

<b>Title</b>	<b>Analyse the impact of Te Tiriti o Waitangi in an education context</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	People credited with this unit standard are able to: compare and contrast the texts of Te Tiriti o Waitangi and the Treaty of Waitangi; chart the educational development of Māori from 1840 through to the present day, and analyse educational, socio-cultural, political and economic trends and attitudes of Māori and non-Māori leading to the signing of Te Tiriti o Waitangi and its subsequent impact.
----------------	--

<b>Classification</b>	Te Mātauranga Māori me te Whakangungu > Te Mātauranga Māori Whānui
-----------------------	--

<b>Available grade</b>	Achieved
------------------------	----------

---

### Explanatory note

- 1 The source documents for this unit standard are *Te Tiriti o Waitangi* and *The Treaty of Waitangi*.
- 2 Glossary  
*Mātauranga Māori* is inclusive of all ages and is whānau supported, modelled and monitored. It is within this context that this unit standard has been developed for Māori adults.  
The term *Māori* is used generically, but with caution to avoid maintaining or perpetuating stereotypes and homogenous approaches to Māori development.

---

### Outcomes and evidence requirements

#### Outcome 1

Compare and contrast the texts of Te Tiriti o Waitangi and The Treaty of Waitangi.

#### Evidence requirements

- 1.1 Te Tiriti o Waitangi is compared and contrasted with the Treaty of Waitangi in terms of the intent of each of the articles of the two texts.
- 1.2 Key sections, phrases, and words in Te Tiriti o Waitangi and The Treaty of Waitangi are identified, compared, and analysed in terms of their differences in interpretation.
- 1.3 Written and Māori oral accounts of Te Tiriti o Waitangi are examined in terms of their similarities and differences.

- 1.4 Explain the principles of The Treaty of Waitangi and contra proferentem in relation to the texts of Te Tiriti o Waitangi and The Treaty of Waitangi

## Outcome 2

Chart the educational development of Māori from 1840 through to the present day.

### Evidence requirements

- 2.1 Significant educational policy, legislation and events are outlined from the signing of Te Tiriti to the present day and related to Māori development.

Range evidence of ten is required.

## Outcome 3

Analyse educational, socio-cultural, political and economic trends and attitudes of Māori and non-Māori leading to the signing of Te Tiriti o Waitangi and its subsequent impact.

### Evidence requirements

- 3.1 Compare and contrast the educational, socio-cultural, political and economic trends and conditions of Māori and non-Māori.
- 3.2 Describe attitudes of non-Māori towards Māori in relation to educational, socio-cultural, political and economic trends.
- 3.3 Describe attitudes of Māori towards non-Māori in relation to educational, socio-cultural, political and economic trends.

<b>Replacement information</b>	This unit standard replaced unit standard 3693 and unit standard 25336.
--------------------------------	---

<b>Planned review date</b>	31 December 2021
----------------------------	------------------

### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	8 December 2016	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0091
--	------

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

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the CMR. The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

---

**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.