

Te Ao Haka Te Hiranga

Te Pūrongo Aromatawai ā-Waho 2025



NZ Curriculum Kaupapa Māori
 Te Rā Tuku Aromatawai
 Te Momo Aromatawai
 Ngā Paerewa Paetae

Te Ao Haka
 29 o Oketopa, 2025
 He Kete Manarua
 93700

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 wāhanga ano hoki ka eke te taunakitanga o ngā mahi hei whakaahua mo te iwi.

Te Wāhanga 2: He kōrero mō te Paerewa

93700: Te Ao Haka Te Hiranga

Te Aromatawai ā-Waho:

Horopaki: Mā te ākonga e whakaemi ngā mahi kua oti i a ia; he Rangahau, he Titonga, he Whakaaturanga kei roto, me tētahi Tātari Whai Whakaaro o te titonga me te whakaaturanga.

Te whakatakotoranga o te Aromatawai - E whā ngā ngohe:

Te Wāhanga 1: Te Rangahau - Mā te ākonga tētahi rangahau whānui mō tētahi wāhanga o Te Ao Haka e whakaputa. Me tika te mahi, i runga i te whakahāngai i ngā tukanga rangahau me ngā tukanga ōkawa. Tirohia te kuputaka o Te Ao Haka e kitea ai ngā wāhanga tukanga ōkawa tae atu ki ngā āhuatanga matua, ngā huānga, te titonga, ngā wāhanga, ngā āhua, me ngā taioaro.

Te Wāhanga 2: Te Titonga - Mā te ākonga e tito tētahi momo nō te kaupapa i kōwhiria ai e ia mō te wāhanga rangahau o Te Ao Haka. Ka whakaaweawetia te titonga e te kōrero tuku iho, e te pūrākau, e te tirohanga ā-iwi, e te kōrero ā-kura/ā-whānau/ā-iwi rānei.

Te Wāhanga 3: Te Whakaaturanga - Mā te ākonga e whakaaturia te momo titonga nō tētahi kaupapa i kōwhiria ai i te wāhanga rangahau o Te Ao Haka.

He tātari whai-whakaaro o te Titonga me te Whakaaturanga - He tātaritanga whai whakaaro nō te/ngā mahinga, ā, kāore e iti iho i te 300 ngā kupu ā-tuhi, he whakaaturanga ā-waha RĀNEI kāore e roa ake i te 3 meneti.

Pūrongo Paerewa Paetae:

Ko ngā Ākonga i eke ki te **Te Hiranga Taiea** i te paerewa paetae nei:

- e tika ana kia riro i tēnei tāpaetanga te taumata o te karamatamata mō te ao haka te hiranga. He mārama te kite i te reo whaiaro o te ākonga, he pai te whakamahi i ngā kōrero tuku iho me ngā mātauranga ā-iwi, arā, ko te tatau pounamu tētahi o aua whakaaro nui, ā, kua āta whai hoki i ngā whakaritenga o te aromatawai.
- i whakahira ana ki te taha wahapū o te ākonga me tana āta wetewete i te tikanga mo ia rerenga kōrero me ngā nekehanga. Ka whakaahua i ngā huānga me ngā tino ito o ngā whakamāramatanga kupu. He āhuatanga kakapa i te hirikapo tēnei me te āta tātāri ano hoki i te ahurea māori.
- i kaha kitea ana te taha auaha o te ākonga, arā, ko ngā kōhukihuki ā-whakaaro me te ōhia-manomano e hāngai ana ki ngā kupu. Nā ēnei rauemi hāpai i āta wānangahia hei whakawhanake i te taha titonga, i tino kitea te māramatanga me te tukanga o te hinonga. Ko ngā nekehanga, ā-ringa he pūkenga rau, ā, i whakatinana hoki i te whakamāramatanga o te pekanga.
- he ngākau titikaha ngā mahinga ki Te Ao Haka, ko te whakatinanatanga tēnā o te matemateāone, o te ihiihi me te māramatanga o te pekanga.

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

- ahakoa i kitea te pai o te tū i te whakaaturanga, kāore i toitū, i ū hoki ki te whakaputa i te ihi, te wehi me te wana kia ōrite ai ki te hōhonutanga me te kounga o ngā wāhanga tuhituhi.
- he taumata rau ngā pūkenga o te ākonga ki ngā taha whakaaturanga me te titonga, heoi, i āta heke ngā mahinga rangahau o te ākonga.

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

- i āhua moroiti te taha rangahau o tēnei mahinga te hiranga, kāre he māramatanga hei mana ai i tēnei hinonga. Mēnā he whakatakotoranga kōrero e hāngai ana ki te whakamāramatanga o ngā kupu, kāre e kore ka maioha ake te tirohanga o te titonga me te whakaaroaro o te ākonga i waenganui i te ōrokohanga mai o taua pekanga.

Te Ao Haka Te Hiranga

The External Assessment Report 2025



NZ Curriculum Kaupapa Māori	Te Ao Haka
Assessment submission Date	29 October, 2025
Mode of Assessment	Kete Manarua
Achievement Standards	93700

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 standard

93700: Te Ao Haka Scholarship (Te Hiranga)

The External Assessment:

Context - This submission task requires students to research ancestral and historical knowledge and the traditions of Te Ao haka and communicate sound comprehension through composition and execution of performance.

Assessment Format - The pieces of work will fall under four tasks below:

Section 1: Research - Ākonga will undertake a comprehensive study of a chosen discipline of Te Ao Haka, appropriately executed through the application of research and formal processes. See Te Ao Haka glossary for components of formal processes that may include, but are not limited to key features, elements, composition, categories, shape, dynamics, etc.

Section 2: Composition - Ākonga will compose an item from a selected category of the researched discipline chosen from Te Ao Haka. The composition will be inspired by kōrero tuku iho, pūrākau, from respective iwi, or kōrero ā-kura/ā-whānau/ā-iwi.

Section 3: Performance - Ākonga will perform the item composed from the selected category of the researched discipline chosen from Te Ao Haka.

Reflective analysis - A critical reflective analysis of the work(s) of no less than 300 written words OR an oral presentation of no longer than 3 minutes.

Report on the Achievement Standard:

Ākonga who were awarded with **Outstanding Scholarship** commonly:

- demonstrated a high level of work across the areas of te ao haka te hiranga, the learner's personal voice is clear and iwi knowledge, kōrero tuku iho are integrated effectively, particularly through the use of the 'tatau pounamu' concept to convey reconciliation and the restoration of mauri. The work is well structured and clearly meets the standard for outstanding scholarship.
- articulated and unpacked the reasoning behind their chosen lyrics and movements, illustrating how these elements extended and deepened the meaning of the words. This demonstrated a high level of critical thinking and cultural insight.
- clearly showed evidence of the learner's creative process, such as mind maps and multiple lyrical drafts, which were invaluable to the markers. These materials showcased the considerable thought and effort invested in developing their newly written composition and provided a comprehensive view of their progress throughout the project. While the performance itself did not quite reach the same level as the learner's written submission, the chosen movements were still a skillful display of their talent and understanding of the discipline.
- reflected a strong commitment to Te Ao Haka, and the learner's work stood as a testament to their passion, creativity, and understanding of the discipline.

Ākonga who were awarded with **Scholarship** commonly:

- the performance was competently delivered and demonstrated clear understanding of the kaupapa, however, the depth and control evident in the written were not consistently realized in the performance. The expression of ihi, wehi, and wana fluctuated, limiting the overall impact and alignment with the written analysis.
- demonstrated exceptional skills in both the performance and composition areas, however, the candidate fell short in the research component which impacted the learner's overall grade.

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

- the research component of this submission appeared minimal, lacking the depth expected for a scholarship-level piece. Providing a detailed explanation of the lyrics and their meanings would give readers and listeners a greater appreciation of the composition and insight into the mindset of the candidate during its creation.

