

# Te Ao Haka Kaupae 3

## 2024 NCEA Pūrongo Aromatawai



Te Marautanga o Aotearoa

Te Rā Aromatawai

Te Momo Aromatawai

Ngā Paerewa Paetae

Te Ao Haka

6 o Hune & 11 o Hepetema 2024

Tūmahi Aromatawai Pātahi 1 (TAPā)

91987 (3.4)

### 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 wānanga hoki.

### Wāhanga 2: He kōrero mō te Paerewa

#### 91987: Te whakaatu māramatanga ki tētahi tūranga tāpua i roto i Te Ao Haka

##### Te Aromatawai ā-Waho:

##### TAPā 1: Ko te Horopaki – Te Ahurei Haka Ngahau

Tīpakohia tō tūranga tāpua mo te whakaaturanga nei, whakamahia te tūranga nei hei whakautu i ngā wāhanga katoa o tēnei tūmahi.

Ngā Tūranga Tāpua:

- Te Kaitātaki Wahine
- Te Kaitātaki Tāne
- Te Kairakuraku
- Te Kaiwhakarite Kākahu

##### TAPā 2: Ko te Horopaki – Ngā Kapa Haka Kura Tuarua o Aotearoa 2022

Tīpakohia tō tūranga tāpua mo te whakaaturanga nei, whakamahia te tūranga nei hei whakautu i ngā wāhanga katoa o tēnei tūmahi.

Ngā Tūranga Tāpua:

- Te Kaiwaiata Takitahi
- Te Kaiārahi
- Te Kaiwhakarite Taonga
- Te Kaitāmoko

- a. He aha te hua o te tūranga tāpua i whiria e koe, ka pēhea tana hāpai i te whakaaturanga?
- e. He aha ngā momo kounga, pūkenga ka here ki tō tūranga tāpua? Whakatakoto ngā whakaaro, wheako matawhaiaro rānei hāngai ki aua kounga, pūkenga?
- i. He aha ngā momo wero e toru ka tau ki tō tūranga tāpua i ngā whakahaerenga o te wā tae noa ki te whakaaturanga? He aha te tukanga mō ia wero?
- o. Kōrero mai ngā whakaawenga pai mo te tūranga tāpua, ki te whakaaturanga whakamutunga, ā, ka pēhea hoki tana mahitahi ki te taha o ērā atu o ngā tūranga?

### **Pūrongo Paerewa Paetae:**

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

- i whakamāramahia mai i ngā kōrero mai i te horopaki whānui, ā, i tāpiri hoki i ngā taunakitanga tikanga Māori.

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

- i whakamātau i ngā wāhanga whakahirahira, ā, i whakamārama mai hoki i ngā Tauira.

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

- i whakatakoto mai he whakamāramatanga o te tūranga tāpua me tana momo, ā, tana hono ano hoki ki te pūkenga.

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

- kāre i maha ngā whakamāramatanga kōrero hei taunaki kia Paetae.



# Te Ao Haka Level 3

## 2024 NCEA Assessment Report



Te Marautanga o Aotearoa	Te Ao Haka
Assessment Date	6 June & 11 September 2024
Mode of Assessment	Tūmahi Aromatawai Pātahi (TAPā)
Standard/s	91987 (3.4)

### 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 standards

#### 91987: Demonstrate understanding of a key role within Te Ao Haka

##### The External Assessment:

##### TAPā 1: Context – Ahurei Haka Ngahau

Choose the key role you will take on for this performance. Use this key role to answer all parts of the assessment.

The Key Roles:

- Female Leader – Te Kaitātaki Wahine
- Male Leader – Te Kaitātaki Tāne
- Guitarist – Te Kairakuraku
- Costumes Designer – Te Kaiwhakarite Kākahu

##### TAPā 2: Context – Secondary National Kapa Haka 2022

Choose the key role you will take on for this performance. Use this key role to answer all parts of the assessment.

The Key Roles:

- Soloist - Te Kaiwaiata Takitahi
- Mentor - Te Kaiārahi
- Taonga Creator - Te Kaiwhakarite Taonga
- Moko Artist - Te Kaitāmoko

- a. What is the purpose of the role you have selected? How will it contribute to the whole performance?
- e. What qualities and skills are required for your role? Give examples or personal experiences of these qualities and skills?
- i. What are three challenges your role could come across leading up to the performance? Give an approach to each of these challenges?
- o. Discuss how the key role would have a positive impact not only on the final performance, but also on the other key roles they are working with?

**Report on the Achievement Standard:**

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

- provided in-depth information about the wider context and included evidence of tikanga Māori.

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

- examined important moments and provided a range of examples.

Candidates who were awarded **Achievement** commonly:

- provided a detailed description of the role and its function in alignment with the skill.

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

- did not provide enough information to meet the basic requirements for Achieved.



# Te Ao Haka Kaupae 3

## Te Pūrongo Aromatawai ā-Waho 2024



NZ Curriculum Kaupapa Māori

Te Rā Tuku Aromatawai

Te Momo Aromatawai

Ngā Paerewa Paetae

Te Ao Haka

30 o Oketopa 2024

He Kete Manarua

91986 & 91987

### 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

#### 91986: Te whakaatu i ngā pekanga e rua o Te Ao Haka

##### Te Aromatawai ā-Waho:

I tū ngā Ākonga ki te karawhiu i ngā Pekanga e RUA i roto i tētahi whakaaturanga, ā, i rīkoatanga tēnei mahi.

Kei te Ākonga te tikanga mehemea ka rīkoata ā-takitahi, ā-rōpū, ā-whakaritenga, ā Kura rānei. Ka taea te karawhiu i ēnei tūnga ki te rīkoata kotahi, heoi anō me mārama te kite i te Ākonga e te kaiarotake, kia 30 hēkona te roa o tana kite pai ai i te tauira.

I karawhiu i ēnei tūnga mai i tēnei tau (2024) tonu nei, ko ngā tūnga kua rīkoatanga o waho atu i tēnei tau, e kore e whakaaetia ngā Kaiarotake.

##### Te Tirohanga:

Ko ētahi o ngā Ākonga i whakaatu i ngā pekanga kāre i hāngai ki ngā kōrero āpiti rua o tēnei Aromatawai ā-waho. Kia kaha ngā ākonga ki te whakawhanake/anamata mō tēnei momo aromatawai ā-waho.

##### Pūrongo Paerewa Paetae:

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

- i kaha te whakaaturanga, i kounga te horopakī, arā, i whakataetae ā-rohe, ā-motu, i māia te tū, i whakaaturanga i runga i te toi o te kōrero pūrākau, i te wahapū o te whakapuakanga ā-reo me te matatau ā-kaupapa whāiti.

- i mau hoki ngā Ākonga i ngā pueru tika mō te tūnga a Te Ao Haka, i whakarākei hoki ki ngā taonga hei hiki ano i te whakaaturanga ki taumata kē atu.
- kāre hoki e maha ngā hapa, i mau ki ngā tino pūkenga rau o Te Ao Haka, arā, ko te wiri, ko te haka, ko te pūkana tēnā mō te roanga ake o te pekanga. Ērā Ākonga ka mau ki te hapa, nā runga i te tū pakari me te whakaaro pakeke, kāre i ngaukino ai ngā hapa i waenganui i te whakaaturanga.
- i mau hoki ngā Ākonga ki waenganui i te whakaaturanga ko te aronga ki tō rātou pūkana, nā ēnei huānga i hua mai ai ko te mauri o te/ngā pekanga. Haunga ko ngā kupu whakamārama o ngā pekanga, ka tino rongu i te wairua me te mana o ngā whakaaturanga.

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

- i kaha te horopaki o te whakaaturanga, heoi, ka raru te Ākonga i te hono ki te pekanga mō ia whakaaturanga. i reira ētahi hapa, engari kāre tino raru te whakaaturanga o ngā pekanga.
- i whakatinana te Ākonga i ngā tikanga o te pekanga, ā, i māia hoki te amoamo i ngā whakamāramatanga mo ia pekanga.
- i tū pakari, i tū māia te Ākonga, ā, i manawatahi te ihi me te wehi mo te roanga ake o ngā pekanga.

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

- i tū ōpaki te whakaaturanga ki tētahi karaehe, ki ētahi rōpu takitoru takirima ano hoki, i mau ngā pueru o te Kura, ā, i whakatinana ētahi āhukatanga o te pekanga, heoi, i raru te ihi me te wehi, ā, kāre he mahinga pūkana hei hiki i te whakaaturanga.
- i hē ano hoki te Ākonga ki ngā tino pūkenga rau o Te Ao Haka, arā, ko te takahi, ko te wiri tēnā, hei reira i raru ko ngā nekehanga o te whakaaturanga.
- kāre i manawatahi te aro, te kaha, te ihi me te wehi o te whakaaturanga mō te roanga ake o te wā.
- i ētahi wāhanga o te whakaaturanga, i whakatinana te Ākonga i ngā momo tāera o te pekanga, engari he hārakiraki te āhua o te tū.

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

- i whakaatuhia tētahi o ngā pekanga e rua.
- i hē ngā nekehanga, ngā ā-ringa anō hoki o te whakaaturanga.
- ki waenganui i ngā pekanga kāre e tino waiata ana mō te roanga ake o te whakaaturanga.
- e rua ngā whakaaturanga mai i te pekanga kotahi.

## 91987: Te whakaatu māramatanga ki tētahi Tūranga tāpua i roto i Te Ao Haka

### Te Aromatawai ā-Waho:

Ko ngā mahi i te Kete Manarua nei, kia mahia mai tētahi whakaaturanga o tōna tino iho pūmanawa i roto i tōna Ao Haka. He tūranga matua tō tēnei iho pūmanawa i roto i ngā whakahaere o Te Ao Haka.

I rangahau te Ākongā, e whakatairanga nei, ā, i whakaatu mā tētahi whakaaturanga.

Anei ngā tohutohu:

- Mā te Ākongā e tīpako **TĒTAHI** Iho Pūmanawa e tino tata ana ki tōna ngākau, e tino oho ai tōna mauri ki te haka.
- Ka mahia mai e te Ākongā tētahi whakaaturanga e whakakōrero ana i te huarahi i whāia, i te oroko-tīmatanga, i ngā wheako, i ngā aupiki me ngā auheke i whāia ai e tēnei iho pūmanawa i roto i tana tūranga Te Ao Haka.
- Ka whakatau te Ākongā i te Kapa Haka kei roto ko tēnei iho Pūmanawa, ā, me mihi ki te kapa, ki te whānau o te iho pūmanawa nei i tētahi wāhanga o te whakaaturanga nei.
- Me reo Māori katoa, me reo Pākehā katoa rānei ngā whakautu, kia kaua e whakawhiti rua i ngā reo.

### Te Tirohanga:

Ko ngā mahi e kaha tautuhi mai ana mai i ngā tikanga o tēnei aromatawai 91987 Kete-manarua, ko te tokomaha o ngā ākongā i waihangatia he ataata, ko te nuinga i kite i te kaha pānuitia ngā kupu, ia kupu mai i to rātou ataata. Mai i tēnei mahinga o ētahi o ngā ākongā kāre tino whaimana to rātou tū me te mea ano hoki i te pānui ia kupu, he momo āhuetanga whakapōrearea i te whakaaturanga. Ka pātari hoki te aronga o te kaimātakitaki ki te whakaaturanga, kāre he hihiri hei whakakipa i te kaimātakitaki.

I whiria hoki ētahi o ngā ākongā i tūranga tāpua kē atu haunga i ngā kōrero āpiti 3 o Te Paerewa Paetae, heoi, nā runga i te whakaaturanga me te kounga o ngā whakaaro kōrero, te rangahau hoki o waho atu o te horopaki a te tūranga tāpua o Te Ao Haka.

### Pūrongo Paerewa Paetae:

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

- i tātāringia te ākongā i te Tūranga tāpua ki te horopaki Te Ao Haka, ā, e māia hoki te whakaraupapatanga mai o te Tūranga me tana hono ki te tikanga me ētahi āhuetanga ō waho atu i te horopaki. Ko te tikanga te whakatau nui o te māka a te ākongā, inarā, ngā ākongā e taupā mai ana ki taua whakatau.
- i tōmene, i uhupoho, i whakaaroaro ki te whakamārama i ngā urupare hei huritao i te tikanga me ngā mātāpono Māori.

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

- i tātāri i te tūranga me tana mahinga, ā, i hua mai ai ētahi tauira wheako.

- i tohua mai ngā ākonga i o rātou Iho Pūmanawa, ā, i ētahi wā i hua mai ai o rātou ingoa mā te urupare, heoi, he hārakiraki.
- i whakaatu ko ngā wā hirahira, ko ngā wheako nui, ko ngā wānanga i whakatau, i whakamārama, heoi, ko te aronga nui e hāngai ana ki nga huānga o Te Ao Haka, haunga ki ngā pūkenga me ngā mātauranga o te Tūranga Tāpua.

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

- i whakamārama i te Tūranga Tāpua, heoi, kāre he taunaki, i tohua mai hoki ngā ākonga i o rātou Iho Pūmanawa, heoi ano, kāre he kōrero taunaki mō te taha urupare. Kei te aro kē ki te āhua o te tūranga.
- i whakamahia he whakaaturanga ataata ā-pepa, he kōnae-kūkara ki tētahi pito-kōrero, kāre ēnei i te hāngai ki ngā tikanga o tēnei Aromatawai ā-waho, arā, he whakaaturanga kē.

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

- kāore i tohu mai tōna Iho Pūmanawa.
- kāore he whakamāramatanga mo te taha pūkenga me te mahinga-here o te Tūranga.
- i tuku mai he urupare waiwai mō te Tūranga, kāre he aronga ki ngā pūkenga Te Ao Haka.
- kāore he taunakitanga.
- i moroiti ngā urupare.
- i hikimoke te āhua o ngā urupare, ā, kāore he whakaaroaro i mua mai i te whakatakotoranga kōrero.
- kāore i pai te taha tuhituhi, whakatakotoranga kōrero, he taihara te wairua.

# Te Ao Haka Level 3

## The External Assessment Report 2024



NZ Curriculum Kaupapa Māori	Te Ao Haka
Assessment submission Date	30 October 2024
Mode of Assessment	Kete Manarua
Achievement Standards	91986, 91987

### 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

#### 91986: Perform two Te Ao Haka disciplines

##### The External Assessment:

Ākonga presented performances of TWO different Te Ao Haka disciplines of their choice, which were captured digitally on video. Each performance should include approximately **two minutes** of sustained performance.

Ākonga were able to be recorded individually, or with others, and some video captures were the result of planned video recording sessions and others were naturally occurring activity. The performances may be recorded separately or on the same occasion. The marker must identify the individual candidate for at least 30 seconds of the performance.

Ākonga must have performed the **TWO** different Te Ao Haka disciplines within the year of submission (2024). Performances outside the year of submission were not accepted.

##### Observations:

Some candidates chose to perform disciplines that are not registered in Explanatory Notes 2 of the assessment standard. Although those items were performed to a high standard, they could not be considered for grading due to the 'conditions of assessment'.

##### Report on the Achievement Standard:

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

- performed in high intensity, high level context such as a Regional or a National competition and demonstrated confidence, creative artistry and technical proficiency.

- dressed in full Te Ao Haka regalia, adorning various taonga that lifted their performance beyond the expected level.
- had minimal to no mistakes, maintaining the fundamental skills of Te Ao Haka such as wiri, haka and pukana throughout the entire discipline. And those that did make mistakes were mature enough in their performance to recover from those mistakes and not let it hinder their ensuing performance of the discipline.
- had attention to detail regarding facial expression and performance. These elements reflected the nature of the discipline, and it was through this that we as the marking panel were able to comprehend the meaning and wairua of the song without knowing the scripts or kupu for each discipline.

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

- performed in high level context, but their performance and engagement of the discipline were inconsistent. There were some mistakes, but it did not hinder their performance of the discipline.
- demonstrated an understanding of the discipline and confidently conveyed the meaning of each discipline.
- demonstrated appropriate confidence and expression and maintained ihi and wehi for most parts of the discipline.

Ākonga who were awarded **Achievement** commonly:

- performed in informal context such as the classroom, or in small groups of 3-5 wearing school uniforms demonstrating some understanding of the style but lacked the energy and facial expression needed to elevate their performance to the next level.
- made some mistakes or were inconsistent in their practice of fundamental Te Ao Haka skills such as takahi and wiri. Action levels and choreography were also inconsistent.
- engaged in the performance (facial expression, ihi and wehi) was sporadic and inconsistent.
- demonstrated an understanding of the style and meaning through their performance, but this was inconsistent.

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

- performed only one of the two disciplines.

- Made mistakes and incorrect movements and choreography that hindered the performance.
- did not sing or participate in the performance for some or most parts of the discipline.
- performed two items, but from the same discipline.
- lacked substantive evidence to be graded an Achieve.



## 91987: Demonstrate understanding of a key role within Te Ao Haka

The assessment task required Ākonga to select a Kaihaka that plays a key role within their kapa, and who inspires them the most within Te Ao Haka. Students thoroughly researched their chosen Kaihaka and presented their findings in a Presentation.

The instructions were as followed:

- Ākonga are to choose **ONE** Kaihaka that invigorates their ao haka, that has a special place in their heart.
- Akonga will submit a presentation that explains the journey, the origins, experiences, trials and tribulations this person has faced since being in their respective key roles.
- They must stipulate which Kapa their person played a key role in and have a section of acknowledgement for their chosen person and Kapa.
- Ākonga may complete their work all in Te Reo Māori or all in English, not in both languages.

### Observations:

A common theme identified regarding the 'condition of assessment' for 91987 Kete Manarua is that many of the candidates created power point presentations and chose to read, word for word, what was displayed visually. This approach did not add value to their presentation. Reading aloud makes presentations tedious; it slows down presentation dynamics, lowers the persuasive power and the attention of the audience.

### Report on the Achievement Standard:

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

- analysed the role within the context of Te Ao Haka, student also confidently elaborates on the role as well as its connection to the wider context that includes tikanga.
- were thorough, fastidious and deliberate in their attempt to contextualise their responses to reflect protocol and Māori values. Tikanga was the determining factor of a candidate's grade, particularly those who were borderline.

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

- examined the role and its functions, with some examples from lived experiences.
- identified their Iho Pūmanawa and periodically refer to them in their ensuing responses, but it was inconsistent.
- showed important moments experienced in the preparation and execution of the role were clear, succinct and focused more broadly on all elements of Te Ao Haka rather than being isolated to just the skills and knowledge of the role.

Ākonga who were awarded **Achieved** commonly:

- described the role and its functions, but did not go into detail.
- identified their Iho Pumanawa but would not make references to them in the ensuing responses. Instead focusing on the technicality of the role.
- used Google sheets, Word doc, or a PowerPoint presentation to present their response in an essay format which did not meet the 'conditions of assessment' requiring Ākonga to submit a presentation.

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

- Did not identify an Iho Pumanawa.
- did not go into detail or elaborate on skills, functions and requirements of the role.
- gave a generic response to the role, without a focus on Te Ao Haka specific skills.
- did not provide enough evidence.
- gave a short and brief responses.
- jumped erratically between ideas and responses without logical progression which confused the marker.
- had poor writing skills, grammar, vocabulary and inconsistent sentence structures.

