

## TIKANGA

### UNIT STANDARD 16041 (version 6)

Explain the place of pūrākau or pakiwaitara in Māori history

(Level 3, Credits 6)

L  
E  
V  
E  
L  
3

# ĀKONGA BOOKLET

Name/ Ingoa	
Provider/ School/ Kura	
Assessor/ Kaiako	
NSN Number	

Tēnā koe

This is your assessment booklet for Tikanga unit standard 16041, *Explain the place of pūrākau or pakiwaitara in Māori history.*

## Assessment criteria

### Paetae/Achieved

Explain the place of pūrākau or pakiwaitara in Māori history

You must complete the SEVEN (7) assessment tasks correctly to gain credits for this standard. The grades for this unit standard are Paetae/Achieved or Not Achieved.

## Instructions

The tasks for this unit standard include explaining pūrākau or pakiwaitara in terms of creative description, the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge, pūrākau or pakiwaitara in terms of its interpretations, the use of different modes and media for communicating pūrākau or pakiwaitara; providing summaries of the pūrākau or pakiwaitara; describing pūrākau or pakiwaitara in terms of its implications for the rohe; identifying the hapū and/or iwi associated with the pūrākau or pakiwaitara; and explaining the purpose and importance of pūrākau or pakiwaitara in terms of the perspectives of whānau, hapū, and iwi history.

This assessment may be presented orally, visually or in writing. This may include, but is not limited to 3D images/printings, power point presentations, videos, photos, illustrations, performances, etc.

## Referencing

Please remember to reference where you get your information from for this task. You may talk to your kaiako/assessor about how to reference and/or use the examples below.

### EXAMPLES OF REFERENCING STYLES

#### 1 Book

King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking.

#### 2 Course handout/Lecture notes (electronic version)

Archard, S., Merry, R., & Nicholson, C. (2011). Karakia and waiata [PowerPoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: <http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650>.

#### 3 Film

Māori Television (Producer). (2016). Iwi Anthems, Series 2 Episode 5 [video file]. Retrieved from: <http://www.maoritelevision.com/tv/shows/iwi-anthems/S02E005/iwi-anthems-series-2-episode-5>.

#### 4 Magazine/Newspaper article – popular/trade/general interest

Fox, D. (2015, 15 September). Viewpoint: Not one more acre. *Mana*. Retrieved from: <http://www.mana.co.nz/heritage/viewpoint.html>.

#### 5 Personal Communication (letters, telephone conversations, emails, personal interviews, private social networking) – no reference list entry required (not recoverable); however, for quoting or citing in text

J. Jackson, personal communication, March 12, 2011.

#### 6 Webpage

New Zealand Trade and Enterprise. (n.d.). Agribusiness. Retrieved from <https://www.nzte.govt.nz/en/export/market-research/agribusiness/>.

## Conditions

- Your kaiako/assessor will discuss with you the requirements of achieving this unit standard (this may include time allowed to complete assessment, pre-assessment preparation, assessment, post-assessment follow-up, and (if needed) reassessment).
- All tasks must be completed correctly to achieve the unit standard.
- You and your kaiako/assessor will discuss your choice of presentation method and any resources you might need (includes, but not limited to, whānau, marae, computer, cameras, internet access, art galleries, museums, archives, handouts).

## Authenticity

As per NZQA requirements, all work submitted for assessment must be produced by you.

You may work with and learn from others to gather information from a variety of sources. However, your kaiako/assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, you will need to use your own words (and provide references).

If you have any pātai, or are unsure about anything, talk to your kaiako/assessor.

For further information, please refer to the following link:

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/authenticity/>.

## ĀKONGA ASSESSMENT AND TASK SHEETS

Name

NSN #

*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.*

### Outcome 1

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

## Assessment Task 1 – this task assesses PC 1.1

**Explain pūrākau or pakiwaitara in terms of creative description.**

Select **THREE (3)** creative descriptions and explain their use in pūrākau or pakiwaitara.

Creative descriptions may include, but are not limited to:

- symbolism, allegory, imagery, irony, synecdoche, metaphor.

**All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.**

## Work Sheet 1

### CREATIVE DESCRIPTION 1

**CREATIVE DESCRIPTION 2**

L  
E  
V  
E  
L  
  
3

**CREATIVE DESCRIPTION 3**

## Assessment Task 2 – this task assesses PC 1.2

Explain the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge.

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

### Work Sheet 2

USING PŪRĀKAU OR PAKIWAITARA TO TRANSMIT HISTORICAL KNOWLEDGE

L  
E  
V  
E  
L  
3

## Assessment Task 3 – this task assesses PC 1.3

### Explain pūrākau or pakiwaitara in terms of its interpretations.

Explain pūrākau or pakiwaitara in terms of **THREE (3)** interpretations.

Interpretations may include, but are 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.

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

**All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.**

## Work Sheet 3

### INTERPRETATION 1

**INTERPRETATION 2**

**INTERPRETATION 3**

L  
E  
V  
E  
L  
3



## Assessment Task 4 – this task assesses PC 1.4

**Explain the use of different modes and media for communicating pūrākau or pakiwaitara.**

Select **THREE (3)** modes or media, and explain their use for communicating pūrākau or pakiwaitara.

Modes or media may include, but are not limited to:

- whaikōrero, wānanga, mōteatea, waiata, whakapapa, whakairo, whakataukī, pepeha, hiko.

**All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.**

### Work Sheet 4

#### MODE OR MEDIUM 1

**MODE OR MEDIUM 2**

**MODE OR MEDIUM 3**

L  
E  
V  
E  
L  
3

**Outcome 2** Describe pūrākau or pakiwaitara, and implications for the history of the rohe concerned.

## Assessment Task 5 – this task assesses PC 2.1 & 2.3

Provide a summary of, and identify the hapū and/or iwi associated with, the pūrākau or pakiwaitara.

Select **TWO (2)** pūrākau or pakiwaitara and provide a summary for each, including the hapū and/or iwi associated with each one.

**All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.**

## Work Sheet 5

IWI/ HAPŪ

SUMMARY 1

L  
E  
V  
E  
L  
3

IWI/ HAPŪ

SUMMARY 2

L  
E  
V  
E  
L  
  
3

## Assessment Task 6 – this task assesses PC 2.2

Describe **TWO (2)** pūrākau or pakiwaitara in terms of their implications for the rohe.

Describe **ONE (1)** implication for the rohe, for each of the pūrākau or pakiwaitara.

Implications may include, but are not limited to:

- providing guidance for social mores (accepted traditional customs, conventions and usages of a particular social group), 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.

**All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.**

### Work Sheet 6

#### IMPLICATION FROM PŪRĀKAU OR PAKIWAITARA 1

## IMPLICATION FROM PŪRĀKAU OR PAKIWAITARA 2

L  
E  
V  
E  
L  
  
3

**Outcome 3** Explain the perspectives Māori have towards the purpose and importance of pūrākau or pakiwaitara.

### Assessment Task 7 – this task assesses PC 3.1

Explain the purpose and importance of pūrākau or pakiwaitara in terms of the perspectives of whānau, hapū, and iwi history.

All work produced by you must be written in your own words. Ensure to reference all your sources of information. Ngā mihi.

### Work Sheet 7

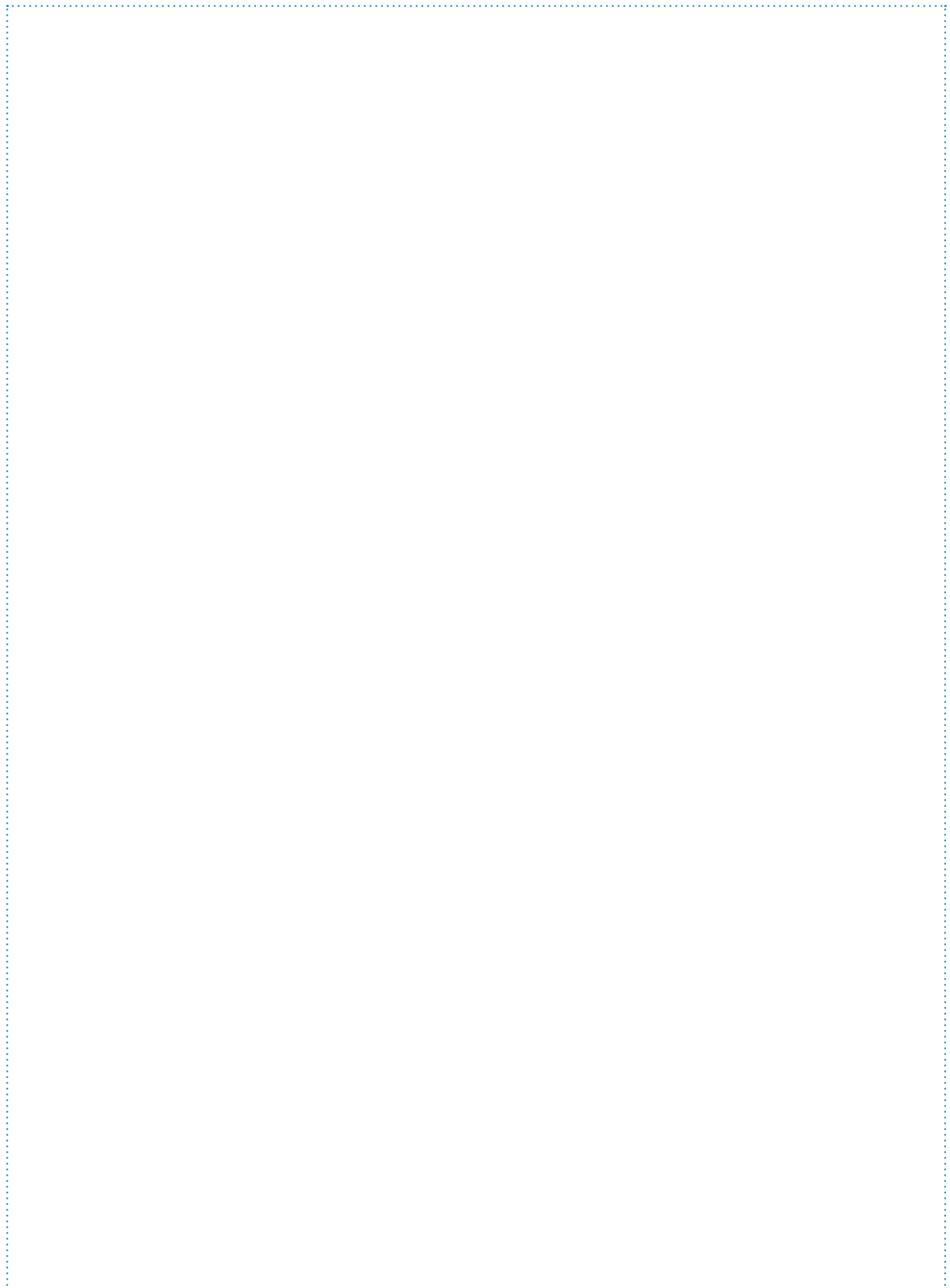
PURPOSE AND IMPORTANCE OF PŪRĀKAU OR PAKIWAITARA

[Large empty area for student response]

L  
E  
V  
E  
L  
  
3

# References

(need help? - Refer to the reference guide at the front inside page of this booklet)



L  
E  
V  
E  
L  
3



## A few things for you to think about

- Information presented must be written in your own words.
- All sources of information must be referenced.
- All tasks must be completed fully.

### For Paetae/Achieved

Achievement of this standard will be evidenced through:

- explaining the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge and supporting social mores
  - explaining pūrākau or pakiwaitara in terms of three creative descriptions
  - explaining the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge
  - explaining pūrākau or pakiwaitara in terms of three interpretations
  - explaining the use of three different modes or media for communicating pūrākau or pakiwaitara
- describing pūrākau or pakiwaitara, and implications for the history of the rohe concerned
  - providing summaries of two pūrākau or pakiwaitara
  - describing the two pūrākau or pakiwaitara in terms of their implications for the rohe
  - identifying the hapū and/or iwi associated with the two pūrākau or pakiwaitara
- explaining the perspectives Māori have towards the purpose and importance of pūrākau or pakiwaitara
  - explaining the purpose and importance of pūrākau or pakiwaitara in terms of the perspectives of whānau, hapū, and iwi history.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako/assessor.

Kia kaha!

# Ākonga Record of Assessment

## Unit Standard 16041 Explain the place of pūrākau or pakiwaitara in Māori history

Credits 6

Level 3

Version 6

Learning Outcome		Achievement	Ach / YTA
1.	Explain the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge and supporting social mores.	<p>The ākonga has;</p> <p>Explained pūrākau or pakiwaitara in terms of three creative descriptions.</p> <p>Explained the use of pūrākau or pakiwaitara as a means of transmitting historical knowledge.</p> <p>Explained pūrākau or pakiwaitara in terms of three interpretations.</p> <p>Explained three modes or media for communication pūrākau or pakiwaitara</p>	
2.	Describe pūrākau or pakiwaitara and implications for the history of the rohe concerned	<p>Selected two pūrākau or pakiwaitara and provided a summary for each including the hapū and/or iwi associated with each one.</p> <p>Described two pūrākau or pakiwaitara in terms of their implications for the rohe.</p>	
3.	Explain the perspectives Māori have towards the purpose and importance of pūrākau and pakiwaitara	Explained the purpose and importance of pūrākau or pakiwaitara in terms of the perspectives of whānau, hapū, and iwi history.	
Kaiako signature:		Date:	
Ākonga signature: .....		Date:	

Fill this box out only if the ākonga needs to resubmit

Details of Reassessment if required:	
Comments:	
Kaiako signature:	Date:
Ākonga signature:	Date: