

Unit Standard 13372

Version 6

**Perform haka**

Level 4 Credits 15

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| **Assessor Booklet** |

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| **Assessor Information** |

This unit standard can be awarded with Kaiaka/Merit and Kairangi/Excellence grades.

**Assessment criteria**

| **Paetae/Achievement** | **Achievement with Kaiaka/Merit** | **Achievement with Kairangi/Excellence** |
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| Demonstrate knowledge of the pūtake and tikanga of haka, and perform haka. | Demonstrate in-depth knowledge of the pūtake and tikanga of haka, and perform haka with expression and projection. | Demonstrate comprehensive knowledge of the pūtake and tikanga of haka, and perform haka with artistic proficiency. |

There are TWO (2) assessment tasks that the ākonga **must** correctly complete to gain credits for this standard. Once the ākonga has correctly completed the tasks, the assessor **must** complete the assessment schedule for each ākonga.

**Please remember that the focus is Māori performance!**

Nō reira:

* the most effective activities for assessment will be those that are practical or performance based
* written tests should be discouraged
* assessments can occur in a range of contexts, e.g. marae, school, classroom, practices or other learning contexts
* kapa haka competitions can be used to assess Outcome 2 of this unit standard
* local haka experts and/or exponents may be used to assess ākonga.

**Ākonga assessment booklet**

The ākonga receives this. It outlines important information for the ākonga including:

* assessment and other information
* assessment tasks.

**Ākonga assessment task sheets**

These sheets and any other evidence should be collected by the Assessor and retained for assessment and moderation purposes.

Where ākonga chooses to provide oral description/evidence for Task 1 (Outcome 1), this **must** be recorded. Where ākonga work has been selected for moderation, the recorded evidence **must** be included with the materials.

You will need to discuss with the ākonga the length of time they have to complete the assessment. **He ture-a-kōnui:** one credit equates to 10 notional hours of teaching and assessment.

Evidence of Task 2 (Outcome 2) **must** be recorded. Where ākonga work has been selected for moderation, the recorded evidence **must** be included with the materials.

Where recorded evidence is submitted for moderation, the ākonga identification sheet (refer following link: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/preparing-digital-visual-submissions-for-moderation/>) must be included.

**Authenticity**

As per NZQA requirements:

* you must verify that the work submitted for assessment has been produced by the ākonga.
* you must consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

It is okay for ākonga to work with and learn from others to gather information from a variety of sources. However, you must be clear that the work to be assessed has been processed and produced by the ākonga.

To help manage authenticity of ākonga work, where the ākonga is asked to complete any written tasks, the ākonga is asked to use their own words as well as provide reference/s for their information.

Please ensure you discuss this with your ākonga.

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/>

**Referencing**

This assessment requires the ākonga the reference his/her information. For the purposes of this assessment, the following are examples of reference styles. However, you may want to change the style.

**Examples of referencing:**

Book: Author last name, Initial. (Year book was published), *Name of Book*, Publication City and Country: Publisher. e.g.

Pōtiki, M. (1995) *Haka Mana Para Tawa Ngāwhā.* Kaitaia, New Zealand: Kauae Runga Publishers.

Webpages: reference the **homepage**. e.g.

<http://www.hakamanaparatawangawha.co.nz>

Course hand out/Lecture notes: Lecturer/Teacher last name, Initial. (Year of course/lecture). *Course title*: [PowerPoint Slides]/[Video]/[Lecture notes]. City, Country: Venue. e.g.

Knowles, B. (2012). *MPA class*: [Te Wakahuia Video]. Piopiotahi, New Zealand: Piopiotahi College.

**Preparation for moderation**

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|  | **Form** | **Attached for moderation\*** |
| 1 | Moderation cover sheet. This should include the ākonga identifier and grades. |  |
|  | Secondary refer following link:  <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/sec-mod-cvrsheet-random.doc> |  |
|  | Tertiary refer following link:  <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/Tertiary-Moderation/Tertiary-moderation-cover-sheet.doc> |  |
| 2 | Copy of unit standard. Please ensure the version of the standard reflects the version used in the assessment task. |  |
| 3 | Blank copy of assessment task and assessment schedule. |  |
| 4 | Copy of ākonga samples (completed assessment tasks). |  |
|  | * Standards with Kaiaka/Merit and Kairangi/Excellence grades, submit EIGHT samples of ākonga work. |  |
| 5 | DVD and visual/digital evidence cover sheet:  <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/mod-visevidence-cvr.doc> |  |
|  | Please remember: you **cannot** send Blueray discs, Hi8, DV or MiniDV tapes, or HD files for moderation. Remember to test the disk to ensure that it can be read in another device.  Please refer following link for further information:  <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/preparing-digital-visual-submissions-for-moderation/> |  |

***\*please tick***

**TIP: You should start preparing the materials for moderation at least one month before the submission date. This will give you time to locate all the relevant and necessary forms and sheets.**

If you have any issues with preparing materials for moderation OR do not have materials to submit (ie, you didn’t assess this standard), **SPEAK** to your Principal Nominee (PN) or Moderation Liaison (ML).

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| **Assessor information – assessment tasks** |

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| **Outcome 1** | **Demonstrate knowledge of the pūtake and tikanga of haka** |

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| **Assessment Task 1 – Pūtake and tikanga** |
| Describe the pūtake and tikanga of FIVE haka, each from different categories, in accordance with iwi traditions.  The categories of haka may include but are not limited to – **kaioraora, pōkeka, manawa wera, ngeri, taparahi, tutungārahu, peruperu, whakatū waewae**.  The information must be in ākonga’s own words and references must be provided. |

This task assesses the evidence requirements of 1.1.

1.1 Pūtake and tikanga of haka from different categories are described in accordance with iwi traditions. Evidence of five haka, each from different categories, is required.

*Sample answer that would be acceptable for ‘Kaiaka/Kaiaka/Merit’.*

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| --- | --- |
| **Name** | Ka mate |
| **Category** | Ngeri |
| **Composer name** | Te Rauparaha |
| **Composer iwi** | Ngāti Toa Rangatira |
| **Date haka was composed** | Between 1760 and 1849 |

**Why haka was composed:**

“*Ka mate*” is a *ngeri*, the lyrics of which were composed by Te Rauparaha, a chief of Ngāti Toa Rangatira. It was written sometime between the 1760s and 1849.

During conflict with Waikato and Ngāti Maniapoto, Te Rauparaha travelled from Kāwhia to seek alliances with other iwi, including Ngāti Tūwharetoa. At Te Rapa, he was told by Te Heuheu, that he was being pursued by a war party seeking revenge. Te Heuheu directed Te Rauparaha to seek the protection of Te Wharerangi.

Te Wharerangi instructed Te Rauparaha to climb into a kūmara pit and for his wife (Te Rangikoaea) to sit on top. By combining the spiritual qualities of a woman (*mana wahine*) and of food (*noa*), Te Wharerangi was able to weaken the power of the karakia from the tohunga guiding the war party to him.

As he hid in the pit Te Rauparaha wondered whether he would survive the ordeal, or die. It was during this time that he composed the haka.

***Ka mate! Ka mate!*** Will I die!

***Ka ora! Ka ora!*** Or will I live!

Te Wharerangi eventually convinced Ngāti Te Aho that Te Rauparaha had escaped. It was then that Te Rauparaha finally exclaimed

***Ka ora! Ka ora!*** I live! I live!

***Tēnei te tangata pūhuruhuru*** For it was the power of a woman

***Nāna i tiki ma*** That fetched the sun

***Whakawhiti te rā!*** And caused it to shine again!

**NB: your ākonga has been asked to provide references. Where you have referred to a book, or website, or person, please acknowledge this in your lessons.**

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| **Outcome 2** | **Perform haka** |

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| **Assessment Task 2 – Performance** |
| Perform FIVE haka items, each from different categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each haka.  The categories of haka may include but are not limited to – **kaioraora, pōkeka, manawa wera, ngeri, taparahi, tutungārahu, peruperu, whakatū waewae**. |

This task assesses the evidence requirements of 2.1.

2.1 Haka is performed in accordance with iwi tradition, and/or the pūtake of the haka.

2.2 Haka is performed displaying evidence of ihi, wehi and wana.

I te ākonga e haka ana:

mō **Paetae/Achieved**, me:

* matatau ia ki ngā kupu
* tika te mita o tōna reo, tōna whakahua i ngā kupu, me tōna hā
* tika tōna whai i te rangi
* hāngai tōna tū, me te kori i tōna tinana/mahi-ā-ringa, ki te/ngā tikanga me te pūtake o te haka.

mō **Kaiaka/Merit**, me:

* pūmau ki te tangi me te wairual o te rangi
* hāngai pū te kori o tōna tinana ki te wairua me ngā kupu o te haka, ā, kia tika tōna tū.

mō **Kairangi/Excellence**, me:

* pakari te tū me te korikori o tōna tinana, ā, puta ana ngā mahi auaha
* ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga
* puta pū te wairua o ngā kupu, ā, me tōna tinana hoki, mai i te tīmatanga ki te whakamutunga
* tika te mahi tahi o ōna ringa me te kori o te tinana
* eke ki te tihi o te haka, rangona ai te hā o kui mā, o koro mā

A checklist for this task has been provided for you on the following page. This may help when you complete the assessment schedule. Please ensure one checklist is used per haka. You will need to photocopy extra copies of the checklist.

**Outcome 2 – Assessor checklist: Ākonga performance**

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| **Ākonga** |  | **Haka item** |  |
|  |  | **Date** |  |

| **Requirements** | **Performance criteria** | **Tutor comments** |
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| Category *(please tick)*  kaioraora  pōkeka  manawa wera  ngeri  taparahi  tūtūngārahu  peruperu  whakatū waewae  Haka item is performed. | *Tick relevant box.*  Kua matatau ki ngā kupu.  Kua tika te mita o te reo, te whakahua i ngā kupu, me te hā.  Kua tika te whai i te rangi.  Kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki te/ngā tikanga me te pūtake o te haka.  ***Paetae****/****Achieved*** |  |
| Kua pūmau ki te tangi me te wairual o te rangi  Kua hāngai pū te kori o te tinana ki te wairua me ngā kupu o te haka, ā, kia tika te tū.  ***Kaiaka****/****Merit*** |  |
|  | Kua pakari te tū me te korikori o te tinana, ā, e puta ana ngā mahi auaha  Kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga  Kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga  Kua tika te mahi tahi o te ringa me te kori o te tinana  Kua eke ki te tihi o te haka, rangona ai te hā o kui mā, o koro mā  ***Kairangi****/****Excellence*** |  |

**A S S E S S M E N T S C H E D U L E**

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| **Task 1 – Describe the pūtake and tikanga of FIVE haka, each from different categories, in accordance with iwi traditions.** | | | |
| **Evidence for Paetae/Achievement** | **Evidence for Achievement with Kaiaka/Merit** | **Evidence for Achievement with Kairangi/Excellence** | **Grade** |
| It is expected that ākonga samples will vary, according to iwi traditions. However, the following components should be included in ākonga responses:   * the category matches the haka * the composer is identified, and his/her iwi is/are identified * the name of the haka is identified * when and why the haka was composed * the words and translation of the haka | *As per Achievement, plus:*   * described the pūtake and tikanga of each haka associated with its particular category * explained the background kōrero to the composition of each haka | *As per Merit, plus:*   * explained each haka in terms of the significance to the whānau, hapū, and/or iwi to whom they belong, refer to, and/or are sung by * described any personal (to the composer), social, cultural, political, economic, or geographical issues or influencing factors of the time that led to the composition of the haka | Please tick:  N  A  M  E |
| **Examples of referencing:**  **Book**: **Book**: Pōtiki, M. (1995) *Haka Mana Para Tawa Ngāwhā.* Kaitaia, New Zealand: Kauae Runga Publishers.  **Webpage:** <http://www.hakamanaparatawangawha.co.nz>  **Course hand out/Lecture notes:** Knowles, B. (2012). *MPA class*: [Te Wakahuia Video]. Piopiotahi, New Zealand: Piopiotahi College. | | | |
| **Judgement for Paetae/Achieved** | **Judgement for Kaiaka/Merit** | **Judgement for Kairangi/Excellence** | |
| The pūtake and tikanga of FIVE haka, each from different categories, are correctly described.  Reference/s is/are provided. | | | |

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| **Task 2 –Perform FIVE haka items, each from different categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each haka** | | | |
| **Evidence for Paetae/Achievement** | **Evidence for Achievement with Kaiaka/Merit** | **Evidence for Achievement with Kairangi/Excellence** |  |
| Ka whakaatu te ākonga:   * kua matatau ki ngā kupu * kua tika te mita o te reo, te whakahua i ngā kupu me te hā * kua tika te whai i te rangi * kua hāngai te tū, me te kori i te tinana/mahi-ā-ringa ki te/ngā tikanga me te pūtake o te haka. | *As per Paetae/Achieved, plus:*   * kua pūmau ki te tangi me te wairua o te rangi * kua hāngai pū te kori o te tinana ki te wairua me ngā kupu o te haka, ā, kia tika te tū. | *As per Kaiaka/Merit, plus:*   * kua pakari te tū me te korikori o te tinana, ā, puta ana ngā mahi auaha * kua ū pūmau ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga * kua puta pū te wairua o te kupu, ā, me te tinana hoki, mai i te tīmatanga ki te whakamutunga * kua tika te mahi tahi o te ringa me te kori o te tinana * kua eke ki te tihi o te haka, rangona ai te hā o kui mā, o koro mā | Please tick  N  A  M  E |
| **Judgement for Paetae/Achieved** | **Judgement for Kaiaka/Merit** | **Judgement for Kairangi/Excellence** |
| FIVE haka items, each from different categories, are performed. | | |

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| **Overall grade** (please circle) | **N** (Not Achieved) | **A** (Paetae/Achieved) | **M** (Kaiaka/Merit) | **E** (Kairangi/Excellence) |

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| --- | --- | --- | --- |
| **Ākonga name** |  | **Assessor name** |  |
| **Ākonga signature** |  | **Assessor signature** |  |
| **Completion date** |  |  |  |