

29 November 2022

Tēnā koe [REDACTED]

Official Information Act Request

Thank you for your request of 9 November 2022, under the Official Information Act 1982, for the following information:

“... regarding the issue of Maori Performing Arts credits being awarded to students at WEGC without the full requirements of the standard having been met in 2021 and your subsequent investigation. We are making this request for official information to understand your decision making process and ultimate decision, that we understand was communicated with WEGC on to Friday 21 October, being that the 2021 Year 13 girls did not need to submit the theory section and the 2021 Year 12 girls still required further work.”

To help us understand how you arrived at this decision can you please provide us with the following information in accordance with the provisions of the Official information Act:

- 1. A copy of the final investigation report/decision making report.*
- 2. A copy of your final decision that was sent to WEGC.*
- 3. All key documents pertaining to your investigation and decision making process undertaken that led to your decision as communicated with the school on 21 October 2022.*

Response

See below responses to your questions:

- 1. A copy of the final investigation report/decision making report*

There is no report on the final decision. Therefore, NZQA does not hold the information requested nor does any other agency.

We note that under the *Assessment (including Examination) Rules for Schools with Consent to Assess 2022*, section 5.5 Reporting:

- a Schools must establish and use processes to ensure that all Candidate entries and results are accurate for internally assessed standards.

- 2. A copy of your final decision that was sent to WEGC*

Attached is a copy of the letter from Kay Wilson (Manager, School Quality Assurance and Liaison) to Gael Ashworth, Principal Wellington East Girls College. This letter contains our final decision on the matter. The letter is the last document (page 33) in response to your third question.

- 3. All key documents pertaining to your investigation and decision making process undertaken that led to your decision as communicated with the school on 21 October 2022*

We have interpreted your request to mean documents used by NZQA to reach a decision on students affected by the reporting of results by WEGC for Māori Performing Arts standards in 2021. Please see a list of documents below:

Document name	Date	Pages	Description	Decision	Withholding sections
Māori Performing Arts 200 : MP200 NCEA L2 Course Information 2021	Term 1 2021	1-5	The document contains: course information, an assessment summary, a marking schedule and a timetable for Māori Performing Arts NCEA L2 2021	Released in full	
Māori Performing Arts 300 : MP300/400 – NCEA L3-L4 Course Information 2021	Term 1 2021	6-10	The document contains: course information, an assessment summary, a marking schedule and a timetable for Māori Performing Arts NCEA Level 3-4	Released in full	
Māori Performing Arts	July 2021	11-26	An ākonga work booklet for Unit standard 22757 (version 5) Demonstrate knowledge of influencing factors in the historical development of Māori performing arts	Released in part	Names withheld under s9(2)(a)- Privacy of a natural person
Te Whanganui a Tara ki ōtaki 2021 Observation Form	5 July 2021	27	An observation sheet for Wellington East Girls College, Rongotai College NCEA Levels 2,3- & 4-unit standards for Māori Performing Arts	Released in Full	
Wellington East Girls College letter	23 July 2021	28-30	A letter to Katherine Stokes regarding the observation process in the assessment of Te Ao Haka unit standards	Released in full	
RE: MPA Credits	21 October 2022	31-32	Email correspondence between NZQA and Wellington East Girls College regarding Māori Performing Arts credits	Released in part	Names withheld under s9(2)(a)- Privacy of a natural person
Letter of Outcome to WEGC	21 October 2022	33	A letter to the Principal of Wellington East Girls College regarding results for Māori Performing Arts	Released in full	

We further understand the school communicated with affected students and parents in October 2022, signalling the opportunity to participate in workshops to complete the standards by the end of February 2023.

As part of the commitment to open and transparent government, NZQA is proactively releasing responses to Official Information Act requests which are of public interest. NZQA intends to publish its response to this request on its website as part of its next quarterly release of documents. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please contact Elizabeth Templeton in the Office of the Chief Executive, email elizabeth.templeton@nzqa.govt.nz or telephone (04) 463 3339.

If you are dissatisfied with our response, you have the right, under section 28(3) of the Official Information Act 1982, to lodge a complaint with the Office of the Ombudsman at

www.ombudsman.parliament.nz. You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā



Dr Grant Klinkum
Pouwhakahaere/Chief Executive



MĀORI PERFORMING ARTS 200 : MP200

NCEA L2 COURSE INFORMATION 2021

MĀORI PERFORMING ARTS – MP200 Level 2 :

Naumai rā e ngā mana whakairo a Toi ki runga ki te paepae mahurangi a Hinerehia!

In this course, students will be working towards achieving Unit Standards at Level 2, Level 3, and Level 4 Māori Performing Arts. The students will be encouraged to explore the traditional art of Kapa-Haka and cultural movements on a learning experience level right through to competitive haka. There is an expectation for students in MPA to participate in most Māori cultural performances such as Pōwhiri, Local Fundraising performances in the community.



Assessment & [Student Assessment Booklet \(Click Link\)](#)

- ❖ MPA200 : Up to 6 Unit Standards offering a total of up to 34 credits.

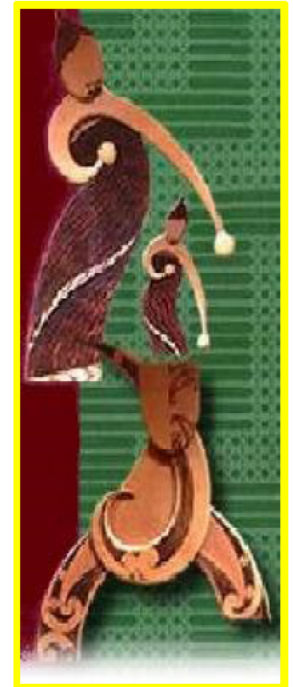
Recommendations : To gain entry to this course, it is recommended that students will have demonstrated competence at Level 1 (Year 11) Te Reo Māori and/or in Kapa Haka experience.

ASSESSMENT PROCEDURES - Please click on this link for the student assessment information book 2021:

[WEGC Student Assessment Booklet 2021](#)

Assessment Summary for MP200

This NCEA Level 2 programme is assessed against four Achievement Standards. Here is a summary of those Standards, together with their credit weighting and their assessment type.





MĀORI PERFORMING ARTS 200 : MP200

NCEA L2 COURSE INFORMATION 2021

MĀORI PERFORMING ARTS NCEA LEVEL 2 : ASSESSMENT SUMMARY

Standard	Version	Title	Credits	Assessment Type	Level 2 Literacy	Level 2 Numeracy	UE Reading	UE Writing
US13359	9	Demonstrate Knowledge and Skills of Mōteatea.	6	Internal	Y	N	Y	Y
US13367	8	Demonstrate Knowledge and Skills of Poi.	10	Internal	Y	N	Y	Y
US13363	8	Demonstrate Knowledge and Skills of Waiata ā-Ringa.	6	Internal	Y	N	Y	Y
US27698	5	Demonstrate Knowledge and Skills of Haka Wahine.	6	Internal	Y	N	Y	Y
US15019	7	Demonstrate Knowledge and Skills of Whakaraka.	6	Internal	Y	N	Y	Y



MĀORI PERFORMING ARTS 200 : MP200

NCEA L2 COURSE INFORMATION 2021

MP200 - ASSESSMENT MARKING SCHEDULE

Standard/ Paerewa	Kaupapa Ako Curriculum Subject	Paetae Achieved	Kaiaka Merit	Kairangi Excellence
US13359	Demonstrate Knowledge and Skills of Mōteatea. (6 Credits)	Demonstrate <i>knowledge and Skills</i> of Mōteatea.	Demonstrate <i>in-depth knowledge and essential skills</i> of Mōteatea.	Demonstrate <i>in-depth comprehension and artistic skills</i> of Mōteatea.
US13367	Demonstrate Knowledge and Skills of Poi. (10 Credits)	Demonstrate <i>knowledge and Skills</i> of Poi	Demonstrate <i>in-depth knowledge and essential skills</i> of Poi	Demonstrate <i>in-depth comprehension and artistic skills</i> of Poi
US13363	Demonstrate Knowledge and Skills of Waiata ā-Ringa. (6 Credits)	Demonstrate <i>knowledge and Skills</i> of Waiata ā-Ringa	Demonstrate <i>in-depth knowledge and essential skills</i> of Ā-Ringa	Demonstrate <i>in-depth comprehension and artistic skills</i> of Ā-Ringa
US27698	Demonstrate Knowledge and Skills of Haka Wahine. (6 Credits)	Demonstrate <i>knowledge and Skills</i> of Haka Wahine	Demonstrate <i>in-depth knowledge and essential skills</i> of Haka Wahine	Demonstrate <i>in-depth comprehension and artistic skills</i> of Haka Wahine.
US15019	Demonstrate Knowledge and Skills of Whakaraka. (6 Credits)	Demonstrate <i>knowledge and Skills</i> of Whakaraka	Demonstrate <i>in-depth knowledge and essential skills</i> of Whakaraka	Demonstrate <i>in-depth comprehension and artistic skills</i> of Whakaraka



MĀORI PERFORMING ARTS 200 : MP200

NCEA L2 COURSE INFORMATION 2021

MARAMATAKA - AROMATAWAI 2021

TE REO MĀORI



TE REO MĀORI - NCEA LEVEL 2

TE REO MĀORI - NCEA LEVEL 2											
TERM 1	Week 1 1-5 Feb Course confirmation + orientation day	Week 2 8 - 12 Feb Waitangi Day Full timetable starts	Week 3 15- 19 Feb	Week 4 22 - 26 Feb Athletics day	Week 5 1 - 5 March	Week 6 8 - 12 Mar	Week 7 15 - 19 Mar	Week 8 22 - 26 Mar Summer Tournament	Week 9 29 - 2 Apr Good Friday	WIKI 10 06- 09APR	Week 11 12 - 16 Apr
Content	<p>Kaupapa: 'Ngā Pua Mahurangi a Hinerehia' - 'The Essence of her Maiden'</p> <p>'Ngā Moteatea Tukuiho me te Whakapapa o Te Poi'</p>										
Assessment	<p>US13359: Demonstrate Knowledge and Skills of Mōteatea (6 Credits)</p> <p><i>Theory and Research on Waiata Koroua</i></p> <p>US13367: Demonstrate Knowledge and Skills of Poi (10 Credits)</p> <p><i>Theory and Research on Poi</i></p> <p>Completed by the end of Term 1 2021</p>					<p>US13359: Demonstrate Knowledge and Skills of Mōteatea (6 Credits)</p> <p><i>Demonstrate Skills in Performance of Mōteatea</i></p> <p>US13367: Demonstrate Knowledge and Skills of Poi (10 Credits)</p> <p><i>Demonstrate Skills in Performance of Poi</i></p> <p>Completed by the end of Term 1 2021</p>					
TERM 2	Week 1 3 - 7 May	Week 2 10 - 14 May NCEA day	Week 3 17 - 21 May	Week 4 24 - 28 May	Week 5 31 - 04 June TOD - LOOPED	Week 6 7 - 11 June Queen's Birthday	Week 7 14 - 18 June	Week 8 21 - 25 June	Week 9 28 - 2 July	Week 10 5 - 9 July	
Content	<p>Kaupapa: 'Ngā Pua Mahurangi a Hinerehia' - 'The Essence of her Maiden'</p> <p>'Te Tūhura o Te Waiata ā-Ringa me te Haka Wahine'</p>										
Assessment	<p>US13363: Demonstrate Knowledge and Skills of Waiata ā-Ringa (6 Credits)</p> <p><i>Theory and Research on Waiata ā-Ringa</i></p> <p>US27698: Demonstrate Knowledge and Skills of Haka Wahine (6 Credits)</p> <p><i>Theory and Research on Haka Wahine</i></p> <p>Completed by the end of Term 2 2021</p>					<p>US13363: Demonstrate Knowledge and Skills of Waiata ā-Ringa (6 Credits)</p> <p><i>Demonstrate Skills in Performance of Waiata ā-Ringa</i></p> <p>US27698: Demonstrate Knowledge and Skills of Haka Wahine (6 Credits)</p> <p><i>Demonstrate Skills in Performance of Haka Wahine</i></p> <p>Completed by the end of Term 2 2021</p>					



MĀORI PERFORMING ARTS 200 : MP200

NCEA L2 COURSE INFORMATION 2021

TERM 3	Week 1 26 - 30 July	Week 2 2 - 6 Aug NCEA day	Week 3 9 -13 Aug TOD	Week 4 16-20 Aug	Week 5 23-27 Aug	Week 6 30-3 Sep TOD - Kahui Ako Winter Tournament	Week 7 6 - 10 Sep	Week 8 13-17 Sept	Week 9 20-24 Sept	Week 10 27 - 1 Oct
Content	US13363: Demonstrate Knowledge and Skills of Waiata ā-Ringa (6 Credits) <i>Demonstrate Skills in Performance of Waiata ā-Ringa</i> US27698: Demonstrate Knowledge and Skills of Haka Wahine (6 Credits) <i>Demonstrate Skills in Performance of Haka Wahine</i> Completed by the end of Term 2 2021				School exams	US13363: Demonstrate Knowledge and Skills of Waiata ā-Ringa (6 Credits) <i>Demonstrate Skills in Performance of Waiata ā-Ringa</i> US27698: Demonstrate Knowledge and Skills of Haka Wahine (6 Credits) <i>Demonstrate Skills in Performance of Haka Wahine</i> Completed by the end of Term 2 2021				
Assessment										

TERM 4	Week 1 18 - 22 Oct	Week 2 25- 29 Oct Labour Day	Week 3 1 - 5 Nov	Week 4 8 – 12 Nov Prizegiving 2 Nov TBC NCEA Exams Start 8th	Week 5 15 - 19 Nov	Week 6 22 - 26 Nov	Week 7 29 - 3 Dec NCEA day	Week 8 6 -10 Dec	Wiki 9 07-10 Dec
Content	Māori Performing Arts Level 2 - MP200 Students to Complete any outstanding Internals, then final sign-off of grades.								
EXTERNAL									



MĀORI PERFORMING ARTS 3000 : MP300/400

NCEA L3-L4 COURSE INFORMATION 2021

MĀORI PERFORMING ARTS – MP300 Level 3 – 4 :

Naumai rā e ngā mana whakairo a Toi ki runga ki te paepae mahurangi a Hinerehia!

In this course, students will be working towards achieving Unit Standards at Level 3, and Level 4 Māori Performing Arts. The students will be encouraged to explore the traditional art of Kapa-Haka and cultural movements on a learning experience level right through to competitive haka. There is an expectation for students in MPA to participate in most Māori cultural performances such as Pōwhiri, Local Fundraising performances in the community.

Assessment : [AKONGA BOOKLET](#) (Link to Course Booklet)

- ❖ MPA300 : Up to 3 Unit Standards offering a total of up to 26 credits
- ❖ MPA400 : Up to 6 Unit Standards offering a total of up to 80 credits

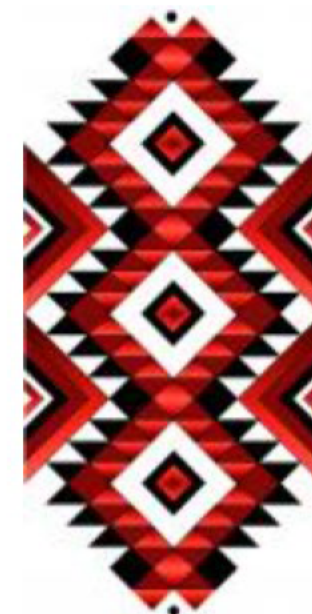
Recommendations : To gain entry to this course, it is recommended that students will have demonstrated competence at Level 2/3 (Year 12/Year13) Te Reo Māori and/or in Kapa Haka experience.

[ASSESSMENT PROCEDURES](#) - Please click on this link for the student assessment information book 2021 :

[WEGC Student Assessment Booklet 2021](#)

[Assessment Summary for MP300/MP400](#)

This NCEA Level 3-4 programme is assessed against four Achievement Standards. Here is a summary of those Standards, together with their credit weighting and their assessment type.





MĀORI PERFORMING ARTS 3000 : MP300/400

NCEA L3-L4 COURSE INFORMATION 2021

MĀORI PERFORMING ARTS NCEA LEVEL 3 & Level 4 : ASSESSMENT SUMMARY

Standard	Version	NCEA LEVEL	Title	Credits	Assessment Type	Level 2 Literacy	Level 2 Numeracy
US15020	6	3	Perform Whakaraka	6	Internal	Y	N
US22756	7	3	Perform a Māori Performing Arts Bracket	10	External	Y	N
US22757	5	3	Demonstrate knowledge of influencing factors in the historical development of Māori performing arts	6	Internal	Y	N
US13360	6	4	Perform Mōteatea	15	Internal	Y	N
US13364	6	4	Perform Waiata ā-Ringa	15	Internal	Y	N
US13368	7	4	Perform Poi	20	Internal	Y	N
US13373	7	4	Perform Haka Wahine	15	Internal	Y	N



MĀORI PERFORMING ARTS 3000 : MP300/400

NCEA L3-L4 COURSE INFORMATION 2021

MP300/400 - Student Assessment Booklets 2021

Standard	Version	NCEA Level	Title	Credits	Link to Booklets
US15020	6	3	Perform Whakaraka	6	Ākonga Booklet : Whakaraka Level 3
US22756	7	3	Perform a Māori Performing Arts Bracket	10	Ākonga Booklet : Performance Level 3
US22757	5	3	Demonstrate knowledge of influencing factors in the historical development of Māori performing arts	6	Ākonga Booklet : Historical Development of MPA Level 3
US13360	6	4	Perform Mōteatea	15	Ākonga Booklet : Mōteatea Level 4
US13364	6	4	Perform Waiata ā-Ringa	15	Ākonga Booklet : Waiata ā-Ringa Level 4
US13368	7	4	Perform Poi	20	Ākonga Booklet : Poi Level 4
US13373	7	4	Perform Haka Wahine	15	Ākonga Booklet : Haka Wahine Level 4



MĀORI PERFORMING ARTS 3000 : MP300/400

NCEA L3-L4 COURSE INFORMATION 2021



MARAMATAKA - AROMATAWAI 2021

TE REO MĀORI



MĀORI PERFORMING ARTS – MP300 Level 3-4											
TERM 1	Week 1 1-5 Feb Course confirmation + orientation day	Week 2 8 - 12 Feb Waitangi Day Full timetable starts	Week 3 15- 19 Feb	Week 4 22 - 26 Feb Athletics day	Week 5 1 - 5 March	Week 6 8 - 12 Mar	Week 7 15 - 19 Mar	Week 8 22 - 26 Mar Summer Tournament	Week 9 29 - 2 Apr Good Friday	WIKI 10 06- 09APR	Week 11 12 - 16 Apr
Content	<p>Kaupapa: 'Ngā Pua Mahurangi a Hinerehia' - 'The Essence of her Maiden'</p> <p>'Ngā Moteatea Tukuiho me te Whakapapa o Te Poi'</p>										
Assessment	<p>US1520: Demonstrate Knowledge and Skills of Whakaraka (6 Credits)</p> <p><i>Theory and Research on Whakaraka</i></p> <p><i>Crafting of Portfolio for Whakaraka and Research of Resources</i></p> <p>Completed by the end of Term 1 2021</p>					<p>US1520: Demonstrate Knowledge and Skills of Whakaraka (6 Credits)</p> <p><i>Demonstrate Knowledge and Skills in Performing Whakaraka</i></p> <p><i>Practical Research and Active Influence on Māori Hand Games</i></p> <p>Completed by the end of Term 1 2021</p>					
TERM 2	Week 1 3 - 7 May	Week 2 10 - 14 May NCEA day	Week 3 17 - 21 May	Week 4 24 - 28 May	Week 5 31 - 04 June TOD - LOOPED	Week 6 7 - 11 June Queen's Birthday	Week 7 14 - 18 June	Week 8 21 - 25 June	Week 9 28 - 2 July	Week 10 5 - 9 July	
Content	<p>Kaupapa: 'Ngā Pua Mahurangi a Hinerehia' - 'The Essence of her Maiden'</p> <p>'Te Tūhura o Te Waiata ā-Ringa me te Haka Wahine'</p>										
Assessment	<p>US22756: Demonstrate knowledge of influencing factors in the historical development of Māori performing arts (6 Credits)</p> <p><i>Theory and Research on the Development of Māori Performing Arts</i></p> <p>US22757: Perform a Māori Performing Arts Bracket (10 Credits)</p> <p><i>Demonstrate Skills in Performing a Māori Performing Arts Bracket</i></p> <p>Completed by the end of Term 2 2021</p>					<p>US22756: Demonstrate knowledge of influencing factors in the historical development of Māori performing arts (6 Credits)</p> <p><i>Theory and Research on the Development of Māori Performing Arts</i></p> <p>US22757: Perform a Māori Performing Arts Bracket (10 Credits)</p> <p><i>Demonstrate Skills in Performing a Māori Performing Arts Bracket</i></p> <p>Completed by the end of Term 2 2021</p>					



MĀORI PERFORMING ARTS 3000 : MP300/400

NCEA L3-L4 COURSE INFORMATION 2021

TERM 3	Week 1 26 - 30 July	Week 2 2 - 6 Aug NCEA day	Week 3 9 -13 Aug TOD	Week 4 16-20 Aug	Week 5 23-27 Aug School exams	Week 6 30-3 Sep TOD - Kahui Ako Winter Tournament	Week 7 6 - 10 Sep	Week 8 13-17 Sept	Week 9 20-24 Sept	Week 10 27 - 1 Oct
Content	US22756: Demonstrate knowledge of influencing factors in the historical development of Māori performing arts (6 Credits) <i>Theory and Research on the Development of Māori Performing Arts</i> US22757: Perform a Māori Performing Arts Bracket (10 Credits) <i>Demonstrate Skills in Performing a Māori Performing Arts Bracket</i> Completed by the end of Term 3 2021						US22756: Demonstrate knowledge of influencing factors in the historical development of Māori performing arts (6 Credits) <i>Theory and Research on the Development of Māori Performing Arts</i> US22757: Perform a Māori Performing Arts Bracket (10 Credits) <i>Demonstrate Skills in Performing a Māori Performing Arts Bracket</i> Completed by the end of Term 3 2021			
Assessment										

TERM 4	Week 1 18 - 22 Oct	Week 2 25- 29 Oct Labour Day	Week 3 1 - 5 Nov	Week 4 8 – 12 Nov Prizegiving 2 Nov TBC NCEA Exams Start 8th	Week 5 15 - 19 Nov	Week 6 22 - 26 Nov	Week 7 29 - 3 Dec NCEA day	Week 8 6 -10 Dec	Wiki 9 07-10 Dec
Content	Māori Performing Arts Level 3/4 - MP300/ MP400								
EXTERNAL	Students to Complete any outstanding Internals, then final sign-off of grades.								

*TĪKAROHIA TE MARAMA
REALISE YOUR POTENTIAL*



MĀORI PERFORMING ARTS

UNIT STANDARD 22757 (version 5)

Demonstrate knowledge of influencing factors in the historical development of Māori performing arts

(Level 3, Credits 6)

ĀKONGA BOOKLET

Name/ Ingoa	Privacy of natural persons
Provider/ School/ Kura	Wellington East Girls College
Assessor/ Kaiako	Privacy of natural persons
NSN Number	

Unit standard 22757 (version 5)

Tēnā koe

This is your assessment booklet for Māori Performing Arts unit standard 22757, **Demonstrate knowledge of influencing factors in the historical development of Māori performing arts.**

Assessment criteria

Demonstrate knowledge of influencing factors in the historical development of Māori performing arts.	Demonstrate in-depth knowledge of influencing factors in the historical development of Māori performing arts.	Demonstrate comprehensive knowledge of influencing factors in the historical development of Māori performing arts.

There is **ONE** (1) assessment task for this standard that you must correctly complete. The grades for this assessment include Paetae (Achieved), Kaiaka (Merit), or Kairangi (Excellence). Your grade will depend on how well you research and answer the questions, and how well you perform.

The tasks is:

1. Explain how **THREE** factors have influenced the development of Māori performing arts over **EACH** of the following time periods:

- pre-1950
- 1951 to 1999, and
- 2000 to current.

The **THREE** factors **must** include:

- **TWO** environmental factors (political, social, economic, technology), and
- **ONE** sociological factor (media, people, events, religion, organisations).

Your kaiako will discuss the length of time you have to complete this.

PLEASE remember to reference where you get your information from for this task. Your kaiako will also discuss this with you.

Authenticity

As per NZQA requirements:

- all work submitted for assessment must be produced by you
- the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book, or downloaded from the internet.

You may work with and learn from others to gather information from a variety of sources. However, the assessor must be clear that the work to be assessed has been processed and produced by you. To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

If you have any pātai, or are unsure about anything, kōrero ki tō kaiako.

For further information, please refer to the following link:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

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Outcome 1 Demonstrate knowledge of influencing factors in the historical development of Māori performing arts

Range: historical includes the following periods – pre-1950, 1951 to 1999, 2000 to current.

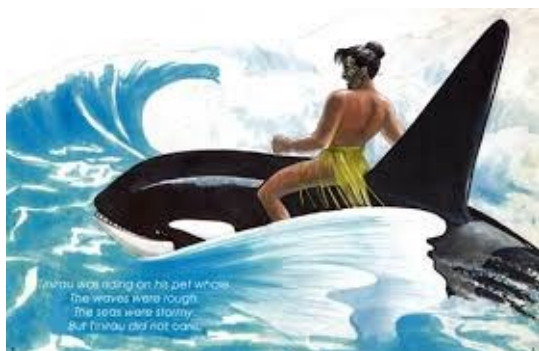
Assessment Task 1

<ul style="list-style-type: none"> • pre-1950 • 1951 to 1999 • 2000 to current. 	
<p>Choose TWO (2) environmental factors.</p> <p>Environmental factors may include:</p> <ul style="list-style-type: none"> • political • social • economic • technology. 	<p>Choose ONE (1) sociological factor.</p> <p>Sociological factor may include:</p> <ul style="list-style-type: none"> • media • people • events • religion • organisations.
<p>Note: Influences may be positive or negative.</p> <p>You may use the attached sheet to record your answers and/or use a range of other techniques to present your descriptions– eg PowerPoint, mind maps, posters, drawings etc.</p> <p>You must present information in your own words, and references must be provided.</p>	
<p>Examples of environmental factors may include:</p> <ul style="list-style-type: none"> • political (eg government policies, funding initiatives etc) • social (eg emergence of Māori immersion education, employment opportunities etc) • economic (eg funding for education programmes, centralisation of resources through Rūnanga, tourism etc) • technology (eg allows for diversity from traditional instruments, improved access to resources etc). <p>Examples of sociological factors may include:</p> <ul style="list-style-type: none"> • media (eg increases exposure/promotion, dedicated television channels Māori Television, online streaming and content– Māori Television, Haka TV, Youtube) • people (eg role models ie tutors, composer, kaihaka etc) • events (eg increased exposure through festivals and competitions) • religion (eg displacement of tikanga and protocols, the influence of choral singing, Hui Aranga) • organisations (eg Te Matatini Inc, Te Taura Whiri i te reo Māori, iwi representation). 	

Te Orohanga o Ngā mahi ā Rēhia

The origins of Māori Performing Arts

The stories and origins pertaining to the origins of Māori performing arts descend from Hawaiki



ancient Māori times and the times of Tinirau and Hineteiwaiwa. According to Māori traditions we go back to the original story of “ Tutunui and Kae” . The origin of Te Whare Tapere and Māori Performing arts.

The technology used during the traditional era of society were based around instruments, tools and resources that created a living organism and contributed to the creation

of Maori Performing arts.

The Technologies of Te Whare Tapere “Tutunui rāua ko Kae

Instruments - Taonga Puoro

- Pūtātara
- Poiāwhiohio
- Pūrerehua
- Kōauau
- Pūtōrino



Resources within Te Whare Tapere

- Ti rākau / Titi Tōrea
- Patu / Taiaha / Koikoi
- Kākahu Taketake
- Pou Toti Toti (Walking Stilts)
- He Karetāo Whakairo (Carved Puppet)
- Whai (String Games)



Whakairo

- Pātaka Kai
- Te Taratara a Kae (Paraoa Tohoro)
- Te Whatukura a Tangaroa
- Manuruhi

The main benefit of these resources is the development of cultural practices and the implementations of māori mahi ā rēhia, also by using these technologies we are keeping the cultural practices

Sources :

<https://www.youtube.com/watch?v=Nv0DP1pY0>

https://docs.google.com/presentation/d/1Qb3v8KmiKD9Kvod417Jsg7tryB03MTO0vXbG4/edit#slide=id.g7ecc5ab5bd_0_0

<https://teara.govt.nz/h/tangaroa-the-sea/page3>

<https://teara.govt.nz/en/photograph/43919/tinirau-and-kae>

<https://teara.govt.nz/en/kapa-kamaori-performingarts#:~:text=his%20enemy%2C%20Kae,.19th%2Dcentury%20kapa%20haka,Some%20concert%20groups%20toured%20overseas.>

<https://charlesroyal-g7mt.squarespace.com/tinirau>

<https://teara.govt.nz/en/māori-theatre-te-whare-taperehou/page1>

<https://www.tepapa.govt.nz/about/touring-exhibitions/whale-tohoro/whalepeople/pataka-and-story-tinirau-and-whale>

<https://teara.govt.nz/en/māori-musical-instruments/taonga-puoro>

[https://en.wikipedia.org/wiki/Whakairo#:~:text=Toi%20whakairo%20\(art%20carving\)%20or,in%20wood%2C%20stone%20or%20bone](https://en.wikipedia.org/wiki/Whakairo#:~:text=Toi%20whakairo%20(art%20carving)%20or,in%20wood%2C%20stone%20or%20bone)

Ngā Pānga Torangapu i Te Ao Rehia

Political influences in Māori Performing Arts

This section focuses on the political issues that arised from the arrival of Europeans, particularly the mainstream and modern-day influences that exemplified during the Civil and World Wars. between the years 1914 - 1932.

During the 19th century wars, there were many Māori and indiginous leaders who fought for Maori rights both on and off the battlefield.



Timeline

This is a general timeline of the political events that had an impact on shaping Māori Performing arts in 1950s.

- **1769** : In 1769 Captain Cook arrived in Gisborne, Nz and at the time where Māori practices were well and truly alive.
- **1809** : In 1809 just over 60+ Māori were murdered by non Māori people and european migrants. It is said to be careful when non Māori people and european migrants come into New Zealand as they are known as being canabbilist and may hurt our people.
- **1814** : In 1814 The Anglican Church of England introduced and preached the first gospel to Māori and converted Māori communities to Christianity.
- **1810-1830** : The land wars began and Māori were forced to protect land that was confiscated by the government and queen victoria's crown.
- **1840** : The treaty of waitangi was signed as a plan that allows Māori and non Māori to partner together and work in peace together.
- **1914**: During the first world war, New zealand was chosen to travel to support the british empire and the first Māori battalion to represent Turkey.
- **1939**: During the Second World War, New Zealand was assigned to support the British Empire, and the 28th Māori Battalion was assigned to fight Nazi Germany.

Sources:

[https://teara.govt.nz/en/european-discovery-of-new-](https://teara.govt.nz/en/european-discovery-of-new-zealand#:~:text=The%20English%20navigator%20Captain%20James,which%20some%20M%C4%81ori%20were%20killed.)

[zealand#:~:text=The%20English%20navigator%20Captain%20James,which%20some%20M%C4%81ori%20were%20killed.](https://teara.govt.nz/en/european-discovery-of-new-zealand#:~:text=The%20English%20navigator%20Captain%20James,which%20some%20M%C4%81ori%20were%20killed.)

https://docs.google.com/presentation/d/1Qb3sQ-v8kmIKD9Kvod417Jsg7tryB0u-3MTO0vXbG4/edit#slide=id.g7d67cd3172_0_16

<https://teara.govt.nz/en/new-zealand-wars>

<http://newzealandwars.co.nz/land-wars-timeline/>

<https://teara.govt.nz/en/kapa-haka-maori-performing-arts/print>

<https://nzhistory.govt.nz/culture/history-of-new-zealand-1769-1914>

<https://nzhistory.govt.nz/war/new-zealands-19th-century-wars/nzwars-timeline>



1951-1999	ENVIRONMENTAL FACTOR 1	Political
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The Treaty of Waitangi

This section focuses on outlining the core values of integration with Europeans under the Treaty of Waitangi.

- According to the statements within the treaty, it is an agreement to protect the sacred treasures of Māori.

The Treaty of Waitangi

What is it ?

The treaty of waitangi was founded/created in the year 1840 by Maori and Europeans. The Treaty of Waitangi was an agreement between the Crown and Māori that provided that Māori would come under British rule, but that Māori would fall under British rule. they adhere to the true Values of the Treaty. One of those values is the protection of values that have been established as sacred treasures for Māori.



Some sacred treasures for māori include the land of our people, the knowledge that gets passed down from generation to generation and the language and cultural customs of our people.

The Treaty of Waitangi Tribunal

Waitangi Tribunal

The waitangi tribunal was established in 1975, the waitangi tribunal's main roles are to make inquiries into claims brought by māori relating to legislation, policies and delinquencies of the crown breaching the treaty promises.



Sources :

- o [-https://www.schoolnews.co.nz/2016/11/te-tiriti-o-waitangi-living-the-values/](https://www.schoolnews.co.nz/2016/11/te-tiriti-o-waitangi-living-the-values/)
- o <https://nzhistory.govt.nz/politics/treaty-of-waitangi>
- o <https://www.justice.govt.nz/about/learn-about-the-justice-system/how-the-justice-system-works/the-basis-for-all-law/treaty-of-waitangi/>
- o <https://teara.govt.nz/en/treaty-of-waitangi>
- o <https://waitangitribunal.govt.nz/>
- o <https://teara.govt.nz/en/waitangi-tribunal-te-ropu-whakamana/page-1>

1951-1999

ENVIRONMENTAL FACTOR 2

Social

This section focuses on the various Māori bands of this century and the various groups that travel around the world to carry their Church faith and community mission as evangelism and learning for the people. original and complete for worldwide viewing.

Concert Parties (1920 -1930s) :

Te Pou o Mangatawhiri

- **The year :** 1920s
- **The leader :** Te puea herangi
- **Iwi :** Waikato

The purpose of this group was to bring young people together to save and revitalise the treasures of our grandparents. They performed to raise money for the new whare that was going to be built in Turangawaewae, Waikato.



Ngati Pōneke Young Māori Club :

- **The Year:** 1930s
- **The Leader :** Tā Kingi Tahiwī / Apirana Ngata
- **iwi :** Ngā Hau e whā / Te whanganui ā -Tara

The purpose of this group was to unite māori who have moved from rural to the cities



Ratana world tour party :

- **The Year:** 1920
- **The Leader :** Te Kahu Potiki Wiremu Ratana
- **The iwi :** Ngāti apa / Aotea / Taranaki

The purpose of this group was to preach the gospel to the world, visiting the queen's empire to restore lands so that the queen's crown could be fulfilled as promised in the Treaty of Waitangi.

The show band era :

- The Māori Volcanics (1950s)
- The Māori Quin Tikis(964)
- Māori Hi-Five(1960s)
- The Howard Morrison Quartet (1950-1960s)
- Prince Tui Teke and Billy T-James (1960s)

National Events : Cultural Kapa Haka Performance Events

(extra info)

-In 1911Mākereti Papakurārganised a concert party of Tūhourangi relatives to travel to Australia and England

Sources:

- <https://teara.govt.nz/en/photograph/3580/ngati-poneke-young-maori-club>
- <http://www.theratanachurch.org.nz/history.html>
- <https://teara.govt.nz/en/photograph/2483/maori-concert-party-about-1911>
- <http://www.theratanachurch.org.nz/history.html>
- [s.google.com/presentation/d/1Qb3sQ-v8kmIKD9Kvod417Jsg7tryB0u-3MTO0vXbG4/edit#slide=id.g7ecc5ab5bd_0_0](https://www.google.com/presentation/d/1Qb3sQ-v8kmIKD9Kvod417Jsg7tryB0u-3MTO0vXbG4/edit#slide=id.g7ecc5ab5bd_0_0)

2000 TO CURRENT

ENVIRONMENTAL FACTOR 1

Economic

This section of research focuses on ways in which groups could raise money to establish and revitalise Māori initiatives by entertaining non-Māori people in other countries.

Tāmaki Māori village :

Place : [Rotorua](#)

Purpose : The purpose of this group was to show non māori people how māori people lived long before the arrival of european people. By performing and showing off our culture it shows that they still hold fast to the customs and protocols of our people.

Other ways that they showcase our culture :

- Māori Performing arts
- Waka hourua
- Cooking hangi
- Having formal pōhiri



The Haka Experience (Te Wehi Haka) :

place : [Auckland](#)

Leaders : Tapeta Wehi, Annette Wehi

Purpose : The purpose of the group was to raise money and create a show involving kapa haka for māori events around the world to revive their cultural practices and show their culture to other non māori people.



Other Significant events they participated in:

- Matariki celebrations
- International haka workshop in Auckland
- Universal studios grand opening in Orlando
- Haka on the park

Sources :

- <https://www.thehakaexperience.com/our-performances/>

<https://www.tamakimaorivillage.co.nz/>

2000 TO CURRENT	ENVIRONMENTAL FACTOR 2	Technology
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Technologies of the 2000's

This section focuses on the technologies of these days that support the rise of modern māori performing art.

The modern world has a wide range of technological resources that the public can use to help them gain a deeper understanding of their Māoritanga and their reo. Some examples of technologies used are phones, laptops, tv's and computers.

Māori television :

The year : 2004

The purpose : Māori television was created to promote Māori culture through television or the internet. From things such as politics to kapa haka to talk shows Māori television has been instrumental in pushing Māori action through modern technology in all communities around the country.



Te Ara Encyclopedia :

The year 2001

The purpose Te Ara is a technological encyclopedia on the history, environment, culture and leaders of Aotearoa. It's purpose is to validate natural practices by introducing interpretations of the natural world into the modern world.

- <https://www.maoritelevision.com/>
- <https://teara.govt.nz/en>



PRE-1950

SOCIOLOGICAL FACTOR

People

During the world wars, a generation of recreational activities was born. The following rangatira are some of the most famous composers involved in the Māori world.

Paraire Tomoana :

- **D.O.B :** 1874
- **Iwi/tribe :** Ngāti Kahungunu

Paraire Tomoana encouraged Māori in many ways through his political backgrounds. However his most famous work was his ability to compose Songs that are widely known today.



Tā Apirana Ngata

- **D.O.B :** 1874
- **Iwi/tribe :** Ngāti Porou

Tā Apirana Ngata was a prominent political figure who supported Māori people in his government work. He supported the entertainment industry by composing waiata



that are highly respected by people today.

Tuini Ngāwai

- **D.OB** : 1910
- **lwi/tribe** : Te whanau a Ruataupare

Tuini Ngāwai was a renowned composer in the Māori world, her compositions and songs are now widely praised around Aotearoa.



Kohine Ponika

- **D.O.B** : 1920
- **lwi/tribe** : Tūhoe

Kohine Ponika has a long history of being a leader in the Māori World, she has received many special awards to reward her hard efforts and her amazing contributions to māori.



Sources :

<https://teara.govt.nz/en/biographies/3t38/tomoana-paraire-henare>

<https://teara.govt.nz/en/biographies/3n5/ngata-apirana-turupa>

<https://teara.govt.nz/en/biographies/5n11/ngawai-tuini-moetu-haangu>

<https://www.whakatane.com/discover/our-stories/kohine-ponika-contemporary-composer-maori-waiata-tuhoe>

1951-1999	SOCIOLOGICAL FACTOR	Events
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The purpose of this section is to look at Māori events that support the integration of Māori through Māori performing arts.

Te hui ahurei o Tūhoe

The year : 1971

Where : Mātaatua marae, Rotorua

Leader : John Rangihau

Purpose : The purpose of this event is to bring together Tūhoe descendants to share their knowledge and whakapapa through kapa haka and sport.



Te Hui Aranga a te haahi katorika

The Year : 1946

Purpose : Hui aranga is a movement that unites Māori believers under the auspices of the catholic church. Families compete in leisure, Exercise and communication. It is a program that promotes the physical, spiritual and mental being of a person.



well-

Polynesian festival

The Year : 1972

Where : Whakarewarewa, Rotorua

Purpose : The purpose of this event was to raise the public's attention to kapa haka performances, but his main focus was to revitalize Māori culture and language.



Opening of Kura Kaupapa Māori

The Year : 1985

Where : Hoani Waititi, Tamaki Makaurau

Purpose : Students in kura kaupapa Māori live and learn under the principles and values of Te Aho Matua. Te Aho Matua is a curriculum that revitalizes te reo Māori and tikanga.



Sources :

[https://www.nzherald.co.nz/rotorua -daily -post/news/news/article.cfm?c_id=1503437&objectid=11975412](https://www.nzherald.co.nz/rotorua/-daily-post/news/news/article.cfm?c_id=1503437&objectid=11975412)

[https://www.rnz.co.nz/news/te-manu-korihi/300067/celebrating -being -maori -and -catholic](https://www.rnz.co.nz/news/te-manu-korihi/300067/celebrating-being-maori-and-catholic)

- [https://teara.govt.nz/en/kapa -haka -maori -performing -arts/page -4](https://teara.govt.nz/en/kapa-haka-maori-performing-arts/page-4)

- <https://teara.govt.nz/en/maori-education-matauranga/page-5>
-

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2000 TO CURRENT	SOCIOLOGICAL FACTOR	Events
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The purpose of this section focuses on the events that have driven the emergence of kapa haka practices that are widely recognized by the public in the modern world.

National Secondary Kapa Haka competition :

The year : 2000

Where : Auckland

Purpose : The secondarys kapa haka was held in 2000 for young people aged 13-18 to travel around the country and showcase their amazing talents.. It's main purpose is to establish camaraderie among young Māori by reaffirming the traditional practices of Haka, Rore and Hine-Rēhia.



Waiata Māori music awards :

The Year : 2008

Leader : Tama Hua

Purpose : The waiata Māori music awards purpose is to produce a music competition that is open to all Māori music industry professionals to showcase their talents and their love for Māori music. Their mission is to acknowledge and honour those who continue to develop and promote the diversity of all Māori music and also to recognise the visions of Māori composers and musicians.



Te Mana Kuratahi :

The year : 2000

Where : Waikato/Tainui

Leader: Te Ataarangi Kahu

Purpose : It's purpose was to unite māori from all over the country to come together to celebrate the beautiful arts of kapa haka. This event acknowledges the work of our ancestors and also ngā mahi ā rēhia, māori performing arts. Children aged 5-12 compete in this event and showcase their amazing kapa haka brackets to the country.



Sources :

Keta Kaiwai Herbert

<https://www.waiatamaoriawards.co.nz/>

<https://www.teaomaori.news/te-manakura-tahi-returns-where-it-all-began>

You may use additional paper to complete your responses. Attach them to this booklet.

A few things for you to think about

For Paetae/Achieved

Demonstrate knowledge of influencing factors in the historical development of Māori performing arts will be evidenced through:

- explaining how two environmental factors have influenced the development of Māori performing arts in each of the three time periods.
- explaining how one sociological factor has influenced the development of Māori performing arts in each of the three time periods.

For Kaiaka/Merit

Te Whanganui a Tara ki Ōtaki 2021 Observation Form



TE/NGA KURA Wellington East Girls' College, Rongotai College
TE KAPA Ngā Taiohi o Te Rāwhiti o Te Ūpoko o Te Ika

LEVEL 2 STANDARDS

US13359 v10 *Mōteatea* Credit 6; US13363 v9 *Waiata ā-Ringa* Credit 6; US13367 v9 *Poi* Credit 10; US13371 v10 *Haka* Credit 6; US27698 v6 *Haka Wahine* Credit 6

Outcome Two: Demonstrate the essential skills of... PC 2.1 Appropriate body movement and voice, and correct pronunciation are demonstrated in accordance with iwi or hapū tradition, and/or the pūtake of the...

LEVEL 3 STANDARD

US22756 v8 *Perform a Māori performing arts bracket* Credit 10

Outcome One: Perform a Māori performing arts bracket. Range: a bracket must include at least four of the following – whakaeke, mōteatea, waiata-ā-ringa, poi, haka, whakamutunga/whakawātea. PC 1.1–1.3 The bracket is performed in accordance with iwi tradition, and/or the pūtake of each item; with the expectation of each item. Choreography is followed in accordance with the purposes of the performance bracket.

LEVEL 4 STANDARDS

US13360 v7 *Mōteatea* Credit 15; US13364 v7 *Waiata ā-Ringa* Credit 15; US13368 v8 *Poi* Credit 20; US13372 v8 *Haka* Credit 15; US13373 v8 *Haka Wahine* Credit 15

Outcome Two: Perform PC 2.1; is performed in accordance with iwi, hapū, or whānau tradition, and/or the pūtake of the PC 2.2 is performed displaying evidence of ihi, wehi, and wana (and mataara).

OBSERVER JUDGEMENT (Overall group assessment to verify level and grade): **ACHIEVED, MERIT, EXCELLENCE.**

UNIT STD	TITLE	LEVEL	OUTCOME 2
13359	Demonstrate knowledge and skills of mōteatea	2	EXCELLENCE
13363	Demonstrate knowledge and skills of waiata-ā-ringa	2	EXCELLENCE
13367	Demonstrate knowledge and skills of poi	2	EXCELLENCE
13371	Demonstrate knowledge and skills of haka	2	EXCELLENCE
27698	Demonstrate knowledge and skills of haka wahine	2	N/A

UNIT STD	TITLE	LEVEL	OUTCOME 2
13360	Perform mōteatea	4	MERIT
13364	Perform waiata-ā-ringa	4	EXCELLENCE
13368	Perform poi	4	EXCELLENCE
13372	Perform haka	4	N/A
13373	Perform haka wahine	4	N/A

UNIT STD	TITLE	LEVEL	OUTCOME 1
22756	Perform a Māori performing arts bracket	3	EXCELLENCE

Observer Name: **Fred Henare**

Observer Signature: 

Date: 05/07/2021

- Assessor:** learner's kapa haka teacher/tutor from accredited school/provider.
- Observer:** a panel with kapa haka, moderation, and qualification experience approved by NZQA who observes quality of ākonga performance against the Māori Performing Arts unit standards. This is usually the national moderator (Māori Performing Arts).
- Regarding the use of this observation form in tandem with national or regional kapa haka competitions: the assumption is made that, for the level four MPA standards, the one mōteatea, one waiata-ā-ringa, one poi and one haka performed on the stage are representative of the learner's highest level of performance. That is, it can be assumed that each learner who demonstrates competence against unit standard requirements in kapa haka performance has the capability to perform additional performance requirements i.e. four other mōteatea, four other waiata ā-ringa, four other poi, four other haka and four other haka wahine
- This observation form can be used as part of learner evidence for the performance outcome of all the above unit standards (levels two, three and four). It is assumed that requirements for outcome one of the level two and level four unit standards are completed prior to, or following, the kapa haka competition. For the level two and level four unit standards, assessors should base their decisions regarding award of credit on learner evidence for both outcome one (school based evidence) and outcome two (this observation form)
- Where a school is required to submit materials for moderation in 2019 for any of the standards listed on this observation form, the form may be used in place of visual evidence. Please note that an assessor may choose to award a grade to an ākonga that differs to that indicated on this form. Should this occur, further evidence supporting the assessor's judgement must be provided

Comments:

23 July 2021

Katherine Stokes
Wellington East Girls' College
9 Austin Street
Mt Victoria
Wellington
6011

E te rangatira, tēnā koe

During the recent **Whanganui a Tara ki Ōtaki Secondary Kapa Haka Competition** held at the **TSB Arena, Wellington**, the New Zealand Qualifications Authority (NZQA) conducted an observation process to assist kura in the assessment of ākonga against the Te Ao Haka (formerly Māori Performance) unit standards.

We would like to congratulate your kapa, their tutors, kaiako, and whānau who supported them through the practices and acknowledge the hard work that went into preparing for the event. We would like to offer some support to your kura.

A panel made up of subject experts observed each of the competing and performing kapa and was able to verify the level and grade of performance as a kapa against the Te Ao Haka unit standards. Should you wish to assess your ākonga against these standards, please find enclosed the observation form which shows:

- i. unit standards that kaiako could consider for assessment
- ii. panel observations of the performance.

Where your kura is required to submit materials for moderation for any of the standards listed on the observation form, this form may be used in place of visual evidence.

Kura are reminded that another performance for each of the disciplines (mōteatea, waiata āa-ringa, poi and haka/haka wahine) and the rangahau outcomes **must** be completed before credits/grades are awarded and reported to NZQA. Credits for these standards formally recognise Te Ao Haka skills and knowledge, and can contribute towards the NCEA, or other qualifications.

Kura may award grades that differ to those indicated on the observation form. Therefore, if your kura is required to submit materials for moderation for any of the standards listed on the observation form and the assessor feels an ākonga should be awarded a grade that differs to that indicated on the form, further evidence must be provided that confirms the assessor's grade for the ākonga (ie visual/digital evidence).

If your group has been awarded grades at Level 4 by the panel, this indicates that your ākonga have the skills to achieve at this level. This said, if your school does not

currently have consent to assess (CTA) for the Level 4 standards, we support and encourage your kura to apply for an extension to your current CTA. Please contact your School Relationship Manager for more information regarding the consent to assess extension process.

If you have any queries, or require any further information or assistance, please do not hesitate to contact us on 0800 697 296, or mqs@nzqa.govt.nz.

I runga i te hau o mihi



Mereana Su
Acting Team Leader
Māori Qualifications Services

Poi

For Achieved, the poi item should include controlled and deliberate movements *kia rere ai te poi*, or allow the poi to flow or be in flight while being held. Also, there must be evidence of the learner singing or chanting the item while they are demonstrating/performing the poi.

Mōteatea

For Achieved, the *mōteatea* item should be performed according to its *kaupapa* or category. The *kaupapa* should be evident while the learner is chanting it. This can be achieved through appropriate body movement (including *wiri*, *takahi*, *mahi-ā-ringa*, *korikori tinana*), the voice and facial expressions.

Haka

For Achieved, the *haka* item should be performed according to its *kaupapa* or category. The *kaupapa* should be evident while the learner is chanting it. This can be achieved through appropriate body movement (including *wiri*, *takahi*, *mahi-a-ringa*, *korikori tinana*), the voice and facial expressions.

Level 3 standard 22756, Perform a Māori performing arts bracket

For Achieved, the performance should be at level 3. As a minimum requirement, most/all of the level 2 standards should be achieved with merit. While there are no standards for these items, the *whakaeke* and *whakawātea/whakamutunga* will be considered for the level 3 standard.

From: Daniel Dyer
Sent: Friday, 21 October 2022 4:45 PM
To: Carl Condliffe
Cc: gael.ashworth@wegc.school.nz
Subject: RE: MPA credits
Attachments: 20221021164634591.pdf

Kia ora Carl

In conversation with my manger the following has been agreed.

We have carefully considered the results that were submitted in error for some of your students in Māori Performing Arts standards in 2021 and have made the following decision.

All affected students currently enrolled at your school will need to complete the relevant standards this year or their results will be withdrawn, as there is no evidence that these assessments have been credibly assessed.

Assessors must follow the usual assessment protocols listed below for standards 13359, 13363, 13367, 13371, 13360, 13364, 13368:

- The observation sheet can be used as part of learner evidence for the performance outcome of all the above unit standards levels two, three and four.
- It is assumed that requirements for outcome one of the levels two and level four-unit standards are completed prior to, or following, the kapa haka competition.
- For the level two and level four-unit standards, assessors should base their decisions regarding award of credit on learner evidence for both outcome one (school-based evidence) and outcome two (the observation form).

Results for standard 22756 (10cr) will not be withdrawn and no further assessment is required.

Your Principal's Nominee must report these results directly to your School Relationship Manager rather than through your normal datafile submission.

Thanks

Daniel

From: Carl Condliffe <carl.condliffe@wegc.school.nz>
Sent: Wednesday, 19 October 2022 8:17 AM
To: Daniel Dyer <Daniel.Dyer@nzqa.govt.nz>
Subject: MPA credits

Kia ora Daniel,

Just following up. We are going through the process of determining the impact of this all. We have someone lined up to workshop the credits, but I don't know how much traction we are going to get. Many of these students are now disengaged with MPA and with exams coming up, I'm not certain we get them back to do any of this work.

Here is the number of students impacted and the total credits (below). We are putting together comms to whānau and looking at bringing them in for a hui. How have your conversations gotten on with your bosses re. workshopping credits and workshopping current year 12s / 13s.? **To support our hui, can you please provide in writing the decision by NZQA?**

Ngā mihi,

Carl

	A	B	C	D	E
1	Student	13359	13363	13367	13371
2	Privacy of natural persons	6	6	10	6
3		6	6	10	6
4		6	6	10	6
5		6	6	10	6
6		6	6	10	6
7		6	6	10	6
8		6	6	10	6
9		6	6	10	6
10		6	6	10	6
11		6	6	10	6
12		6	6	10	6
13		6	6	10	6
14		6	6	10	6
15					
16					
17					
18					

Its

Ngā mihi,

Carl

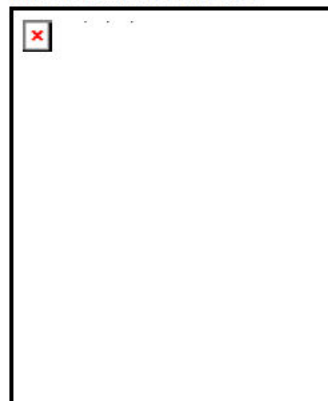
--

Carl Condliffe

Deputy Principal

Te Kura Kōhine o te Rāwhiti o Te Upoko o Te Ika I Wellington East Girls' College

Ph 04 3858514 ext 824



21 October 2022

Tēnā koe Gail

We have carefully considered the results that were submitted in error for some of your students in Māori Performing Arts standards in 2021 and have made the following decision.

All affected students currently enrolled at your school will need to complete the relevant standards this year or their results will be withdrawn, as there is no evidence that these assessments have been credibly assessed.

Assessors must follow the usual assessment protocols listed below for standards 13359, 13363, 13367, 13371, 13360, 13364, 13368:

- The observation sheet can be used as part of learner evidence for the performance outcome of all the above unit standards levels two, three and four.
- It is assumed that requirements for outcome one of the levels two and level four-unit standards are completed prior to, or following, the kapa haka competition.
- For the level two and level four-unit standards, assessors should base their decisions regarding award of credit on learner evidence for both outcome one (school-based evidence) and outcome two (the observation form).

Results for standard 22756 (10cr) will not be withdrawn and no further assessment is required.

Your Principal's Nominee must report these results directly to your School Relationship Manager rather than through your normal datafile submission.

If you need further support or clarification, please do not hesitate to contact your School Relationship Manager Daniel Dyer, Daniel.dyer@nzqa.govt.nz.

Ngā mihi



Kay Wilson

Manager
 School Quality Assurance and Liason