

Unit Standard 13373

Version 5

**Perform haka wahine**

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 wahine, and perform haka wahine. | Demonstrate in-depth knowledge of the pūtake and tikanga of haka wahine, and perform haka wahine with expression and projection. | Demonstrate comprehensive knowledge of the pūtake and tikanga of haka wahine, and perform haka wahine 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 wahine 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 to reference his/her information. The following are examples of reference styles.

**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-visual-digital-evidence-cvrsheet.doc> |  |
|  | Please remember: you **cannot** send Blueray discs, Hi8, DV or MiniDV tapes, or HD files for moderation. Remember to test the recording device so 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/> |  |

**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 tikanga and pūtake of haka wahine** |

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| **Assessment Task 1 – Tikanga and pūtake** |
| Describe the tikanga and pūtake of FIVE haka wahine, each from different categories, in accordance with iwi traditions.  The categories of haka wahine are – **haka pōhiri, haka kaupapa whānui, haka whakauru**. |
| 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 wahine from different themes are described in accordance with iwi traditions. Evidence of FIVE haka wahine is required.

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| |  |  | | --- | --- | | **Outcome 2** | **Perform haka wahine** | |

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| **Assessment Task 2 – Performance** |
| Perform FIVE haka wahine items, covering all categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each haka wahine.  The categories of haka wahine are – **haka pōhiri, haka kaupapa whānui, haka whakauru**. |

This task assesses the evidence requirements of 2.1.

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

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

I te ākonga e haka wahine 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 wahine.

mō **Kaiaka/Merit**, me:

* pūmau ki te tangi me te wairua o te rangi
* hāngai pū te kori o tōna tinana ki te wairua me ngā kupu o te haka wahine, 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 wahine, 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 wahine. You will need to photocopy extra copies of the checklist.

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

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| **Ākonga:** |  | **Haka wahine item:** |  |
|  |  | **Date:** |  |

| **Requirements** | **Performance criteria** | **Tutor comments** |
| --- | --- | --- |
| Category *(please tick)*  haka pōwhiri  haka kaupapa whānui  haka whakauru  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Haka wahine 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 poi.  ***Paetae****/****Achieved*** |  |
| 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 wahine, ā, kia tika te tū  ***Kaiaka****/****Merit*** |  |
| 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 wahine, rangona ai te hā o kui mā, o koro mā  ***Kairangi****/****Excellence*** |  |

**Assessment Schedule**

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| **Task 1 – Describe the tikanga and pūtake of FIVE haka wahine, each from different categories, in accordance with iwi traditions.** | | | | | |
| **Evidence for Paetae/Achieved** | **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 the ākonga responses:   * the category matches the mōteatea * the name of the composer is identified, and his/her iwi is/are identified * the name of the mōteatea is identified * when and why the mōteatea was composed * the words and translation of the mōteatea * values, and Māori world view. | *As per Paetae/Achievement, plus:*   * described the pūtake and tikanga of haka wahine associated with its particular category * explained the background kōrero to the composition of each haka wahine | | *As per Kaiaka/Merit, plus*:   * described the significance of the features of each haka wahine associated with its particular theme * explained each haka wahine 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 wahine | | 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** | |
| Tikanga and putake of FIVE haka wahine are correctly described.  Reference/s is/are provided. | | | | | |

***\*****A visual display and/or an oral description may include but is not limited to a PowerPoint or poster presentation. If ākonga choose to provide an oral description, this* ***must*** *be recorded (i.e. recorded onto DVD). If ākonga work has been selected for moderation, the DVD* ***must*** *be included with the materials.*

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| **Task 2 *–* Perform FIVE haka wahine items covering all categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each haka wahine** | | | |
| **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 wahine. | *As per Paetae/Achievement, 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 wahine, 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 wahine, 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 wahine items, covering all 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** |  |  |  |