



KETE MANARUA

Te Ao Haka 2024

91982 Compare a Te Ao Haka performance and one other performance

CREDITS: 4

91983 Respond to a Te Ao Haka performance

CREDITS: 4

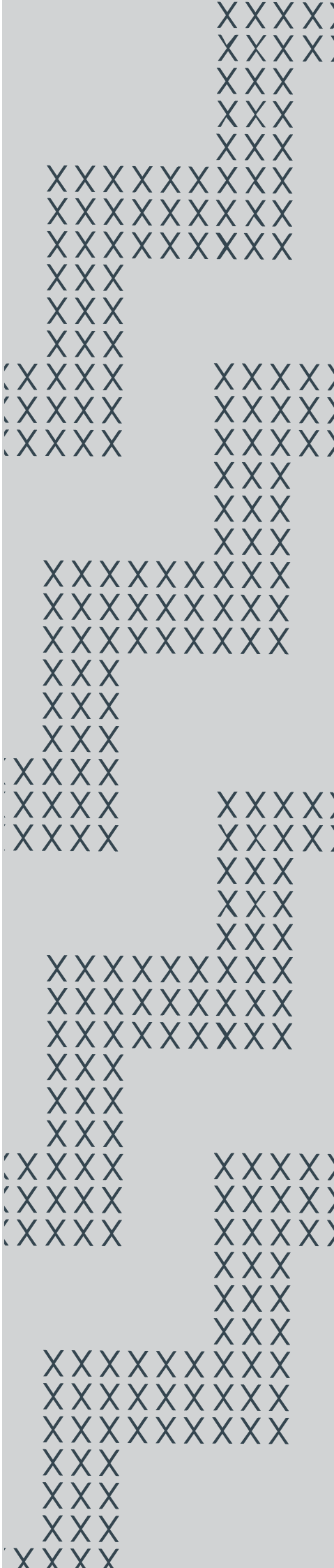
The 'MyNZQA' Portal for uploading the Kete Manarua opens October 1st, 2024.
The 'MyNZQA' portal will close October 30th, 2024.



**“Nau Mai
e ngā hua
o Tānerore
o Hine-Rēhia...”**

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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 - » Unpublished books;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, you will submit your Kete Manarua evidence to the new Digital Submission portal. Please watch the videos or download the instructions that show you how to submit the Kete Manarua through the new portal to your Teacher. [[How-to Resource](#)].

If you require help with the submission process, please make speak with your Teacher who will help you through this process.



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



TE AO HAKA

91982 Compare a Te Ao Haka performance and one other performance

(Level 2, Credits 4)

Achievement with Excellence	Achievement with Merit	Achievement
Analyse a Te Ao Haka performance and one other performance	Discuss a Te Ao Haka performance and one other performance	Compare a Te Ao Haka performance and one other performance

Assessment Task (91982)

Description

This Assessment task requires students to submit a **presentation** that compares a Te Ao Haka performance item (from their favourite Kapa Haka) with one other performance item.

Instructions

The assessment task requires students to submit a presentation that compares a Te Ao Haka performance (from their favourite Kapa Haka) and one other performance of their choosing.

1. Students are to select a Kapa Haka performance item from their favourite Kapa Haka to compare with another performance item **outside of the Te Ao Haka context**.
2. Students will select **THREE** elements from the list provided in **Explanatory Note 3** below.
3. Students will demonstrate an understanding of how the selected **Elements** are expressed in the two performances..
4. Students will then **compare and contrast** the elements discussed for each performance.
5. Student Presentations must be submitted through the NZQA Digital Submission Portal before **30 October 2024**.

Assessment Format

Candidates will select a Te Ao Haka performance item from their favourite Kapa Haka and a performance item outside of Te Ao Haka to compare and contrast.

Candidates will be required to select TWO performances (at least one of which must be from Te Ao Haka) and give a presentation that compares the use of at least **THREE** elements in the two performances. This presentation will show the student's understanding of how these are expressed in both performances. (See the achievement standard for more information on "elements").

Questions can be created and interpreted by students to show their own unique understanding of the elements they have selected.

Candidates will have access to their selected performances during the assessment period and may refer to the recordings as needed.

Other performing arts genres may include, but are not limited to: hip hop, *hula* (*'auana and kahiko*), *hā'a*, *sasa*, *commedia dell'arte*, the symphony orchestra, *noh* theatre, folk dance, musical theatre, opera, and Bollywood dance.

Explanatory Note 1

Compare a Te Ao Haka performance and one other performance involves:

- choosing three elements and describing how they are expressed in each performance;
- identifying the similarities and differences in how the elements are expressed.

Discuss a Te Ao Haka performance and one other performance involves:

- explaining the similarities and differences in how the elements are expressed.

Analyse a Te Ao Haka performance and one other performance involves:

- discussing the impact of the similarities and differences on the performance.

Explanatory Note 2

For the purpose of this assessment task, “Other Performance” refers to a performance item outside of the Te Ao Haka context.

Explanatory Note 3

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

For the purpose of this Assessment Task, select at least **THREE (3)** elements from the list below to show your understanding of them within your chosen performances.

- | | |
|-----------------------|--------------------------|
| • Melody - te rangi | • Dynamics - ngā taineke |
| • Energy - te hiringa | • Space - te waahi |
| • Shape - te hanga | • Imagery - te whakaahua |

Unpacking the Standard

For this Submission, students will compare a Te Ao Haka performance item (from their favourite Kapa Haka) with one other performance item of their choosing. Students will need to explore their own connections and perspectives within Te Ao Haka through analysing and discussing performances, from both within and outside of Te Ao Haka.

Students at Level 2 should be experimenting and innovating. This is reflected in the internals' credit values being higher than those of the externals to provide room for creativity and a safe space to develop through taking creative risks. .

Conditions

The evidence for this standard will be a student led presentation. This report may include the following (but is not limited to):

- If pictures or videos are used, these must be referenced appropriately.
- The presentation must include a focus point, an introduction, a display of research and information, and a conclusion.
- Student work must be authentically theirs, and submissions must be made by **30 October 2024**.



TE AO HAKA

91983

Respond to a Te Ao Haka performance

(Level 2, Credits 4)

Acievement with Excellence	Acievement with Merit	Achievement
Interpret a Te Ao Haka performance.	Reflect on a Te Ao Haka performance.	Respond to a Te Ao Haka performance.

Assessment Task (91983)

Description

This assessment task requires students to submit an essay responding to **TWO** Te Ao Haka performance. Students will demonstrate understanding of **Elements** and **Key Features** through a selected performance from their own Kapa Haka, and another Kapa Haka performance from a Kura Tuarua Nationals.

Instructions

The assessment task requires students to write an essay that responds to a performance from their Kura, and a different Te Ao Haka performance from a **Kura Tuarua Nationals Competition**.

- Students are to respond to **TWO** Kapa Haka performances, one from their own kura and one from a Kura Tuarua Nationals Competition.
- Students will submit an essay of and **no longer than 500 words** that demonstrates an understanding of at least **FOUR Elements** and at least **FOUR Key Features** within a selected performance item.
- Students will select **elements** and **key features** from the lists provided in Explanatory Note 2 and 3 below.
- Students will then **compare and contrast** the elements discussed for each performance.
- Student Presentations must be submitted through the NZQA Digital Submission Portal before **30 October 2024**.

Assessment Format

Candidates will select a Te Ao Haka performance item from their own Kura and any Kapa Haka who stood at any of the Kura Tuarua Nationals Competitions. Candidates will draw an understanding of **key features and elements** from their chosen performance item.

Candidates will be required to select **TWO** performances and respond in the form of an essay. The essay will require candidates to select at **least FOUR key features** and at **least FOUR elements** and show their understanding of how these enhanced the performance. (See the achievement standard for more information on “key features” and “elements”.)

Candidates will have access to their selected performances during the assessment and may refer to the recordings as needed.

Explanatory Note 1

Respond to two Te Ao Haka performances involves:

- describing the narrative of the two performance;
- recording a personal response as an audience member.

Reflect on two Te Ao Haka performances involves:

- considering how the performances utilised key features to communicate the narrative.
- connecting the personal response as an audience member to elements of the performance.

Interpret Te Ao Haka performances involves:

- making connections between the response as an audience member and personal perspective and experiences.

Explanatory Note 2

Key features are discrete, distinctive attributes that appear in Te Ao Haka across disciplines, although they may not appear in all disciplines all the time.

For the purpose of this Assessment Task, select at least **FOUR (4)** Key Features from the list below to show your understanding of how they are utilised within your chosen performances.

- | | |
|-------------------|-----------------|
| • Wiri | • Pūkana |
| • Rere (o te poi) | • whakakai |
| • Takahi | • Tūwaewae |
| • Tū | • Mahinga rākau |
| • Reo/hāngū | • Nekehanga |

Explanatory Note 3

For the purpose of this Assessment Task, select at least FOUR (4) Elements from the list below to show your understanding of them within your chosen performances.

- energy - te hiringa,
- metaphor - te huahuatau,
- space - te wāhi,
- harmony - te ōrua,
- voice - te reo,
- imagery - te whakaahua.

Unpacking the Standard

For this Submission, students will compare a Te Ao Haka performance item (from their favourite Kapa Haka) and one other performance item of their choosing.

Students will need to explore their own connections and perspectives within Te Ao Haka through analysing and discussing performances, from both within and outside of Te Ao Haka.

Students at Level 2 should be experimenting and innovating. This is reflected in the internals' credit values being higher than those of the externals to provide room for creativity and a safe space to develop through taking creative risks.

Six credits have been allocated to both internal Achievement Standards for this reason, with the stated aim of bringing out the best in all ākonga in a 'safe' – or familiar – space.

Conditions of Assessment

The evidence for this standard will be a student led essay. This essay may include (but not limited to) the following:

- The essay must be no less than 400 words and no more than 500 words.
- If pictures or videos are used, these must be referenced appropriately.
- The essay must include a focus point, an introduction, a display of research and information, and a conclusion.
- Student work must be authentically theirs, and submissions must be made by **30 October 2024**.