rollover and Revision	3	12 December 2013	31 December 2019
Review	4	15 September 2016	31 December 2019
Revision	5	28 September 2017	31 December 2019
Review	6	25 January 2018	31 December 2024
Review	7	27 October 2022	N/A

Consent and Moderation Requirements (CMR) reference	0226

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

Comments on this unit standard

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