



KETE MANARUA BOOKLET

TE HIRANGA TE AO HAKA

The Submission Close Date: Term 4 - 28 of October, 2026.

Te Whārangi Ihirangi

He Kete Manarua	3
The External Assessment Specifications	4
The Format of the Assessment	4
Section 1: The Research	4
Section 2: The Composition	5
Section 3: The Performance	5
Critical reflective analysis of Composition and Performance	6
Further Guidelines for Teachers	6
Conditions of the Assessment	7
Ākonga Authenticity Statement	7
Submission and Authenticity	8
The External Assessment Schedule 2026	9
Research Marking Criteria	11
Composition Marking Criteria	12
Performance Marking Criteria	13
The Achievement Standard	14



He Kete Manarua

Ko te **KETE** i pū mai i te pā harakeke, ā, he whakapapa tōna.

He **MANA** tōna, ā, e **RUA** hoki ōna āhuetanga. Ko ngā taonga tuku iho ka kohikohia e te ākonga, ka tahi. Ka rua, ko te whakapiki i te mana motuhake o te ākonga, o ōna hapū, o ōna iwi hoki.

He tāpaetanga ā-matihiko te āhua o te KETE MANARUA ka tukuna mai e te kura, ā, he kōpaki, he kiriata, he kōrero ā-waha, he rauata, he tuinga, he pūrongo, he whakaaturanga, he rātaka, he mahi rangahau, he aha atu, he aha atu ngā momo tāpaetanga.

Front cover:

Te Pā Tū. *Waiata (song) carries throughout the forest.* Instagram. https://www.instagram.com/p/DRNyj3CAUG6/?utm_source=ig_web_copy_link. (19 November, 2025).

The External Assessment Specifications

The Achievement Standard	93700
The External Assessment Mode	Kete Manarua
The Digital File Types	Video files – .mp4 .mov (<5GB, up to 10 minutes)
The Submission Date	28 October 2026

The Format of the Assessment

The Ākonga will submit a portfolio consisting of completed **Research, Composition** and a **Performance**, including a **Critical Reflective Analysis** of composition and performance. The portfolio must also contain evidence of the work of the ākonga as a composer and a performer.

A portfolio is an organised collection of evidence that clearly communicates the student's knowledge, understanding, demonstration and skills relevant to the Scholarship, Te Hiranga Te Ao Haka Performance Standard.

Tāne-Rore/ Hine-Rēhia

Ākonga will appropriately execute thorough understanding and sound comprehension by drawing ideas and information from Tāne Rore and Hine Rēhia within the research component. They will have clearly demonstrated and articulated understanding of both deities within their performance, and within the composition they have created.

Section 1: The 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) ([Te Ao Haka | NCEA \(education.govt.nz\)](#)).

Ākonga will study and draw inspiration from their own whānau, hapū and iwi through kōrero tuku iho, pūrākau and whakapapa to describe its contextual origins.

Ākonga will present research either as a written text **OR** an oral presentation:

Task One - A Written Text

- **Length:** no less than 500 words.
- **Originality:** the sources of ideas other than those of the ākonga must be acknowledged.
- **Sources:** primary and secondary sources, including references, must be acknowledged using formal referencing conventions.
- **Presentation:** appropriate conventions for clear presentation of text should be followed, e.g., headings and subheadings, paragraphs, work titles in italics – for reference,
- **Document format:** numbered A4 pages.

OR

Task Two - An oral presentation

- **Length:** no less than 5 minutes.
- **Originality:** the sources of ideas other than the candidate's own must be acknowledged.
- **Sources:** primary and secondary sources, including references, must be acknowledged.
- **Presentation:** a formal presentation to an intended audience.
- **Recording:** to be recorded by a stationary camera, and the sound recording should be of the highest-possible fidelity with no outside voice/interruptions.
- **File format:** MP4.

Section 2: The 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.

This must include: The creation and development of an original composition (lyrics, musical arrangement, and choreography, see Te Ao Haka glossary for more info ([Te Ao Haka | NCEA \(education.govt.nz\)](https://www.ncea.govt.nz/te-ao-haka)) and its formal processes. Has provided an array of examples of developed work, critical reflection, and analysis.

Section 3: The Performance

Ākonga will perform an item composed from a selected category of the researched discipline chosen from Te Ao Haka.

This must include:

- a. A video recording of up to 5 minutes of the ākonga performing the item composed as a featured soloist, within a significant work or programme of works in a group performance.

This must include:

- be a continuous and unedited recording made at a particular performance event.
- be no more than 5 minutes in duration (including pauses between items).
- be in a space that reflects the standards and quality of the Te Ao Haka Scholarship.
- be in a uniform that reflects the standards and quality of the Te Ao Haka Scholarship.
- be recorded by a stationary camera, and the sound recording should be of the highest-possible fidelity with no outside voice/interruptions.

Critical reflective analysis of Composition and Performance

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 that may involve, but is not limited to, discussion of:

- choice of category of the discipline of Te Ao Haka chosen;
- composition and explanation of texts, drawing content and information from whānau, hapū, kura;
- and iwi sources as a means of authenticating pieces of work;
- how ideas and notation were developed and structured;
- how elements and features of the category were considered in preparing the performance;
- how the work is representative of the developing skills, style, and/or philosophy of the composer;
- how traditional aspects of the item composed were considered in preparing the performance (e.g. kōrero tuku iho, pūrākau, from respective iwi, or kōrero ā-kura/ā-whānau/ā-iwi);
- a personal reflection on the work.

Further Guidelines for Teachers

The Assessment

The 3 aspects of the Te Hiranga Te Ao Haka Performance Standard that are assessed for Scholarship are:

- the application of knowledge and skills;
- PERFORMANCE (ihi, wehi, wana);
- the critical reflective analysis.

These all have equal weighting and evidence may be drawn from any part of the portfolio.

Kaiako to also make sure setting and attire is appropriate for Te Ao Haka Scholarship, along with quality of performance submitted to NZQA.

Submission instructions and authenticity requirements.

Students must provide drafts of their work to show authenticity.

Conditions of the Assessment

This is an individual piece of work with evidence preparation for external assessment by the student. To successfully complete this Digital Kete Manarua:

- must be published as a PDF;
- the file size must remain under 5GB to enable smooth uploading to the Online Digital Submission Portal;
- the work must be correctly organized;
- the work must be correctly laid out (must not be sideways or upside down);
- the document must be securely attached to the cover page, and submission of separate files is not permitted.

[Using the new digital submission portal.](#)

Ākonga Authenticity Statement

How will the authenticity of the work by the ākonga be authenticated? A process and evidential trail must be evident in order to demonstrate the authenticity of a student's work. The students, teachers and school community should be aware of the authenticity process.

Plagiarism is an easy error to avoid. The ākonga may cite the people and bodies of works referred to in their work.

For example:

- a brief sentence showing the origins of the work
- a reference page is attached at the end of the written task
- an acknowledgement to the person, or source of assistance
- the different forms of information support;
 - » oral communication: interviewing elders, adults, leaders, experts
 - » published works
 - » unpublished works
 - » websites and hyperlinks.

Further information can be found on the NZQA website:

- [Authenticity: NZQA](#)
- [Myth 3 Managing authenticity: NZQA](#)
- [Authenticity of externally assessed standards: NZQA](#)
- [Guidance on the acceptable use of Artificial Intelligence: NZQA](#)

Submission and Authenticity

All Assessment Portfolio submissions will utilise the new digital submissions tool (this can be found on the [home page of MyNZQA](#)).

Digital assessment portfolio work will not be returned to the ākonga. If there any issues pertaining to the submission or authenticity of the work, NZQA will contact the school.

If you require assistance with submissions to the Assessment Portfolio:

- email us at assessment.servicecentre@nzqa.govt.nz, or
- phone NZQA Contact Centre 0800 687 296.

The External Assessment Schedule 2026

Te Hiranga (Scholarship) – Te Ao Haka (93700)

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 (R)	
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 (K)	
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.

Kōrero Tuku Iho - Iwi/ Tribal Focused (K)	
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 (T)	
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

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

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) The 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

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 Achievement Standard



Te Paerewa Hiranga ō Te Ao Haka

Outcome Description

The student will research ancestral and historical knowledge and the traditions of Te Ao Haka; and communicate sound comprehension through composition and execution of performance.

Scholarship Performance Descriptor

The student will demonstrate aspects of high level:

- analysis and critical thinking
- integration, synthesis, and application of highly developed knowledge, skills, and understanding to complex situations
- logical development, precision and clarity of ideas.

Outstanding Performance Descriptor

In addition to the requirements for Scholarship, the student will also demonstrate, in a sustained manner, aspects of:

- perception and insight
- sophisticated integration and abstraction
- independent reflection and extrapolation
- convincing communication.

Explanatory Notes

1. This Achievement Standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and relates to the objectives of the Big Ideas at Level 8 of the *Te Ao Haka Learning Matrix at Curriculum Levels 6, 7 and 8*. [<https://ncea.education.govt.nz/arts/te-ao-haka?view=learning>].
2. Subject specific definitions:
 - *Te Ao Haka outcome* refers to a portfolio that demonstrates the students experience through formal study.
 - *Analysis and critical thinking* may involve:
 - comprehensive knowledge of Te Ao Haka work or works
 - comprehensive knowledge of performance techniques
 - comprehensive knowledge of composition techniques and processes
 - comprehensive understanding of Te Ao Haka elements and features
 - comprehensive knowledge of performance styles and features
 - comprehensive knowledge of categories and disciplines.

- *Integration, synthesis and application of highly developed knowledge, skills and understanding to complex situations* refers to a Te Ao Haka outcome that includes a study of a chosen category, a composition piece, and a performance (category researched included) that consistently demonstrates comprehensive insight, advanced analytical and/or technical performance skill with flair or originality.
 - *Logical development, precision and clarity of ideas* involve the interpretation of a Te Ao Haka outcome, the creation of an original Te Ao Haka item, and the performance of Te Ao Haka item(s).
 - *Sophisticated integration and abstraction* refers to comprehensive knowledge, skills and understanding of Te Ao Haka which may involve:
 - analysis of Te Ao Haka items and/or categories (elements and features)
 - analysis of Te Ao Haka (contexts)
 - performance of one or more items
 - composition of original items
 - composition of tunes for original items
 - choreography of original items.
 - *Independent reflection and extrapolation* involves:
 - Clear understanding of Te Ao Haka contexts
 - secure analytical skills, technical skills, or presentation skills
 - analysis linked to expressive features of Te Ao Haka performance
 - evidence of ability to internalise the item(s) or genre
 - analysis linked to evaluative comments
 - use of pertinent evidence to reflect in-depth understanding.
 - *Convincing communication* involves:
 - exceptional quality in style and structure of performance or response
 - communication of unique and insightful understanding and/or application
 - coherent and well-informed links made where appropriate
 - clear expression of mātāpono, key features and elements of Te Ao Haka through performance – kia kounga ake te tū ā-ihi, ā wehi, ā wana
 - exceptional demonstration of the quintessential characteristics and expressive features specific to the male/female performance - kia whakarewa ake te ira tāne me te ira wahine, arā, te tū a te wahine me te tū a te tane, ki tōna tāpuhitanga o Te Hiranga o Te Ao Haka.
3. This performance standard should be read in conjunction with the Assessment Specifications for the standard, which can be accessed through the Subject page on the NZQA website.
4. Assessment against this performance standard is administered under the [Rules and Procedures for Secondary Schools](#), which can be found on the NZQA website.

