



## KETE MANARUA BOOKLET

# TE AO HAKA



### LEVEL 1

91979 | Demonstrate understanding of elements within a Te Ao Haka performance.  
(Credits: 4)

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



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## 91979 Demonstrate understanding of elements within a Te Ao Haka performance

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## 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:

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# Te Ao Haka

## 91979 Demonstrate understanding of elements within a Te Ao Haka performance

(Level 1, Credits 4)

Carefully read, examine, and think about the instructions for this external assessment task.  
Don't leave any sections of the task unfinished, but persevere it until it is complete.

Excellence	Merit	Achieve
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.

# The Assessment Task

## The Description

This assessment requires ākonga to submit a presentation that demonstrates understanding of elements within a Te Ao Haka performance. Students will analyse elements from two Kapa Haka performance items from any **2025 Secondary Regional Kapa Haka** competition and explain how these elements contribute to the meaning, style, and expression of the performance.

## The Instructions

This assessment focuses on performances from the **2025 Secondary Regional Kapa Haka Competitions**. Ākonga may choose any **TWO** Kapa Haka performance items (disciplines) from *any region*. These performances will form the basis for exploring, applying, and demonstrating understanding of Te Ao Haka elements.

Performances may be accessed via **Māori+**, **TVNZ**, or **YouTube**.

- Ākonga are to select **TWO** Kapa Haka performance items (from **TWO** kapa haka) from any 2025 Secondary Regional competition (e.g., Tāmaki Makaurau Polyfest, Te Ahurea Tino Rangatiratanga, Waitaha, Tainui, Rangitāne, Mātaatua, Te Tairāwhiti, Te Arawa, Te Kāhui Maunga, Te Taitokerau, Te Whanganui-a-Tara, Te Taihū, Kahungunu, etc.).
- Ākonga will submit a **presentation** that explains the Te Ao Haka elements used within each chosen performance. This may be delivered as slides, annotated work, a visual poster, or another visual/digital format.
- Ākonga may choose **any two disciplines** (items) from each selected Kapa Haka group.

*For example;*

- i. Tainui Waka: Te Maurea Whiritoi (Hamilton Boys' High School and Hamilton Girls' High School) - **Whakaeke**.
- ii. Te Arawa: Te Kōutu Kapa Haka (Te Kura o Te Kōutu) - **Whakawātea**.

### Your Presentation must include:

- » The **REGION** (e.g., Te Arawa).
  - » The **KAPA HAKA GROUP** (e.g., Te Kōutu Kapa Haka).
  - » The **DISCIPLINE / ITEM** (e.g., Whakawātea).
  - » Supporting evidence such as references, screenshots, or photographs from the selected performance.
- Students will present evidence that demonstrates understanding of **key elements** within their selected Te Ao Haka performances. Evidence may be presented through a visual or digital format (e.g., poster, diary, annotated images, slideshow, or equivalent presentation). The presentation should clearly convey the learner's knowledge and understanding of the identified elements and may be delivered with or without an audience.
  - Learners must select **THREE** elements from the list provided in the explanatory material and

explain each within their presentation.

- Ākonga responses must be either in te reo Māori **or** in English, not switching between the two languages.

## Explanatory Note 2 (from the Achievement Standard)

*Demonstrate understanding of elements from two Kapa Haka involves:*

- » Describing three elements within the two performances.
- » Providing a description for each Kapa Haka and their items.

*Explain elements from two Kapa Haka involves:*

- » Identifying what the elements communicates about the performances.
- » Providing an explanation for each Kapa Haka and their items.

*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.

## Additional Notes

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

Disciplines include:

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

Ākonga are able to select any one discipline from each Kapa Haka, this must be stipulated in their presentation and accompanied by a reference (link, screenshot, or photo of Kapa/performances).

## Explanatory Note 3

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:**

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| • <i>Te tere</i> – Tempo        | • <i>Te hanga</i> – Shape             |
| • <i>Ngā taineke</i> – Dynamics | • <i>Te tirohanga</i> – Point of view |
| • <i>Te rangi</i> – Melody      |                                       |
| • <i>Te hiranga</i> – Energy    |                                       |

## Prompt Questions

Use these questions to guide your response:

- » **Which elements are present in the performance? How were they used to enhance the performance?**
- » **How do the elements compare or contrast with each other?**
- » **Which element stood out to you the most? What effect did it have, and how might you apply this in your own Kapa Haka practice?**

## Unpacking the Achievement Standard

For this Submission, ākonga will demonstrate their understanding of different Te Ao Haka elements and how these relate to Te Ao Māori through the Secondary Regional Kapa Haka Competitions in the year 2025, ākonga may select a Kapa Haka from any region to draw performances from.

Ākonga 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.

## The Conditions of the External Assessment

The evidence for this standard will be a student led presentation.

- This is an individual assessment.
- Presentations may be delivered with or without an audience.
- Visual presentations: approximately 350 words (annotations or written commentary).
- Video presentations: approximately 3 minutes.
- Students may use class notes, teacher feedback, and approved online resources.
- HOWEVER, all work must be your own.

## The Assessment Format

Prepare a visual or digital presentation that demonstrates your understanding of key elements used in the performance.

Your presentation can be one of the following formats:

- » Visual poster or presentation board
- » Annotated image set or visual diary
- » Digital slideshow (Google Slides, PowerPoint, etc.)
- » Video presentation

**Your presentation must include:**

- » The region, Kapa Haka group, and discipline
- » A reference to the performance (link, screenshot, or photo)
- » Explanations of three (3) elements used within the performance

Presentations may be given with or without an audience.

**External Assessment Format**

Ākonga will choose **TWO** disciplines from **TWO** Kapa Haka from the 2025 Secondary Regional Competitions to demonstrate understanding of elements.

Ākonga will be required to respond to questions relating to **THREE** elements from the selected Kapa Haka performance items.

- » Choose three elements (from the list) that were used in each of the performances. How were they used to enhance the performance?
- » Compare and contrast three 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?

**Teacher Guidance**

Teachers should:

- » Ensure students have access to the explanatory list of elements.
- » Support students in selecting an appropriate performance and discipline.
- » Confirm that all references and evidence are correctly cited.



# The Achievement Standard

**Number** AS91979

**Version** 3

**Page** 1 of 2

## 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** September 2025

**Planned review date** December 2030      **Date version published** December 2025

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

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of elements within a Te Ao Haka performance.</li> </ul>	<ul style="list-style-type: none"> <li>Explain elements within a Te Ao Haka performance.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse elements within a Te Ao Haka performance.</li> </ul>

### 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 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>].
- Demonstrate understanding of elements within a Te Ao Haka performance* involves:
  - describing a range of elements within a performance.

*Explain elements within a Te Ao Haka performance* involves:

  - explaining what each element communicates in the context of the performance.

*Analyse elements within a Te Ao Haka performance* involves:

  - discussing how the range of elements work with one another to achieve an effect within the performance.

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- 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.

A more extensive 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>.

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### 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

# The External Assessment Specifications



The Achievement Standard	91979
The Achievement Standard Title	Demonstrate understanding of elements within a Te Ao Haka performance
The Credits	4
The Curriculum	New Zealand Curriculum, Kaupapa Ako Māori: <a href="#">Te Ao Haka</a>
The Learning Subject	<a href="#">Te Tukutuku Ako</a>
The External Assessment Mode	<a href="#">He Kete Manarua</a>
The Digital File Types	Text files – .PDF (5–20 pages) Video files – .mp4   .mov (<5GB)
The Submission Date	28 October 2026
Ngā Wātaka Aromatawai ā-Waho	1. <a href="#">Ngā Rā Aromatawai 2026</a> 2. <a href="#">2026 Examination Timetable</a>

## External Assessment Task

Ākonga will choose **TWO** different performance items from any **Secondary School Regionals 2025 Kapa Haka Competition**, (*Tāmaki Makaurau Polyfest, Te Ahurea Tino Rangatiratanga, Waitaha, Tainui, Rangitāne, Mātaatua, Te Tairāwhiti, Te Arawa, Te Kāhui Maunga, Te Taitokerau, Te Whanganui-a-Tara, Te Taihū, Ngāti Kahungunu*) to demonstrate understanding of elements within a Te Ao Haka performance.

The Region and performance items chosen must be stipulated in their presentation and accompanied by a reference. **Ākonga will respond** to questions relating to **THREE elements** from the selected Kapa haka group.

Ākonga must be recorded individually and presentation may be given with or without an audience (see Te Ao Haka glossary for a description on elements - [Te Ao Haka | NCEA \(education.govt.nz\)](#)).

Please check the Kete Manarua website here - [Kete Manarua](#).

## Conditions of the External Assessment

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

- work 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 ākonga, 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 are 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](mailto:assessment.servicecentre@nzqa.govt.nz), or
- phone NZQA Contact Centre 0800 687 296.



# The External Assessment Schedule

Te Ao Haka 91979: 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.

## The Assessment Criteria

Excellence	Merit	Achieved
<p>Analyse elements within a Te Ao Haka performance involves:</p> <ul style="list-style-type: none"> <li>discussing how the elements work with one another to achieve an effect.</li> <li>examining how the elements impact on the way the performance is understood.</li> </ul>	<p>Explain elements within a Te Ao performance involves:</p> <ul style="list-style-type: none"> <li>identifying what the elements communicate about the performance.</li> </ul>	<p>Demonstrate understanding of elements within a Te Ao Haka performance involves:</p> <ul style="list-style-type: none"> <li>describing three elements within a performance.</li> </ul>

## The Evidence:

E8	E7	M6	M5	A4	A3	N2	N1
<p><b>Describes, clearly THREE</b> key elements used in the performance.</p> <p><b>Explains in detail</b> how <b>THREE</b> elements within a Te Ao Haka performance communicates with an audience.</p> <p><b>Discusses clearly</b> and in detail how elements work with one another to achieve an effect.</p> <p><b>Examines in detail</b> how the elements impact on the way the performance is understood.</p>	<p><b>Describes, clearly THREE</b> key elements used in the performance.</p> <p><b>Explains in some detail</b> how <b>THREE</b> elements within a Te Ao Haka performance communicates with an audience.</p> <p><b>Discusses</b> how elements work with one another to achieve an effect.</p> <p><b>Examines</b> how the elements impact on the performance.</p>	<p><b>Describes, clearly THREE</b> key elements used in the performance.</p> <p><b>Demonstrates</b> understanding of <b>THREE</b> elements within a Te Ao Haka performance.</p> <p><b>Explains in detail how</b> elements within Te Ao Haka enhance performance.</p>	<p><b>Describes, clearly THREE</b> key elements used in the performance.</p> <p><b>Demonstrates</b> understanding of <b>THREE</b> elements within a Te Ao Haka performance</p> <p><b>Explains in some detail</b> how elements within Te Ao Haka enhance performance</p>	<p><b>Describes THREE</b> key elements used in the performance.</p> <p><b>Demonstrates</b> understanding of <b>THREE</b> elements within Te Ao Haka making links to performance.</p>	<p><b>Describes THREE</b> key elements used in the performance.</p> <p><b>Demonstrates</b> understanding of <b>THREE</b> elements within Te Ao Haka performance.</p>	<p>Genuinely attempts to provide descriptions but does not provide enough evidence for Achievement.</p>	<p>Provides very limited or partial evidence.</p>

## Cut scores:

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