

Te Ao Haka

2025 NCEA Pūrongo Aromatawai



Te Marautanga o Aotearoa
 Te Rā Aromatawai
 Te Momo Aromatawai
 Ngā Paerewa Paetae

Te Ao Haka
 21 o Akuhata 2025
 Tūmahi Aromatawai Pātahi (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 kawē 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:

Ko te Horopaki – Kapa Haka whakangahau

Tipakohia tētahi o ngā tūranga tāpua e whakaahua ana i ō pūkenga. Whakamahia te tūranga tāpua nei hei whakautu i ngā wāhanga katoa o tēnei tūmahi.

Ngā Tūranga Tāpua:

- Te Kaitātaki Tāne
 - Te Kaitātaki Wahine
 - Te Kaiwhakarite Kākahu
 - Te Kairakuraku
- a. He aha te hua o te tūranga tāpua i whiriwhiria ka pēhea tana hāpai i te whakaaturanga?
 - e. He aha ngā momo kounga, pūkenga ka here ki tō tūranga tāpua? Whakatakotohia ngā whakaaro, wheako matawhaiaro rānei e hāngai ana ki aua kounga, pūkenga hoki.
 - 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. Kōrerohia mai ngā whakaawenga pai o te tūranga tāpua mo te whakaaturanga whakamutunga, ka pēhea hoki tana mahitahi ki te taha o ērā atu o ngā tūranga?

Te Tirohanga:

Ko ētahi o ngā whakautu a ngā ākonga kāore i tino here ki te tikanga Māori, ā, kāre i tino eke te kōunga o ngā mahi ki te Kairangi. I te korenga anō hoki o tērā taha tikanga kāre he māramatanga ā-ahurea nei, ko te aronga kē ko te whakamārama i ngā pānga o te tūranga ki ngā whēako matua o te ākonga, mahue ana te hohonutanga o taua tūranga me ōna tatangi katoa. I reira hoki tētahi hunga moroiti i tautohua te tūranga Pouako, heoi, kāre i te tūmahi aromatawai o te TAPā. Heoi, nā ngā kōrero āpiti, 3 o te Paerewa Paetae mō ngā tūranga tāpua, me te tūranga Pouako i eke ai aua ākonga.

Pūrongo Paerewa Paetae:

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

- i manawatahi, i kouna te nuinga o ngā whakaaroaro ki tōna tāpuhitanga.
- i āta whakamārama atu te ākonga i ngā hirahiratanga o te tukanga i whāia nei e rātou kia eke puhitaioeore ai tō rātou tūranga tāpua o te ao haka.
- i āta whakamāhere mai ngā tikanga me ōna whakaawenga ki ētahi atu o ngā tūranga tāpua mai i te horopaki o te ao haka, he whakaahua anō hoki i te haepapa matua me ōna whakapaparanga.
- i te nuinga o te wā i ū ngā tohutoro hei whai pānga atu ki te tikanga Māori, e hāngai ana aua tohutoro ki ngā whēako matua o te ākonga.
- i whakamihia te nuinga o ngā urupare a te ākonga ki ngā tikanga ā-iwi me tōna manawaroa hei whakamana, hei kouna anō hoki i ōna mahinga arotake. Ka mutu, ko te āheinga me te hiahia o te ākonga kia ekea ngā mahi ki tōna keokeonga i tua atu o ngā hiahia o te Paerewa Paetae, he mārohirohi, he autai.

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

- i arotakengia ngā ākonga i tōna tūranga tāpua te ao haka, i whakamārama atu anō hoki i te tūranga me tōna tāpaetanga hihiko ki te whakaaturanga o te ao haka.
- i wānanga-tahi te tūranga me ōna whānuitanga, ka pēhea te whakatutuki, ā, he taunakitanga tohutoro i whakatakotokia, ka mutu, he wheako matua hei rauemi i te arotakenga.

- i manawatahi ngā whakaaroaro ki ētahi o ngā urupare, engari, kāre i tika te whakatakotoranga kōrero. He tohu kia whanake tonu i ngā taha huritao me te hohonutanga o ngā arotakenga.

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

- i whakamārama atu ngā ākonga i te tūranga me tōna tāpaetanga ki te whakaaturanga o Te Ao Haka, ā, i wānanga hoki i ngā āhuatanga whānui o te tūranga.
- kāre i tino hono ki ngā wheako matua o te ākonga, nā reira, i ārikarika noa te whakaahua i tōna whakamārama.
- kāre i tino kitea te taha huritao-ā-matawhaiaro me te mātautanga ano hoki, koia te take kāre i tino eke ngā mahi ki tōna tāpuhitanga.

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

- i kōwhiringia ngā ākonga i tōna tūranga tāpua, i ngana hoki ki te whakamārama atu i tōna āhuatanga kia hāngai pū ki te paeuru paetae.
- kāre i ruku hohonu atu ki ngā urupare, kāre hoki i tino whakamārama atu i ngā huānga o te tūranga.
- kāre he taunakitanga tohutoro, wheako matua, i ngoikore noa te whakaahua i tōna whakamārama.
- kāre i te tino whai-māramatanga ki ngā tūranga tāpua mo tētahi horopaki Te Ao Haka.



Te Ao Haka

2025 NCEA Assessment Report



Te Marautanga o Aotearoa	Te Ao Haka
Assessment Date	21 August 2025
Mode of Assessment	Common Assessment Activity (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:

Context – Kapa Haka entertainment

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:

- The Female Leader
 - The Male Leader
 - The Guitarist
 - The Costume (kākahu) Designer
- 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.

Observations:

A significant number of candidate responses did not include references to tikanga Māori, which limited their ability to achieve higher marks within the *kairangi* grade range. The absence of this cultural understanding often resulted in responses that focused primarily on describing the functions of the chosen role and drawing from personal experience, rather than demonstrating deeper applied knowledge and insight. It was also noted that a small number of candidates chose the role of a tutor, which was not listed as one of the specified options for the activity. However, explanatory note 3 of the achievement standard allows for other roles, including that of a mentor.

Report on the Achievement Standard:

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

- demonstrated a high level of metacognitive ability.
- reflected on significant moments throughout the process of preparing for and executing their chosen role within *te ao haka*.
- provided insightful discussion on the role's impact and influence on other roles within a *te ao haka* context, showing a strong understanding of interrelated responsibilities.
- consistently incorporated references to tikanga Māori that were relevant and authentic, often drawing from their own lived experiences.
- acknowledged iwi-specific variations and reflected a clear awareness of cultural sustainability, further enriching the depth and quality of their evaluations and demonstrating candidate ability to go above and beyond the achievement standard.

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

- were able to evaluate a key role within *te ao haka*, providing clear descriptions of the role and how it contributes positively to a *te ao haka* performance.
- discussed the functions of the role, how it is executed, and often made relevant references to their own lived experiences to support their evaluation.
- demonstrated meta-cognitive thinking was evident in some responses and was applied inconsistently, indicating room for further development in critical reflection and deeper analysis.

Candidates who were awarded **Achievement** commonly:

- described a role that contributes to a *te ao haka* performance and discussed its general functions.
- lacked a connection to the candidates' own lived experiences, which limited their ability to demonstrate deeper insight and applied understanding.
- Responses were absence of personal reflection and contextualization was a key factor that hindered progression to higher grade levels.

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

- attempted to discuss its functions aligned to the assessment criteria.
- did not expand on key elements of the role.
- provided a little to no reference on lived experiences, which limited the candidates' ability to demonstrate applied understanding.
- showed limited comprehension of the role within a *te ao haka* context.

