



KETE MANARUA

Te Ao Haka 2024

91986 Perform two Te Ao Haka disciplines

CREDITS: 5

91987 Demonstrate understanding of a key role within Te Ao Haka

CREDITS: 5

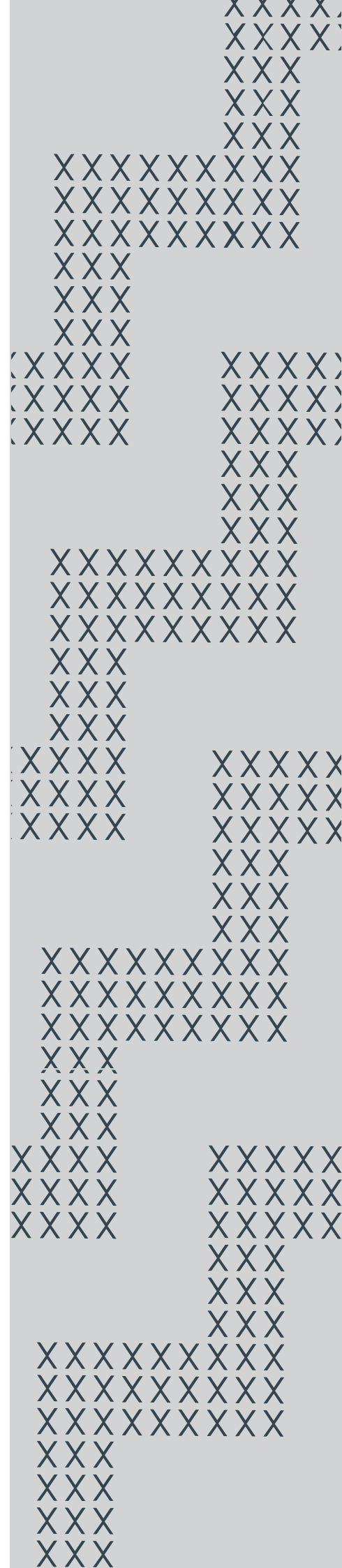
The 'MyNZQA' Portal for uploading the Kete Manarua opens October 1st, 2024.
The 'MyNZQA' portal will close October 30th, 2024.



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

Ngā Ihirangi

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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.

Te Motuhēhē o ngā mahi

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 - » Unpublished books;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.

Te Tāpae i te Kete Manarua

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 coverage for each Kete Manarua portfolio that is submitted to be assessed.

Students will be the first to upload their Digital Submissions. 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

91986 Perform two Te Ao Haka disciplines

(Level 1, Credits 5)

Achievement with Excellence	Achievement with Merit	Achievement
Express two Te Ao Haka disciplines	Communicate two Te Ao Haka disciplines	Perform two Te Ao Haka disciplines

Achievement Standard

Subject Reference		Te Ao Haka 2.3			
Title		Compare a Te Ao Haka performance and one other performance			
Level	2	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 compare a Te Ao Haka performance and one other performance.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Compare a Te Ao Haka performance and one other performance 	<ul style="list-style-type: none"> Discuss a Te Ao Haka performance and one other performance 	<ul style="list-style-type: none"> Analyse a Te Ao Haka performance and one other performance

Explanatory Notes

- 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 7 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>].
- 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.
- Other performance* refers to either another Te Ao Haka performance OR a performance from a different performing art.

3 *Discipline* refers to a performance branch within Te Ao Haka.

Disciplines include:

- mōteatea
- waiata ā-ringa
- poi
- haka, haka wahine
- whakaeke
- whakawātea.

4 The performance of each discipline should be complete items. A Te Ao Haka *item* refers to a composed piece which comprises movement, voice, and lyrics. The two items do not have to relate to each other and do not need to be performed at the same time.

5 *Ihi, wehi, and wana*

- *Ihi* refers to the projection of a performer's personal magnetism and passion which elicits in the beholder a response of awe or respect
- *Wehi* refers to the awe in which charismatic performers or performances are held
- *Wana* refers to the excitement generated by a performer or performance.

Together, they form the expectation for expressing a performance with artistic and technical proficiency. Having *ihi*, *wehi*, and *wana* allows the performer to embody and express a performance to others.

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

Tautuhinga Aromatawai Ā-Waho 2024

The Achievement Standard	91986
The Title	Perform two Te Ao Haka disciplines
The Curriculum	New Zealand Curriculum (NZC)
The Subject	Ngā Toi - Te Ao Haka
Credits	5
The Assessment Mode	Kete Manarua (Digital Submission)
The Submission Period	1st of October - 30th of October 2024

Kete Manarua

Ko te KETE i pū mai i te pā harakeke, he whakapapa tōna. He MANA tōna, e rua ōna āhuatanga; Kātahi: Ko ngā taonga tuku iho ka kohikohia e te ākonga. Ka rua: He whakapiki i te mana motuhake o te ākonga, ōna hapū, 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 aha atu aha atu.

External Assessment Specifications

Ākonga will perform TWO different Te Ao Haka disciplines, which will be captured digitally on video. Each performance should include a complete item with a sustained performance of ihi, wehi and wana (see 3.3 Te Ao Haka Aromatawai for a description of ihi, wehi, wana and sustained performance). - [Te Ao Haka | NCEA \(education.govt.nz\)](https://www.education.govt.nz/te-ao-haka/).

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). Individual students must be identified in group performance.

Ākonga must have performed the TWO different Te Ao Haka disciplines within the year of submission (including, but not limited to: Te Matatini, National or Regional Competitions, and other events such as Kura, Iwi, Hapori). Performances outside the year of submission will not be accepted.

Content and Context Details

This standard allows Ākonga to draw upon their learning to give a sustained performance piece focusing on expression and style, tikanga and technical proficiency. Ākonga will also express their understanding of the narrative.

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.

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.

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 (91986)

Description

This Assessment task allows students to draw upon their learning to give a sustained performance piece focusing on expression and style, tikanga and technical proficiency. Students will also show their understanding of narrative.

Students will perform **TWO** Te Ao Haka disciplines.

Instruction

Students will present performances in **TWO** different Te Ao Haka disciplines of their choice, which will be captured digitally on video. Each performance should include approximately **two minutes** of sustained performance.

Students may be recorded individually, or with others, and video capture may be the result of planned video recording sessions or naturally occurring activity.

Performances in any combination of two Te Ao Haka disciplines may be presented, and the performances may be recorded separately or on the same occasion.

The marker **must be able to identify** the individual candidate for **at least 30 seconds** of the performance.

Students must have performed the **TWO** different Te Ao Haka disciplines within the year of submission. Performances outside the year of submission will not be accepted.

Explanatory Note 1

Perform two Te Ao Haka disciplines involves:

- performing two different disciplines;
- demonstrating understanding of the style of each discipline through the performance.

Communicate two Te Ao Haka disciplines involves:

- giving meaning to the performance through appropriate expression;
- clearly conveying the narratives of each discipline through the performance.

Express two Te Ao Haka disciplines involves:

- executing the disciplines with ihi, wehi and wana;
- executing the performance with storytelling artistry, articulate voice expression and technical proficiency.

Explanatory Note 2

Discipline refers to a performance branch within Te Ao Haka. Disciplines include:

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

Explanatory Note 3

The performance of each discipline should be complete items. A Te Ao Haka item refers to a composed piece which comprises movement, voice, and lyrics. The two items do not have to relate to each other and do not need to be performed at the same time.

Explanatory Note 4

Te Ihi, te wehi me te wana

- **Ihi** refers to the projection of a performer's personal magnetism and passion which elicits in the beholder a response of awe or respect;
- **Wehi** refers to the awe in which charismatic performers or performances are held;
- **Wana** refers to the excitement generated by a performer or performance.

Together, they form the expectation for expressing a performance with artistic and technical proficiency. Having ihi, wehi, and wana allows the performer to embody and express a performance to others.

Unpacking the Standard

This Standard allows students to draw upon their learning to give a sustained performance piece focusing on expression and style, tikanga, and technical proficiency. Students will also show their understanding of narrative.

Students at Level 3 will refine their performance skills and deepen their understanding of their own experience within Te Ao Haka. This is reflected in the evaluative and performance-focused nature of the Standards.

Conditions of Assessment

Note that digital submissions will not be returned to Students. Student work must be authentically theirs, and submissions must be made through the NZQA portal before **30 October 2024**.

Assessment Schedule: Te Ao Haka 91986

3.3 Perform two Te Ao Haka disciplines

Kairangi	Kaiaka	Paetae
Express two Te Ao Haka disciplines.	Communicate two Te Ao Haka disciplines.	Perform two Te Ao Haka disciplines

Te Taunaki i te Aromatawai

Kairangi	Kaiaka	Paetae
<ul style="list-style-type: none"> Involves executing the disciplines with ihi, wehi and wana executing the performance with storytelling artistry and technical proficiency. 	<ul style="list-style-type: none"> Involves giving meaning to the performance through appropriate expression clearly conveying the narratives of each discipline through the performance. 	<ul style="list-style-type: none"> Involves performing two different disciplines demonstrating understanding of the style of each discipline through the performance.

Evidence:

E8	E7	M6	M5	A4	A3	N2	N1
Executes BOTH disciplines with ihi, wehi and wana. In both performances, executes the performance with sustained confidence, and consistent storytelling artistry and technical proficiency.	Executes BOTH disciplines with ihi, wehi and wana. In both performances, executes the performance with consistent storytelling artistry and technical proficiency.	In BOTH performances, consistently demonstrates appropriate expression, with sustained confidence, that gives meaning to the performance. In both performances, confidently conveys the narrative of the discipline.	In BOTH performances, consistently demonstrates appropriate expression that gives meaning to the performance. In both performances, conveys the narrative of the discipline.	Provides performance evidence for TWO different disciplines. Demonstrates understanding of the style of both disciplines.	Provides performance evidence for TWO different disciplines. Demonstrates some understanding of the style of both disciplines. Aspects may be inconsistent.	Not enough performance evidence provided for Achievement i.e. only one item; incomplete items; both items are from the same discipline; or not enough clear evidence of participation in the performances to allow or informed judgment.	Provides very limited or partial evidence.

Cut-Score:

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



TE AO HAKA

91987 Demonstrate understanding of a
key role in Te Ao Haka

(Level 1, Credits 5)

Kairangi	Kaiaka	Paetae
Analyse a key role within Te Ao Haka	Evaluate a key role within Te Ao Haka	Demonstrate understanding of a key role within Te Ao Haka

Achievement Standard

Subject Reference		Te Ao Haka 3.4			
Title		Demonstrate understanding of a key role within Te Ao Haka			
Level	3	Credits	5	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 a key role within a Te Ao Haka performance.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of a key role within Te Ao Haka. 	<ul style="list-style-type: none"> Evaluate a key role within Te Ao Haka. 	<ul style="list-style-type: none"> Analyse a key role within Te Ao Haka.

Explanatory Notes

- 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*.
[\[https://ncea.education.govt.nz/arts/te-ao-haka?view=learning\]](https://ncea.education.govt.nz/arts/te-ao-haka?view=learning).
- Demonstrate understanding of a key role within a Te Ao Haka* involves:
 - describing a role that contributes to a Te Ao Haka performance;
 - discuss its function, and how the requirements of the role align with the skills obtained during the study of Te Ao Haka.

Evaluate a key role within Te Ao Haka involves:

 - examining important moments experienced in the preparation for and execution of the role;
 - exploring the ways in which an effective or ineffective execution of the role can impact on the performance.

Analyse a key role within Te Ao Haka involves:

 - examining the role in the wider context of Te Ao Haka including discussing its tikanga.

- 3 A *key role* is a role in which, if the participant had not been present, the resulting performance would have been noticeably different.

Students must select one of the following key roles:

- being the kaitātaki wahine or kaitātaki tāne
- performing a solo or duet
- being a mentor to other students
- playing a musical instrument to support a performance
- being a tā-moko artist for the team
- being in charge of costumes
- creating taonga (i.e. poi) for the performance.

- 4 *Important moments* refers to points during the process of preparing for and executing a role in which deliberate action is required in order to achieve a desired result.

Examples of important moments include:

- before the role: earning and being chosen for the role
- during the role: rehearsing or practising
- during the role: overcoming a barrier or mistake
- during the role: being prepared for success
- during the performance: following through and executing the role.

Quality Assurance

- 1 Providers must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
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Consent and Moderation Requirements (CMR) reference

0233

Tautuhinga Aromatawai Ā-Waho 2024

The Achievement Standard

91987

The Title

Demonstrate understanding of a key role within Te Ao Haka

The Curriculum

New Zealand Curriculum (NZC)

The Subject

Ngā Toi - Te Ao Haka

Credits

5

The Assessment Mode

Kete Manarua (Digital Submission)

The Submission Period

1st of October - 30th of October 2024

Kete Manarua

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

He MANA tōna, e rua ōna āhuetanga; Kātahi: Ko ngā taonga tuku iho ka kohikohia e te ākonga. Ka rua: He whakapiki i te mana motuhake o te ākonga, ōna hapū, 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 aha atu aha atu.

External Assessment Specifications

Ākonga will be required to submit a presentation that demonstrates understanding of a key role within Te Ao Haka. Ākonga will research a person that inspires them, that plays a key role in kapa haka (see 3.4 Te Ao Haka Achievement Standard for a description of key roles and unpacking of this standard). - [Te Ao Haka | NCEA \(education.govt.nz\)](#).

Content and Context Details

This standard allows Ākonga to draw upon their learning to give a sustained understanding and explanation of the key roles within Te Ao Haka.

Assessment Conditions

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To successfully submit this Kete Manarua, please ensure that:

- a PDF is submitted;
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 - » Unpublished books;
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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](#)

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Assessment Task (91987)

Description

This submission task requires students to submit a presentation that demonstrates understanding of a key role within Te Ao Haka. Students will research a person that inspires them, that plays a key role in a Kapa Haka from their iwi.

Instructions

The assessment task requires students to select a kaihaka that plays a key role within their kapa, and who inspires them the most within Te Ao Haka. Students must thoroughly research their chosen Kaihaka and present their findings in a Presentation.

- Students are to choose **ONE** kaihaka that invigorates their ao haka, that has a special place in their heart.
- Students will submit a presentation that explains the journey, the origins, experiences, trials and tribulations this particular person has faced since being in their respective key roles.
- Students must stipulate which Kapa their person played a key role in, and have a section of acknowledgement for their chosen person and Kapa.
- Students may complete their work all in Te Reo Māori or all in English, not in both languages.

Explanatory Note 1

Demonstrate understanding of a key role within Te Ao Haka involves:

- describing a role that contributes to a Te Ao Haka performance;
- discuss its function, and how the requirements of the role align with the skills obtained during the study of Te Ao Haka.

Evaluate a key role within Te Ao Haka involves:

- examining important moments experienced in the preparation for and execution of the role;
- exploring the ways in which an effective or ineffective execution of the role can impact on the performance.

Analyse a key role within Te Ao Haka involves:

- examining the role in the wider context of Te Ao Haka including discussing its tikanga.

Explanatory Note 2

A **key role** is a role in which, if the participant had not been present, the resulting performance would have been noticeably different.

For the purposes of this assessment task Students are to select a person that contributes to **ONE** of the following key roles:

- being the kaitātaki wahine or kaitātaki tāne
- performing a solo or duet
- being a mentor to other students
- playing a musical instrument to support a performance
- being a tā-moko artist for the team
- being in charge of costumes
- creating taonga (i.e. poi) for the performance.

Explanatory Note 3

Important moments refers to points during the process of preparing for and executing a role in which deliberate action is required in order to achieve a desired result.

Examples of important moments include:

- before the role: earning and being chosen for the role;
- during the role: rehearsing or practising;
- during the role: overcoming a barrier or mistake;
- during the role: being prepared for success;
- during the performance: following through and executing the role.

Unpacking the Standard

For this Submission, students will **demonstrate their understanding of a key role** through their kaihaka. Students will show how they have developed their key competencies and dispositions which progress towards understanding roles within Te Ao Haka, including leadership. Students will explore and analyse the leadership roles of their kaihaka of choice, and their significance to a Kapa Haka group they are a part of.

Students at Level 3 will refine their performance skills and deepen their understanding of their own experience and experiences of others within Te Ao Haka. This is reflected in the evaluative and performance-focused nature of the Standards.

Conditions of Assessment

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

Presentations must be given as an individual piece of work.

Students that **do not whakapapa** to an iwi may gain inspiration from a person of the iwi from the rohe in which they live.

Assessment Format

Students will research their kaihaka of choice, drawing from the experiences they have had with their kaihaka, whether it be from watching them, to meeting them, or knowing them.

Students will be required to organise findings from their research and will present their findings in the form of a presentation.

Student Presentations must be submitted through the NZQA Digital Submission Portal before **30 October 2024**.

Mahere Aromatawai: Te Ao Haka 91987

3.4 Demonstrate understanding of a key role within Te Ao Haka performance

Kairangi	Kaiaka	Paetae
Analyse a key role within Te Ao Haka involves:	Evaluate a key role within Te Ao Haka	Demonstrate understanding of a key role within Te Ao Haka

Te Taunaki i te Aromatawai

Kairangi	Kaiaka	Paetae
<ul style="list-style-type: none"> Involves examining the role in the wider context of Te Ao Haka including discussing its tikanga. 	<ul style="list-style-type: none"> Involves examining important moments experienced in the preparation for and execution of the role Involves exploring the ways in which an effective, or ineffective execution of the role can impact on the performance. 	<ul style="list-style-type: none"> Involves describing a role that contributes to a Te Ao Haka performance Involves discussing its function, and how the requirements of the role align with the skills obtained during the study of Te Ao Haka.

Evidence:

E8	E7	M6	M5	A4	A3	N2	N1
Analyses in-depth, and confidently elaborates on, the role in the wider context of Te Ao Haka including tikanga.	Analyses in-depth the role in the wider context of Te Ao Haka including tikanga.	Examines, in detail, important moments experienced in preparation for the role, and ways to execute the role that impact on the performance. Most likely provides a comprehensive range of examples.	Examines important moments experienced in preparation for the role, and ways to execute the role that impact on the Performance. Some aspects of the response may be Inconsistent. Most likely provides examples.	Describes a role, its function, and how the requirements of the role align with the skills.	Describes, simply, a role, its function, and how the requirements of the role align with the skills. Aspects of the response may be inconsistent.	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