KETE MANARUA

Te Ao Haka 2024

91978 Demonstrate understanding of categories within a Te Ao Haka discipline

CREDITS: 4

91979 Demonstrate understanding of elements within a Te Ao Haka performance
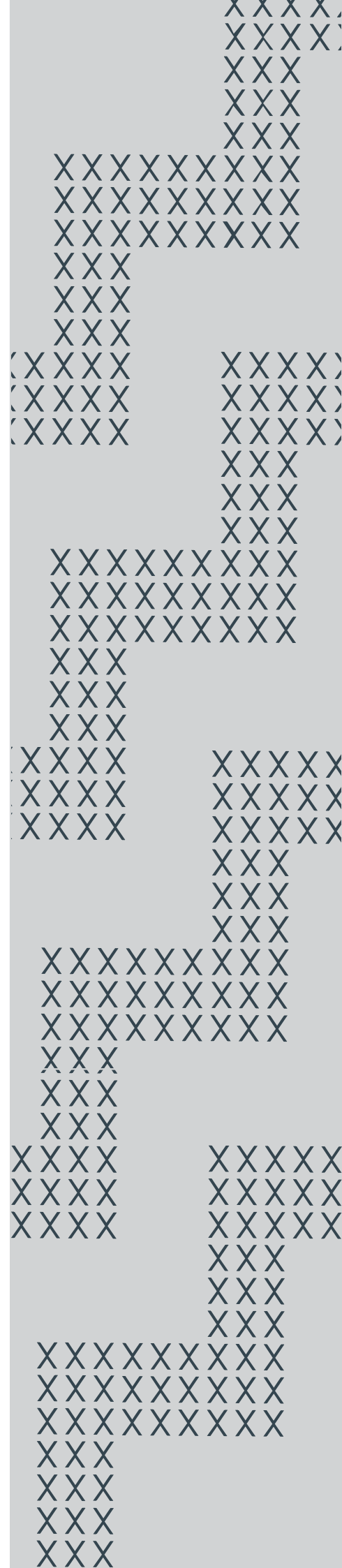
CREDITS: 4

The 'MyNZQA' Portal for uploading the Kete Manarua opens October 1st, 2024. The 'MyNZQA' portal will close October 30th, 2024.

NZQA

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

*"Nau Mai
e ngā hua
o Tānerore,
o Hine-Rēhia..."*

Contents Page | Ngā Ihirangi

Kete Manarua

Ka maka te pakapaka, ka ohu te karoro

Kete - ko te kete i pū mai i te pā harakeke me tōna whakapapa.

Manarua – e rua ōna mana. Tuatahi, ko te mana o ngā taonga ka kohikohia me ngā mahi huhua ka whakatutukihia e te ākonga. Tuarua, ko te mana o te ākonga, ko tōna whānau, hapū, me tōna iwi hoki, ko tōna ake mana motuhake tonu.

The Authentication of Student work

This external assessment is individually assessed, and each student will need to provide their own evidence. Only digital (online) submissions will be accepted for this Kete Manarua.

Authenticity is the assurance that evidence of achievement produced by a learner is their own. The Ākonga and kaiako must verify that work submitted for assessment is produced by the ākonga.

Referencing and acknowledging sources will prevent Ākonga from plagiarism.

For example:

- A brief reference is used when paraphrasing;
- A reference list is provided on the last page of the response;
- Acknowledgment and credit list is provided;
- The types of acknowledgements, or source list:

    » Verbal interview: interviewing a kaumātua, an adult, a leader, or an expert;
    » Published books and articles;
    » Unpublished books;
    » Websites.

Submission and Authentication

To submit the Kete Manarua, please use the new Digital submission Tool (found on the MyNZQA site): Using the new digital submission tool.

Audio or video files, and PDF documents can be submitted as evidence. If there are any paper evidence, please transfer it onto a PDF document. The Teacher must fill in the coverpage for each Kete Manarua portfolio that is submitted to be assessed.

First, Students will upload theie Kete Manarua evidence through the new Digital Submissions portal. Please watch the videos or download the instructions that show you how to submit the Kete Manarua through the new portal. [How-to Resource].

If the Student requires help with the submission process, please make yourself available to them and support them through this process.

Māori Woven Artwork. Photo credit: Rafael Ben-Ari. Adobe stock (#67581275).

TE AO HAKA

91978   Demonstrate understanding of categories within Te Ao Haka

(Level 1, Credits 4)

Achievement with Excellence	Achievement with Merit	Achievement
Analyse catergories within Te Ao Haka	Explain catergories within Te Ao Haka	Describe catergories within Te Ao Haka

Achievement Standard

Subject Reference	Te Ao Haka 1.3				
Title	Demonstrate understanding of categories within Te Ao Haka				
Level	1	Credits	4	Assessment	External
Subfield	Māori Performing Arts				
Domain	Te Ao Haka				
Status		Registered	Status date		15 December 2022
Planned review date		31 December 2027	Date version published		10 January 2023

Students will demonstrate understanding of categories within Te Ao Haka.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Describe categories within Te Ao Haka.	• Explain categories within Te Ao Haka.	• Analyse categories within Te Ao Haka.

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 6 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   *Describe categories within Te Ao Haka* involves:
   • identifying at least two categories within a discipline;
   • providing examples of an item within each category.

   Explain categories within Te Ao Haka involves:
   • discussing how the categories are similar and different;
   • examining a context in which each category might be performed and why.

   Analyse categories within Te Ao Haka involves:
   • discussing what makes the examples identifiable as being part of that category.

3   *Categories* are types or styles of compositions or pieces within a discipline.

Examples of categories include:

Mōteatea
- aroha
- tangi
- pao

Waiata ā-ringa
- aroha
- poroporoaki
- whakahawea

Only the following categories can be tied to the disciplines of whakaeke and whakawātea:

- kaupapa whānui
- whakanui
- aroha
- whakapapa.

An exhaustive list of categories and separate definitions for the categories of kaupapa whānui, whakanui, aroha, and whakapapa can be found in the Subject Glossary for Te Ao Haka https://ncea.education.govt.nz/arts/te-ao-haka?view=subject-glossary.

4   An *item* refers to a composed piece which comprises movement, voice, and lyrics.

Quality Assurance

1   Providers must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.

2   Organisations with consent to assess who are assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference	0233

Assessment Specifications 2024

The Achievement Standard	91978
The Title	Demonstrate understanding of categories within Te Ao Haka
The Curriculum	New Zealand Curriculum (NZC)
The Subject	The Arts - Te Ao Haka
Credits	4
The Assessment Mode	Kete Manarua (Digital Submission)
The Submission Period	1st of October - 30th October 2024

Kete Manarua

He Kete Manarua te āhua o tēnei aromatawai. Ko te KETE i pū mai i te pā harakeke, he whakapapa tōna.

He MANA tōna, e RUA ōna āhuatanga: tuatahi, ko ngā taonga tuku iho ka kohikohia e te ākonga; ka rua, he 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 tuhinga, he pūrongo, he whakaaturanga, he rātaka, he mahi rangahau, he aha atu, he aha atu, ngā momo tāpaetanga.

External Assessment Specifications

Ākonga will choose TWO categories from a Te Ao Haka discipline, this year ākonga will choose categories from either Haka or Poi.

Ākonga will perform and present chosen categories, which will be captured digitally as a video recording or ākonga are able to use 2023/24 video performances they were involved in. Each performance should include a sustained performance of no longer than 3 minutes and no shorter than 2 minutes (see Te Ao Haka glossary for a description of Haka/Poi categories - Te Ao Haka | NCEA (education.govt.nz).

Ākonga may be recorded individually or with others, and video capture may be the result of planned video recording sessions or NOA (Naturally Occurring Activity).

Content and Context Details

This standard allows students to draw upon their learning to give a sustained performance and explanation piece, focusing on key skills performance and engagement with the foundation and origins of Te Ao Haka.

Assessment Conditions

This external assessment is individually assessed, and each student will need to provide their own evidence. Only digital (online) submissions will be accepted for this Kete Manarua.

To successfully submit this Kete Manarua, please ensure that:

- a PDF is submitted;
- the file submitted to the Online Digital Submission Portal does not exceed 5GB;
- the order of submission is correct;
- the layout of the submission is appropriate (i.e. the text is not all on one side, or nothing is upside down);
- embed videos into a slide show, rather than sending a hyperlink – the Markers cannot access videos through a hyperlink.

The Authentication of Student work

Authenticity is the assurance that evidence of achievement produced by a learner is their own. The Ākonga and kaiako must verify that work submitted for assessment is produced by the ākonga.

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- Acknowledgment and credit list is provided;
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  » Verbal interview: interviewing a kaumātua, an adult, a leader, or an expert;
  » Published books and articles;
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For more information, please go to the following pages of 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 Authentication

To submit the Kete Manarua, please use the new Digital submission Tool (found on the MyNZQA site): [Using the new digital submission tool](#).

Submitted files will not be returned to the Student. If there are additional questions around the submissions or the authentication of the materials submitted, NZQA will be in contact with the school.

If you require addition help with submitting a Kete Manarua:

- email us at assessment.service.centre@nzqa.govt.nz,

- or call the NZQA Contact Centre, at 0800 687 296.

Assessment Task (91978)

Description

This submission task requires students to present two performances that demonstrate understanding of categories within a Te Ao Haka discipline. Students will choose **TWO categories** from the **same discipline** to explain and analyse.

Instructions

The assessment task requires students to submit a performance and presentation that demonstrates understanding of categories within a Te Ao Haka discipline.

Asessment Format

The pieces of work will fall under two tasks:

a.   A performance of **TWO** Poi or **TWO** Haka categories

- Students can use performance recordings that they were involved in between the years 2023 – 2024.

- Students are also able to record themselves with or without others for the purpose of this assessment, however performances from any Regional, National, Ahurei or Te Matatini competitions are accepted.

- The recordings should be no longer than 3 minutes for each performance, and no less than 2 minutes for each.

- Note: The two performances must be different categories but of the same discipline, for example:

Poi: Performance 1 – Double Short Poi
         Performance 2 – Double Long Poi

Haka: Performance 1 – Haka Taparahi
         Performance 2 – Ngeri

b. **A presentation explaining each Poi or Haka and demonstrating understanding of similarities and differences between each category.**

- A presentation consisting of information about the Poi/Haka, the composer, where the composer is from and the year it was composed.

- An explanation of the type of Poi/Haka and how it compares and contrasts (are similar and different) with the second Poi/Haka.

- Examining a context in which each category might be performed and why.

- Discussing what makes the examples identifiable as being part of that category.

Explanatory Note 1

Describe categories within Te Ao Haka involves:

- identifying at least two categories within a discipline;

- providing examples of an item within each category.

Explain categories within Te Ao Haka involves:

- discussing how the categories are similar and different;

- examining a context in which each category might be performed and why.

Analyse categories within Te Ao Haka involves:

- discussing what makes the examples identifiable as being part of that category.

Explanatory Note 2

An *item* refers to a composed piece which comprises movement, voice, and lyrics. Discipline refers to a performance branch within Te Ao Haka.

Disciplines include:

- Mōteatea

- Waiata ā ringa

- Poi

- Haka, haka wahine

- Whakaeke

- Whakawātea

This year, students will choose categories from the **Poi or HAKA** discipline for their Kete Manarua performance and presentation.

Explanatory Note 3

- Students are free to explore different contexts and modes of **POI** or **HAKA** so long as they understand that one category has to have a comparison and a contrast element to the other.

- Students are able to submit pieces of work between 1st of October to the 30th of October, so long as all pieces of work are submitted together as a submission.

Unpacking The Standards

For this Submission, students will need to demonstrate their knowledge of categories within a Te Ao Haka discipline and the key skills of performance. The performance of the two items and its description helps to assess students' engagement with the foundation and origins of Te Ao Haka.

Conditions

The evidence for this standard will be a student led presentation. This presentation may be shown with or without an audience.

Performances given for another purpose, for instance at a community or school event, or as part of a competition may be used as evidence for this standard.

Student work must be authentically theirs and submissions must be made through the NZQA Portal before **30 October 2024**.

Assessment Schedule: Te Ao Haka 91978

1.3 Demonstrate understanding of categories within Te Ao Haka

Achievement with Excellence	Achievement with Merit	Achievement
Analyse catergories within Te Ao Haka	Explain catergories within Te Ao Haka	Describe catergories within Te Ao Haka

Te Taunaki i te Aromatawai

Kairangi	Kaiaka	Paetae
Discipline involves: • discussing what makes the examples identifiable as being part of that category.	Discipline involves: • discussing how the categories are similar and different. • examining a context in which each category might be performed and why.	Discipline involves: • identifying at least two categories within a discipline. • providing examples of an item within each category.

Evidence:

E8	E7	M6	M5	A4	A3	N2	N1
Provides in-depth discussions of components, elements and features of the category. **Demonstrate in-depth** understanding of how components, elements and features define the category, with reference to the examples.	**Discusses** components, elements and features of the category. **Demonstrate understanding** of how components, elements and features define the category, with reference to the examples.	**Provides** a secure explanation of similarities and differences of the categories. **Demonstrate** secure understanding of appropriate contexts for each category.	**Provides an explanation** of similarities and differences of the categories. **Demonstrate limited** understanding of appropriate contexts for each category.	**Provides adequate** descriptions of TWO categories with some added detail. **Provides** an appropriate example of an item for each category. .	**Provides basic** description of TWO categories. **Provides** an appropriate example of an item for each category.	Genuinely **attempts** to provide descriptions but does not provide enough evidence for achievement.	Provides limited or partial descriptions that do not form a substantive response.

Cut-Score:

Excellence	Merit	Achieved	Not Achieved
7 - 8	5 - 6	3 - 4	0 - 2

TE AO HAKA

91979 Demonstrate understanding of elements within a Te Ao Haka performance

(Level 1, Credits 4)

Acievement with Excellence	Acievement with Merit	Achievement
Analyse elements within a Te Ao Haka performance.	Explain elements within a Te Ao Haka performance.	Demonstrate understanding of elements within a Te Ao Haka performance.

Achievement Standard

Subject Reference	Te Ao Haka 1.4				
Title	Demonstrate understanding of elements within a Te Ao Haka performance				
Level	1	Credits	4	Assessment	External
Subfield	Māori Performing Arts				
Domain	Te Ao Haka				
Status		Registered	Status date		15 December 2022
Planned review date		31 December 2027	Date version published		10 January 2023

Students will demonstrate understanding of elements within a Te Ao Haka performance.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Demonstrate understanding of elements within a Te Ao Haka performance.	• Explain elements within a Te Ao Haka performance.	• Analyse elements within a Te Ao Haka performance.

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 6 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   *Demonstrate understanding of elements within a Te Ao Haka performance* involves:
   • describing five elements within a performance.

   Explain elements within a Te Ao performance involves:
   • identifying what the elements communicate about the performance.

   Analyse elements within a Te Ao Haka performance involves:
   • discussing how the elements work with one another to achieve an effect;
   • examining how the elements impact on the way the performance is understood.

3   *Elements* are aspects of a composition or performance that are present in but not unique to Te Ao Haka.

Examples of elements include:
- tempo
- dynamics
- characterisation
- voice
- point of view.

An exhaustive list of elements can be found within the Subject Glossary for Te Ao Haka https://ncea.education.govt.nz/arts/te-ao-haka?view=subject-glossary.

Quality Assurance

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Consent and Moderation Requirements (CMR) reference   0233

Assessment Specifications 2024

The Achievement Standard	91979
The Title	Demonstrate understanding of elements within a Te Ao Haka performance
The Curriculum	New Zealand Curriculum (NZC)
The Subject	The Arts - Te Ao Haka
Credits	4
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The Submission Period	1st of October - 30th October 2024

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External Assessment Specifications

Ākonga will choose TWO different performance items from THREE Te Matatini competitions (2000, 2002 and 2005), to demonstrate understanding of elements within a Te Ao Haka performance.

The performance items chosen must be stipulated in their presentation and accompanied by a reference, and ākonga will be required to respond to questions relating to FIVE elements from the selected kapa haka.

Ākonga must be recorded individually. The presentation may be given with or without an audience (see Te Ao Haka glossary for a description of elements - Te Ao Haka | NCEA (education.govt.nz).

Content and Context Details

This standard allows students to draw upon their learning to give an understanding of elements, which are aspects of a composition or performance that are present within Te Ao Haka.

Assessment Conditions

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Assessment Task (91979)

Description

This assessment task requires students to submit a presentation that demonstrates understanding of elements from two Kapa Haka performance items from any of the competitions held at Te Matatini in the years 2000, 2002 and 2005. This presentation may be given with or without an audience.

Instructions

This Submission assessment task looks to the Te Matatini Competitions from the year 2000 (held at Tūrangawaewae) Te Matatini from the year 2002 (held at Takaparawha) and Te Matatini from the year 2005 (held at Rangitāne). These resources and materials will be the context in which the students will explore, implement and demonstrate understanding of elements within Te Ao Haka in this submission. Performances from the three Te Matatini years are available on Youtube for students to select.

1. Students are to select **TWO** different Kapa Haka performance items from any of the three Te Matatini competitions. The two Kapa Haka used and the years of performances must be stipulated in the submission, with a reference of the performance and or photos that have been used.

2. Students will submit a **PRESENTATION** that explains the elements that have been used in the performances from the chosen Kapa Haka. Students are free to choose any one discipline from each Kapa Haka (for example, Te Waka Huia 2000 - **Whakaeke**, Waihīrere 2002 - **Whakaeke**).

3. Students **must** stipulate which Kapa they are referring to and which discipline they are using.

4. FIVE ELEMENTS must be explained in the presentation. Students will only choose Elements from the list provided below.

5. Students will give their presentations individually.

Explanatory Note 1

Elements are aspects of a composition or performance that are present in but not unique to Te Ao Haka.

Use the following list of elements for your response:

- space – te wāhi
- metaphor – te huahuatau
- shape – te hanga
- harmony – te ōrua
- setting – te horopaki
- point of view – te tirohanga

Prompt Questions

- Choose two elements (from the list) that were used in each of the performances. How were they used to enhance the performance?
- Compare and contrast two elements from the two performances, discuss how they were used similarly and or differently?
- Which elements stood out to you the most, what effect did it give you and how can you implement this in your own Kapa?

Explanatory Note 2

Demonstrate understanding of elements from two Kapa Haka involves:

- Describing five elements within the two performances.
- Providing a description for each Kapa Haka.

Explain elements from two Kapa Haka involves:

- Identifying what the elements communicate about the performances.
- Providing an explanation for each Kapa Haka.

Analyse elements from two Kapa Haka involves:

- Discussing how the elements work with one another to achieve an effect.
- Examining how the elements impact on the way the performance is understood.
- Providing an in-depth analysis on each item, exploring the similarities and differences between each item.

Explanatory Note 3

Discipline refers to a performance branch within Te Ao Haka

Disciplines include:

- Mōteatea,
- Waiata ā-ringa,
- Poi,
- Haka, haka wahine,
- Whakaeke,
- Whakawātea.

- Students are able to select any one discipline from each Kapa Haka, this must be stipulated in their presentation and accompanied by a reference.

- Students can but are not limited to choosing the same discipline for the two performances to demonstrate understanding of elements. This can be achieved either way.

Unpacking the Standard

For this Submission, students will demonstrate their understanding of different Te Ao Haka elements and how these relate to te ao Māori through the Te Matatini performances in the years 2000, 2002 and 2005.

Students at Level 1 should be engaging with the foundations of Te Ao Haka, learning about the key performance skills, narratives, and styles of Te Ao Haka, and their development.

Student work must be authentically theirs and submissions must be made through the NZQA Portal before **30 October 2024.**

Assessment Schedule: Te Ao Haka 91979

1.4 Demonstrate understanding of elements within a Te Ao Haka performance

Achievement with Excellence	Achievement with Merit	Achievement
Analyse elements within a Te Ao Haka performance.	Explain elements within a Te Ao Haka performance.	Demonstrate understanding of elements within a Te Ao Haka performance.

Te Taunaki i te Aromatawai

Achievement with Excellence	Achievement with Merit	Achievement
• Discussing how the elements work with one another to achieve an effect. • Examining how the elements impact on the way the performance is understood. • Providing an in-depth analysis on each item, exploring the similarities and differences between each item.	• Identifying what the elements communicate about the performances. • Providing an explanation for each Kapa Haka.	• Describing five elements within a performance. • Providing a description for each Kapa Haka.

Evidence:

E8	E7	M6	M5	A4	A3	N2	N1
Describes, clearly at least four key elements used in the performance. **Explains** in detail how at least four elements within a Te Ao Haka performance communicates with an audience. **Discusses clearly** and in detail how elements work with one another to achieve an effect. **Examines in detail** how the elements impact on the performance.	**Describes, clearly** at least four key elements used in the performance. **Explains in some detail** how at least four elements within a Te Ao Haka performance communicates with an audience. **Discusses** how elements work with one another to achieve an effect. **Examines** how the elements impact on the performance.	**Describes, clearly** at least four key elements used in the performance. **Demonstrates** understanding of at least four elements within a Te Ao Haka performance. **Explains in detail** how elements within Te Ao Haka enhance performance.	**Describes, clearly** at least four key elements used in the performance. **Demonstrates** understanding of at least four elements within a Te Ao Haka performance **Explains in some detail** how elements within Te Ao Haka enhance performance	**Describes** at least four key elements used in the performance. **Demonstrates** understanding of at least four elements within Te Ao Haka **making links to performance**.	**Describes** at least four key elements used in the performance. **Demonstrates** understanding of at least four elements within Te Ao Haka performance.	**Describes some** aspects of elements used in the Performance. OR **Briefly describes** some aspects of elements within a Te Ao Haka performance.	**Briefly describes** an aspect of an element used in the Performance. OR **Briefly describes** the purpose of an element within a Te Ao Haka performance.

Cut-Score:

Excellence	Merit	Achieved	Not Achieved
7 - 8	5 - 6	3 - 4	0 - 2