

Assessment Schedule – 2024 Te Hiranga (Scholarship) – Te Ao Haka (93700)

Te Reo – Student Focused / Kōrero Tuku Iho – Iwi/Tribal focused / Tikanga Aromatawai – Assessment Focused

The Core Sections	The Strands
Research	Students grasp of research elements
Composition	Students understanding of composition elements
Performance	Students demonstration of performance elements

Te Reo – Student Focused	
Research	<p>Te reo o te taura – Students grasp of research elements.</p> <ul style="list-style-type: none"> • Students are able to express their ideas in relation to their chosen research area. • Students what they know and have experienced using their research abilities. • Students are able to evaluate their chosen topics, back up their findings with sources, and reflect on their own thinking.
Composition	<p>Te reo o tōna ao titonga – Students understanding of composition elements.</p> <ul style="list-style-type: none"> • Students incorporate elements from their kaiako and tutors into their compositional work. • Students display their compositions in a way that highlights their understanding and experience.
Performance	<p>Te reo o te tinana – Students demonstration of performance elements.</p> <ul style="list-style-type: none"> • Students can showcase performance elements based on their experience and their knowledge of the Te Ao Haka world. • Students’ performances embody the work and input of their tutors, leaders, iwi, and family.

Kōrero Tuku Iho – Iwi/Tribal Focused	
Research	<p>Ngā kōrero ā-iwi:</p> <ul style="list-style-type: none"> Students have the ability to source and incorporate the history of iwi, hapū, whānau, and kura into their research projects. Students can effectively incorporate their knowledge and experiences via kōrero tuku iho to enrich their research. Students demonstrate the ability to organize internal and external references effectively.
Composition	<p>Tuhinga ā-iwi – Students understanding of composition elements through iwi knowledge.</p> <ul style="list-style-type: none"> Students effectively incorporate examples of writing techniques and dialects from their iwi, hapū, whānau, and kura into their compositions. Their work reflects the use of iwi proverbial sayings, colloquialisms, and idioms. Students are able to evaluate their chosen topics, back up their findings with sources, and reflect on their own thinking.
Performance	<p>Tū ā-iwi - Students demonstration of tribal performance elements.</p> <ul style="list-style-type: none"> Students are able to demonstrate iwi perspectives, tribal authenticity, and kura variations through their performances. Students demonstrate an understanding of the key features of their own iwi. Students' performances embody the work and input of their tutors, leaders, iwi, and family.

Tikanga Aromatawai – Assessment Focused	
Research	<p>Tikanga Rangahau - Students grasp of research processes.</p> <ul style="list-style-type: none"> Students present their research in a coherent and well-structured format. Students follow the guidelines provided in the Research section of the Assessment Specifications (Refer to the Assessment Specifications for Te Ao Haka on the NZQA website).
Composition	<p>Tikanga Titonga - Students understanding of composition processes.</p> <ul style="list-style-type: none"> Students demonstrate an understanding of composition processes as guided by their kaiako, tutors, and examples of compositions from their iwi. Students follow the guidelines provided in the Composition section of the Assessment Specifications (Refer to the Assessment Specifications for Te Ao Haka on the NZQA website).
Performance	<p>Tikanga Whakaaturanga - Students demonstration of performance processes.</p> <ul style="list-style-type: none"> Students show their understanding of the performance processes according to the Scholarship guidelines. Students follow the guidelines provided in the Performance section of the Assessment Specifications (Refer to the Assessment Specifications for Te Ao Haka on the NZQA website).

Research / Marking Criteria	Scores
(R) The student's research highlights their personal perspective. They have evaluated and enhanced the structure and format, ensuring their ideas are deeply connected to their knowledge and experiences.	7 – 8
(K) The student has shown a strong understanding of kōrero tuku iho from their iwi in their research. They have used history, stories, and myths and legends as sources of inspiration.	7 – 8
(T) Student has followed the guidelines provided in the Research section of the Assessment Specifications to the best of their ability. Students have been able to evaluate their chosen topics, back up their findings with sources, and reflect on their own thinking.	7 – 8
(R) The student's research shows their personal perspective. They have worked on the format and structure, and their ideas are clear and easy to see.	5 – 6
(K) Student has provided a good understanding of kōrero tuku iho from their iwi within their research.	5 – 6
(T) Student has followed the guidelines provided in the Research section of the Assessment Specifications.	5 – 6
(R) The student's research includes their personal perspective. Despite some deviation in format and structure, their ideas remain clear and identifiable.	3 – 4
(K) Student has provided little understanding of kōrero tuku iho from their iwi within their research.	3 – 4
(T) Has attempted to follow the guidelines provided in the Research section of the Assessment Specifications.	3 – 4
Has given little thought to their research. The format and structure of their research is not yet developed.	2
Does not provide enough evidence of research and structure for the achievement	1
Provides very little or limited evidence of research	0

Composition / Marking Criteria	Scores
(R) The student's composition shows their personal perspective. They have reviewed and improved its structure and format, making sure their ideas connect well with their knowledge and experiences. This has helped them succeed in writing and arranging their composition.	7 – 8
(K) The student has shown an in-depth understanding of kōrero tuku iho from their iwi through their research. They have used historical accounts, stories, myths, and legends, as well as iwi-specific proverbs, colloquialisms, and idioms to inspire their compositions.	7 – 8
(T) The student has successfully applied the Composition guidelines from the Assessment Specifications to the best of their ability. They have reviewed and enhanced their compositions and tunes, achieving a level of excellence.	7 – 8
(R) The student's composition shows their personal perspective. They have worked on the format and structure of their composition, and their words and tunes are clear and easy to follow.	5 – 6
(K) The student has included some proverbs, idioms, and tribal dialects from their iwi in their compositions.	5 – 6
(T) Student has followed the guidelines provided in the Composition section of the Assessment Specifications.	5 – 6
(R) The student's composition shows their own view of their song or haka. Even with some changes in the structure and layout, their ideas are still easy to understand.	3 – 4
(K) Student has provided little understanding of kōrero ā-iwi within their composition.	3 – 4
(T) Has attempted to follow the guidelines provided in the Composition section of the Assessment Specifications.	3 – 4
Has given little thought to their composition. The format of their composition is not yet developed.	2
Does not provide enough evidence of a finished composition for the achievement	1
Provides very little or limited evidence of a finished composition	0

Performance / Marking Criteria	Scores
(R) The students' performances reflect the contributions and guidance of their tutors, leaders, iwi, and family. Their selection of words, actions, delivery, and precision showcases their dedication and hard work.	7 - 8
(K) The student has shown an in-depth understanding of kōrero tuku iho from their iwi through their research. They have implemented tribal authenticity, iwi variations and stances to enhance their performance.	7 - 8
(T) The student has successfully applied the Performance guidelines from the Assessment Specifications to the best of their ability. They have refined and enhanced their performance, achieving a level of excellence.	7 - 8
(R) The student's performance amplifies their personal perspective in line with their haka worldview. They have focused on the format of their composition, ensuring their words and tunes are clear, and they deliver their performance with confidence.	5 - 6
(K) The student's performance reflects iwi variations, tribal authentic elements, and key features of their iwi. Their strong grasp of their iwi style contributes positively to the overall performance.	5 - 6
(T) Student has followed the guidelines provided in the Performance section of the Assessment Specifications.	5 - 6
(R) The student's performance demonstrates an understanding of their song or haka that reflects their personal perspective.	3 - 4
(K) The student's performance reflects a minimal understanding of tribal authenticity and iwi variations.	3 - 4
(T) Has attempted to follow the guidelines provided in the Performance section of the Assessment Specifications.	3 - 4
The student has demonstrated minimal thought and preparation for their performance, and the delivery of the performance is still underdeveloped.	2
The student's lack of connection to their composition has made it difficult for them to execute it successfully.	1
The student did not perform their composition as required	0

The Cut Scores

Te Hiranga (Scholarship) Assessment Scores	Outstanding Scholarship Assessment Scores
19 - 20	21 - 24

The Standard & Specifications

- <https://www2.nzqa.govt.nz/ncea/subjects/scholarship-subjects/te-ao-haka/>