

Te Ao Haka Kaupae 2

2024 NCEA Pūrongo Aromatawai



Te Marautanga o Aotearoa

Te Rā Aromatawai

Te Momo Aromatawai

Ngā Paerewa Paetae

Te Ao Haka

5 o Hune & 10 o Hepetema 2024

Tūmahi Aromatawai Pātahi (TAPā)

91982 (2.3) & 91983 (2.4)

Wāhanga 1: He Tirohanga Whānui

Kia āta whakaritea ngā ākonga i mua i te Rā Aromatawai ko te painga atu tērā. Kia rite mai te ākonga ki te kawae i te Tūmahi Aromatawai Pātahi mā te whakawai, mā te āta wāhanga hoki.

Wāhanga 2: He kōrero mō te Paerewa

91982: Te whakataurite i tētahi whakaaturanga o Te Ao Haka me tētahi atu whakaaturanga.

Te Aromatawai ā-Waho:

Ko te Kaupapa: Ngā kiriata te ao haka, ngā kiriata o tūmomo atu.

I whiria i tētahi whakaaturanga nō Te Ao Haka, tētahi atu nō Tūmomo Atu, hei whakaoti i ngā wāhanga e rua o te tūmahi.

TAPā 1:

Ngā Kiriata Te Ao Haka:

- Ōhinemataroa ki Ruatāhuna – Waiata ā-Ringa (2020).
- Tauira Mai Tawhiti – Te Whakawātea (2023).

Ngā kiriata Tūmomo Atu:

- The Royal Family – Superbowl (2020).
- The Lion King – Circle of Life (2018).

TAPā 2:

Ngā Kiriata Te Ao Haka:

- Whāngārā Mai Tawhiti – Te Waiata Tira (2019).
- Te Kapa Haka o Ngāti Whakaue – Te Whakaeke (2023).

Ngā kiriata Tūmomo Atu:

- Open Salsa World Champions, Baila Conmigo (2016).
- Team Canada Synchronised Swimming, Tokyo (2020).

Te Tūmahi Aromatawai:

- (a) Mai i ngā huānga e **TORU** (i te rārangi huānga), kōrerohia ngā ritenga me ngā rerekētanga o **TĒTAHI** o ngā Kiriata o Te Ao Haka, me **TĒTAHI** o ngā Kiriata o Ao kē atu. Whakamāramatia te whakamahinga o aua huānga ka whāia e koe hei whakapai ake i ngā kiriata e rua.
- (e) Mō ngā huānga e TORU (i te rārangi huānga) i kōwhiringa e koe, kōrerotia ai i ōna ritenga, i ōna rerekētanga, me ōna whakaawenga i roto i ngā kiriata e rua. Hei tauira, ka kōrerotia pea ēnei take:
- Te whai pānga o te whakaaturanga ki a koe, ki tō whatumanawa i a koe e mātaki ana.
 - Te mau ki te tikanga, ki te ia hoki o te whakaaturanga mā ngā huānga nei.
 - Ngā āhuetanga whakaniko me ngā āhuetanga whakarākei i te whakaaturanga.

Pūrongo Paerewa Paetae:

Ko ngā Ākonga i eke ki te **Kairangi** i te paerewa paetae nei:

- i whakamana, i whakatairite ai ngā rerekētanga/ōritenga ki tōna whakaawenga.
- i hāpai, i āta whiriwhiri i te taunakitanga hei urupare mai i ngā whakaaturanga e rua.

Ko ngā Ākonga i eke ki te **Kaiaka** i te paerewa paetae nei:

- i whakamāramahia ngā huānga, ā, i whakatairite hoki i ngā whakaaturanga.
- i hāpai i ngā urupare mai i ngā taunakitanga o ngā whakaaturanga.

Ko ngā Ākonga i eke ki te **Paetae** i te paerewa paetae nei:

- i pai te whakamāramatanga mo ngā huānga e toru, te whakapuaki mai hoki o ēnā ki roto i ngā whakaaturanga.
- i mahue mai ngā rauemi hāpai hei urupare i ngā whakaaturanga.

Ko ngā Ākonga **Kāore i whiwhi** i te paerewa paetae nei:

- kāre he whakamāramatanga, he whakapuaki mo ngā huānga e toru, me ngā whakaaturanga.
- kāre i āta tohu i ngā rerekētanga me ngā ōritenga.
- kāre he taunakitanga hei rauemi hāpai i ngā urupare.

91983: Te urupare ki tētahi whakaaturanga o Te Ao Haka.

Te Aromatawai ā-Waho:

Ko te Kaupapa:

Tīpakohia ētahi o ngā whakaaturanga Te Ao Haka, ā, whiria hoki ngā huānga me ngā āhuatanga tāpua.

TAPā 1 – Ngā kiriata Te Ao Haka:

- Angitū – Whakawātea (2022)
- Te Pou o Mangatāwhiri – Poi (2021)
- Pātea Māori Club – Ngoingoi (2008)

TAPā 2 – Ngā kiriata Te Ao Haka:

- Ōpōtiki Mai Tawhiti – Te Waiata Tira (2019)
- Tūhourangi Ngāti Wahiao – Te Whakaeke (2019)
- Te Taha Tū – Te Whakaeke (2023)

a) Kōwhiringia kia **RUA** ngā huānga, kia **RUA** anō ngā āhuatanga tāpua (i te rārangi huānga/tāpua), ā, kōrerotia te whakamahinga o ēnei huānga/tāpua i mana ai te kaupapa o te Kiriata (nō Te Ao Haka).

e) Kōwhiringia kia **RUA** ngā huānga, kia **RUA** anō ngā āhuatanga tāpua (i te rārangi huānga/tāpua), ā, kōrerotia ōna whakaawenga i roto i te kiriata nō Te Ao Haka. Hei tauia, ka kōrerotia pea ēnei take:

- He aha ngā pāinga o te whakaaturanga nei ki a koe?
- He pēhea tā te whakaaturanga tākirikiri i te whatumanawa?
- He aha ngā hua o te whakaaturanga ki a koe, ki tō whānau, ki te ao whānui rānei?
- He aha ngā maharatanga me ngā whakaaro i pupū ake i te whakaaturanga, i te kaupapa rānei o te whakaaturanga?
- He kōrero pea mo te rohe o te kapa, te rohe rānei o te whakataetae me tōna hua ki te iwi.

Pūrongo Paerewa Paetae:

Ko ngā Ākonga i eke ki te **Kairangi** i te paerewa paetae nei:

- i whakamāramahia te rētōtanga o ngā kōrero, ā, i āta whakaniko i ngā āhuratanga tāpua/huānga hei taunaki i ngā whakaaro nui, i ngā whakaawenga o te whakaaturanga.
- i wānangatia ngā hononga ki waenganui i ngā urupare mai i te tirohanga o te kaimātakitaki.

Ko ngā Ākonga i eke ki te **Kaiaka** i te paerewa paetae nei:

- i āta whakaniko i ngā hononga ki waenganui i ngā urupare matawhaiaro, me ngā āhuratanga tāpua, huānga rānei o te whakaaturanga i tīpakona e rātou.
- i āta wherawhera i te urupare matawhaiaro ki te kaimātakitaki i hono ki to rātou whakaaturanga.

Ko ngā Ākonga i eke ki te **Paetae** i te paerewa paetae nei:

- i whakamārama i ngā āhuratanga tāpua/huānga e toru i whakamahia ki te whakaaturanga i mātakina, i tīpakona e rātou.
- i wherawhera i ngā urupare matawhaiaro waiwai nei e ngā ākonga mai i te tirohanga o te kaimātakitaki.

Ko ngā Ākonga **Kāore i whiwhi** i te paerewa paetae nei:

- kāre i tino whakamārama i ngā āhuratanga tāpua/huānga e toru i whakamahia ki te whakaaturanga i kōwhiringia e rātou.
- kāre i tino whakamārama mai i te urupare matawhaiaro mai i te tirohanga o te kaimātakitaki.

Te Ao Haka Level 2

2024 NCEA Assessment Report



Te Marautanga o Aotearoa	Te Ao Haka
Assessment Date	5 June & 10 September 2024
Mode of Assessment	Tūmahi Aromatawai Pātahi (TAPā)
Standard/s	91982 (2.3) & 91983 (2.4)

Section 1: Commentary

It is crucial to adequately prepare candidates prior to the External Assessment Date. Candidates' readiness for the Common Assessment Activity relies on sufficient time to practice and deliberate.

Section 2: Report on the Achievement Standard.

91982: Compare a Te Ao Haka performance and one other performance.

The External Assessment:

Context – Videos of te ao haka and videos of another genre

Choose ONE of the two Te Ao Haka performances and ONE of the two other performances and use them to answer all parts of the assessment.

TAPā 1:

Te Ao Haka Material:

- Ōhinemataroa ki Ruatāhuna – Waiata ā-Ringa (2020).
- Taura Mai Tawhiti – Te Whakawātea (2023).

Other Genre material:

- The Royal Family – Superbowl (2020).
- The Lion King – Circle of Life (2018).

TAPā 1:

Te Ao Haka Material:

- Whāngārā Mai Tawhiti – Te Waiata Tira (2019).
- Te Kapa Haka o Ngāti Whakaue – Te Whakaeke (2023).

Other Genre material:

- Open Salsa World Champions, Baila Conmigo (2016).
- Team Canada Synchronised Swimming, Tokyo (2020).

The Assessment Task:

- (a) Using **THREE** elements from the list, discuss the similarities and differences between **ONE** of the Te Ao Haka kiriata and **ONE** Other kiriata.
Explain how you would have utilised these elements to further enhance the two kiriata.
- (e) From the **THREE** elements chosen (from the list), discuss the impact of similarities and differences they share in the two performances. For example, you could consider how they:
- Affected how you felt when watching the performances.
 - Helped communicate the messages in the performances.
 - Enhanced the performances.

Report on the Achievement Standard:

Ākonga who were awarded Achievement with **Excellence** commonly:

- made secure comparisons of how the similarities and differences impacted.
- supported the response with well-chosen evidence from both performances.

Candidates who were awarded Achievement with **Merit** commonly:

- demonstrated understanding of the elements and made comparisons between performances.
- supported their responses with evidence from the performances.

Candidates who were awarded **Achieved** commonly:

- gave a good description of three elements and how they are expressed in both performances.
- needed to support their response with reference to the performances.

Candidates who were awarded **Not Achieved** commonly:

- didn't give descriptions of three elements and how they were expressed in both performances.
- didn't provide simple identification of similarities and differences.
- didn't provide evidence to support their responses.



91983: Respond to a Te Ao Haka performance.

The External Assessment:

Context:

Choose ONE of the THREE Te Ao Haka performances to answer all parts of the tasks.

TAPā 1 – Te Ao Haka Material:

- Angitū – Whakawātea (2022)
- Te Pou o Mangatāwhiri – Poi (2021)
- Pātea Māori Club – Ngoingoi (2008)

TAPā 2 – Te Ao Haka Material:

- Ōpōtiki Mai Tawhiti – Te Waiata Tira (2019)
- Tūhourangi Ngāti Wahiao – Te Whakaeke (2019)
- Te Taha Tū – Te Whakaeke (2023)

(a) Using **TWO** elements and **TWO** key features from the list, discuss how they were used to effectively communicate the story in your chosen Te Ao Haka performance.

(e) Choose another **TWO** elements and another **TWO** key features (from the list) and discuss your perspective on your chosen Te Ao Haka performance. For example, you could comment on the following:

- What did you like about the performance?
- How did it make you feel?
- How are the messages of the performance relevant to you, your whānau, or the wider world?
- Did any memories or thoughts occur when you were watching the performance?
- Discuss whether you see its importance to the people of the region.

Report on the Achievement Standard:

Ākonga who were awarded Achievement with **Excellence** commonly:

- explained in-depth, and clearly elaborated on three key features/elements that effectively communicate ideas that are enhanced within the performance.
- discussed the connections between their response as an audience member.

Candidates who were awarded Achievement with **Merit**:

- often enhanced the connection between their personal response and the key features or elements in the performance that they watched and selected.
- commonly shared a personal response to an audience member that connected to the performance they selected.

Candidates who were awarded **Achieved** commonly:

- described three key features/elements used in the performance that they watched and chose.
- shared a simple personal response, as an audience member and each of the ākongā did this accordingly.

Candidates who were awarded **Not Achieved** commonly:

- didn't fully describe three key features/elements used in the performance that they watched and selected.
- didn't clearly or simply describe a personal response, as an audience member.



Te Ao Haka Kaupae 2

Te Pūrongo Aromatawai ā-Waho 2024



NZ Curriculum Kaupapa Māori	Te Ao Haka
Te Rā Tuku Aromatawai	30 o Oketopa, 2024
Te Momo Aromatawai	He Kete Manarua
Ngā Paerewa Paetae	91982 & 91983

Te Wāhanga 1: He Tirohanga Whānui

Kia āta whakaritea ngā ākonga i mua i te *Rā Aromatawai ā-Waho*, ko te painga atu tērā. Kia rite mai te ākonga ki te kawē i te Kete-Manarua, mā te whakawai, mā te āta wānanga ano hoki ka eke te taunakitanga o ngā mahi hei whakaahua mo te iwi.

Te Wāhanga 2: He kōrero mō te Paerewa

91982: Te whakataurite i tētahi whakaaturanga o Te Ao Haka me tētahi atu whakaaturanga

Te Aromatawai ā-Waho:

Mō te Kete Manarua nei, i tuhia te Ākonga i tētahi whakaaturanga e whakataurite ana i tētahi tūnga nō Te Ao Haka (tōna tino rōpū) me tētahi atu tūnga o waho atu i te horopaki o Te Ao Haka.

Ānei ngā tohutohu:

1. Me whiriwhiri te tauira i tētahi tūnga Kapa Haka nō tōna tino rōpū hei whakataurite me tētahi tūnga o waho atu i te horopaki o Te Ao Haka.
2. Me tukuna mai te tauira i tētahi whakaaturanga e whakamārama ana i tana mōhio ki ngā Huānga kei roto i ēnei tūnga e TORU nei.
3. Me whiriwhiri ngā tauira i ngā huānga kei roto i tēnei Aromatawai.
4. Ka whakatauria e ngā tauira i ngā ritenga me ngā rerekētanga o ngā Huānga kei roto i ngā tūnga.

Pūrongo Paerewa Paetae:

Ko ngā Ākonga i eke ki te **Kairangi** i te paerewa paetae nei:

- kua tino whakamārama, whakairoiro te Ākonga i ngā āhuatanga tāpua/huānga, ā, e kitea hoki ngā whakaaro nui o te Ākonga hei whakarākei i te whakaaturanga.
- Ka wānanga hoki ngā Ākonga i ngā hononga ki waenganui i ngā urupare mai i te tirohanga a te manuhiri.

Ko ngā Ākonga i eke ki te **Kaiaka** i te paerewa paetae nei:

- E kaha whakakipa ana te Ākonga i ōna urupare e hāngai ana ki ngā āhuatanga tāpua me ngā huānga o te whakaaturanga i mātaki, i tīpakona e rātou.
- i whakamārama hoki te Ākonga i tōna urupare mai i te tirohanga o te manuhiri ki tāna whakaaturanga i kōwhirihiā.

Ko ngā Ākonga i eke ki te **Paetae** i te paerewa paetae nei:

- i waiwai ana ngā whakatakotoranga kōrero mō ngā āhuatanga tāpua me ngā huānga e toru i whakatinana ki te whakaaturanga i mātaki, i tipakona e rātou.
- i waiwai ana ngā urupare mai i te tirohanga o te manuhiri, ā, i pērā rawa te otinga o ngā Ākonga paetae.

Ko ngā Ākonga **Kāore i whiwhi** i te paerewa paetae nei:

- kāre i tino whakamārama ngā Ākonga i ngā āhuatanga tāpua me ngā huānga e toru i whakamahia ki te whakaaturanga i mātaki, i tīpakona e rātou.
- kāre i whakatakoto mai he urupare mai i te tirohanga o te manuhiri.

91983: Te urupare ki tētahi whakaaturanga o Te Ao Haka

Te Aromatawai ā-Waho:

Ko te Kete Manarua nei, i tuhi te Ākonga i tētahi tuhingaroa e urupare atu ana ki ētehi tūnga o Te Ao Haka nō tōna kura Kapa Haka, nō tētahi Kapa Haka o Te Kura Tuarua Whakataetae ā-motu anō hoki.

Anei ngā tohutohu:

1. Me whakarere te Ākonga i ētahi kōrero mō ngā tūnga Kapa Haka e rua, tētahi nō tō kura, tētahi anō nō ngā whakataetae Kapa Haka Kura Tuarua ā-motu.
2. Me tuhi mai e te Ākonga tētahi tuhinga roa 400 kupu, e whakamārama ana i tōna mōhio ki ngā Huānga kei roto i ēnei tūnga e rua nei.
3. Me whiriwhiri e ngā Ākonga ngā Huānga nō roto mai i tēnei Aromatawai ā-waho nei.

Pūrongo Paerewa Paetae:

Ko ngā Ākonga i eke ki te **Kairangi** i te paerewa paetae nei:

- kua tino whakamārama, whakairoiro e te Ākonga i ngā āhuratanga tāpua/huānga, ā, e kitea hoki ngā whakaaro nui o te Ākonga hei whakarākei i te whakaaturanga.
- Ka wānanga hoki ngā Ākonga i ngā hononga ki waenganui i ngā urupare mai i te tirohanga a te manuhiri.

Ko ngā Ākonga i eke ki te **Kaiaka** i te paerewa paetae nei:

- E kaha whakakipa ana te Ākonga i ōna urupare e hāngai ana ki ngā āhuratanga tāpua me ngā huānga o te whakaaturanga i mātaki, i tīpakona e rātou.
- i whakamārama hoki te Ākonga i tōna urupare mai i te tirohanga o te manuhiri ki tāna whakaaturanga i kōwhirihia.

Ko ngā Ākonga i eke ki te **Paetae** i te paerewa paetae nei:

- i waiwai ana ngā whakatakotoranga kōrero mō ngā āhuratanga tāpua me ngā huānga e toru i whakatinana ki te whakaaturanga i mātaki, i tīpakona e rātou.
- i waiwai ana ngā urupare mai i te tirohanga o te manuhiri, ā, i pērā rawa te otinga o ngā Ākonga paetae.

Ko ngā Ākonga **Kāore i whiwhi** i te paerewa paetae nei:

- kāre i tino whakamārama ngā Ākonga i ngā āhuratanga tāpua me ngā huānga e toru i whakamahia ki te whakaaturanga i mātaki, i tīpakona e rātou.
- kāre i whakatakoto mai he urupare mai i te tirohanga o te manuhiri.



Te Ao Haka Level 2

The External Assessment Report 2024



NZ Curriculum Kaupapa Māori	Te Ao Haka
Assessment submission Date	30 October, 2024
Mode of Assessment	Kete Manarua
Standard/s	91982, 91983

Section 1: Commentary

It is crucial to adequately prepare candidates prior to the *External Assessment Date*. Candidates' readiness for the portfolio/submission relies on sufficient learning time and gathering of evidence to practice and deliver.

Section 2: Report on the standards

91982: Compare a Te Ao Haka performance and one other performance

The External Assessment:

The assessment task required students to submit a presentation that compared a Te Ao Haka performance (from their favourite Kapa Haka) and one other performance of their choosing.

1. Students are to select a Kapa Haka performance item from their favourite Kapa Haka to compare with another performance item **outside of the Te Ao Haka context**.
2. Students will select **THREE** elements from the list provided.
3. Students will demonstrate an understanding of how the selected **Elements** are expressed in the two performances.
4. Students will then **compare and contrast** the elements discussed for each performance.

Report on the Achievement Standard:

Ākonga who were awarded Achievement with **Excellence** commonly:

- explained in-depth, and clearly elaborate on three key features/elements that effectively communicate ideas that are enhanced within the performance.
- discussed the connections between their response as an audience member.

Ākonga who were awarded Achievement with **Merit** commonly:

- enhanced their demonstration/presentation by showing how their personal response is connected to the key features/elements in the performance that they watched and chose.
- explained a personal response to an audience member for their selected performance.

Ākonga who were awarded **Achievement** commonly:

- described three key features/elements in the performance they watched and chose.
- provided a straightforward personal response as an audience member and each of the Ākonga did this accordingly.

Ākonga who were awarded **Not Achieved** commonly:

- did not fully describe the three key features or elements they identified in the performance.
- did not provide a clear and simple personal response, as an audience member.

91983: Respond to a Te Ao Haka performance

The assessment task required Ākonga to write an essay that responded to a performance from their Kura, and a different Te Ao Haka performance from the **Kura Tuarua Nationals Competition**.

The instructions were as followed:

1. Students are to respond to **TWO** Kapa Haka performances, one from their own kura and one from a Kura Tuarua Nationals Competition.
2. Students will submit an essay of and **no longer than 500 words** that demonstrates an understanding of at least **FOUR Elements** and at least **FOUR Key Features** within a selected performance item.
3. Students will select **elements** and **key features** from the lists provided in Explanatory Note 2 and 3 below.

Report on the Achievement Standard:

Ākonga who were awarded Achievement with **Excellence** commonly:

- explained in-depth, and clearly elaborate on three key features/elements that effectively communicate ideas that are enhanced within the performance.
- discussed the connections between their response as an audience member.

Ākonga who were awarded Achievement with **Merit** commonly:

- enhanced their demonstration/presentation by showing how their personal response is connected to the key features/elements in the performance that they watched and chose.
- explained a personal response to an audience member for their selected performance.

Ākonga who were awarded **Achievement** commonly:

- described three key features/elements in the performance they watched and chose.
- provided a straightforward personal response as an audience member and each of the Ākonga did this accordingly.

Ākonga who were awarded **Not Achieved** commonly:

- did not fully describe the three key features or elements they identified in the performance.
- did not provide a clear and simple personal response, as an audience member.

