

# Te Ao Haka Kaupae 3

## Te Pūrongo Aromatawai ā-Waho 2025



NZ Curriculum Kaupapa Māori  
 Te Rā Tuku Aromatawai  
 Te Momo Aromatawai  
 Ngā Paerewa Paetae

Te Ao Haka  
 29 o Oketopa, 2025  
 He Kete Manarua  
 91986

### Te Wāhanga 1: He Tirohanga Whānui

Kia āta whakaritea ngā ākonga i mua i te *Rā Aromatawai ā-Waho*, ko te painga atu tērā. Kia rite mai te ākonga ki te kawē i te Kete-Manarua, mā te whakawai, mā te āta wānanga ano hoki ka eke te taunakitanga o ngā mahi hei whakaahua mo te iwi.

### Te Wāhanga 2: He kōrero mō te Paerewa

#### 91986: Te whakaatu i ngā pekanga e rua o Te Ao Haka

##### Te Aromatawai ā-Waho:

I tū ngā Ākonga ki te karawhiu i ngā Pekanga e rua i tētahi whakaaturanga.

Kei te Ākonga te tikanga mehemea ka rīkoata ā-takitahi, ā-rōpū, ā-whakaritenga, ā Kura rānei. Ka taea te karawhiu i ēnei tūnga ki te rīkoata kotahi, heoi anō me mārama te kite i te Ākonga e te kaiarotake, kia 30 hēkona te roa o tana kite pai ai i te tauira.

I karawhiu i ēnei tūnga mai i tēnei tau (2025) tonu nei, ko ngā tūnga kua rīkoatangia o waho atu i tēnei tau, e kore e whakaaetia.

##### Te Tirohanga:

E hāngai pū ana tēnei kete-manarua ki ngā tikanga o tēnei paerewa, ā, e kitea hoki nei te taupae-matua i te hāpaitanga o tēnei momo aromatawai kia whai-māramatanga ai te ākonga ki ngā taumata me te whakaraupapatanga mai o tēnei momo aromatawai, hāunga i te reo me ōna kupu.

##### Pūrongo Paerewa Paetae:

Ko ngā Ākonga i eke ki te **Kairangi** i te paerewa paetae nei:

- i kaha te whakaaturanga, i kounga te horopaki, arā, i ngā whakataetae ā-rohe, ā-motu, i māia te tū, i whakaatu i runga i te toi o te kōrero pūrākau, i te wahapū o te whakapuakanga ā-reo me te matatau ā-kaupapa whāiti.

- i mau hoki i ngā pueru tika mō te tūnga a Te Ao Haka, i whakarākei hoki ki ngā taonga hei hiki ano i te whakaaturanga ki taumata kē atu.
- kāre e nui ngā hapa, i mau ki ngā tino pūkenga rau o Te Ao Haka, arā, ko te wiri, ko te haka, ko te pūkana tēnā mō te roanga ake o te pekanga. Ahakoa he paku hapa, ka pakari tonu te tū me te whakaaro pakeke, kāre i ngaukino ai ngā hapa i waenganui i te whakaaturanga.
- i mau ki waenganui i te whakaaturanga ko te aronga ki tō rātou pūkana, nā ēnei huānga i hua mai ai ko te mauri o te/ngā pekanga.

Ko ngā Ākonga i eke ki te **Kaiaka** i te paerewa paetae nei:

- i kaha te horopaki o te whakaaturanga, heoi, ka raru te āhua o te hono ki te pekanga mō ia whakaaturanga. Ahakoa he hapa, kāre i tino raru te whakaaturanga o ngā pekanga.
- i whakatinana i ngā tikanga o te pekanga, ā, i māia hoki te amoamo o ngā whakamāramatanga mo ia pekanga.
- i tū pakari, i tū māia, ā, i manawatahi te ihi me te wehi mō te roanga ake o ngā pekanga.

Ko ngā Ākonga i eke ki te **Paetae** i te paerewa paetae nei:

- i tū ōpaki te whakaaturanga ki tētahi karaehe, ki ētahi rōpu takitoru takirima ano hoki, i mau ngā pueru o te Kura, ā, i whakatinana i ētahi āhukatanga o te pekanga, heoi, i raru te ihi me te wehi, ā, kāre he mahinga pūkana hei hiki i te whakaaturanga.
- kāore e tika ana ngā tino pūkenga rau o Te Ao Haka, arā, ko te takahi, ko te wiri tēnā, hei reira i raru ai ko ngā nekehanga o te whakaaturanga.
- kāre i manawatahi te aro, te kaha, te ihi me te wehi o te whakaaturanga mō te roanga ake o te wā.
- i ētahi wāhanga o te whakaaturanga, i whakatinana i ngā momo tāera o te pekanga, engari he hārakiraki te āhua o te tū.

Ko ngā Ākonga **Kāore i whiwhi** i te paerewa paetae nei:

- i whakaatuhia tētahi noa o ngā pekanga e rua.
- i hē ngā nekehanga, ngā ā-ringa anō hoki o te whakaaturanga.
- ki waenganui i ngā pekanga kāre e tino waiata ana mō te roanga ake o te whakaaturanga.
- e rua ngā whakaaturanga mai i te pekanga kotahi.
- kāre te taunaki i te pai.

# Te Ao Haka Level 3

## The External Assessment Report 2025



NZ Curriculum Kaupapa Māori	Te Ao Haka
Assessment submission Date	29 October, 2025
Mode of Assessment	Kete Manarua
Achievement Standards	91986

### Section 1: Commentary

It is crucial to adequately prepare candidates prior to the *External Assessment Date*. Candidates' readiness for the portfolio/submission relies on sufficient learning time and gathering of evidence to practice and deliver.

### Section 2: Report on the standards

#### 91986: Perform two Te Ao Haka disciplines

##### The External Assessment:

Ākonga presented performances of TWO different Te Ao Haka disciplines of their choice, which were captured digitally on video.

Ākonga were able to be recorded individually, or with others, and some video captures were the result of planned video recording sessions and others were naturally occurring activity. The performances may be recorded separately or on the same occasion. The marker must identify the individual candidate for at least 30 seconds of the performance.

Ākonga must have performed the **TWO** different Te Ao Haka disciplines within the year of submission (2025). Performances outside the year of submission are not accepted.

##### Observations:

There is strong alignment between the assessment task and the requirements of the standard. The assessment task effectively supports candidates to understand the difference between grade boundaries and expectations regarding grade progression apart from voice and lyrics.

##### Report on the Achievement Standard:

Ākonga who were awarded Achievement with **Excellence** commonly:

- performed in high intensity, high level context such as a Regional or a National competition and demonstrated confidence, creative artistry and technical proficiency.

- dressed in full Te Ao Haka regalia, adorning various taonga that lifted their performance beyond the expected level.
- had minimal to no mistakes, maintaining the fundamental skills of Te Ao Haka such as wiri, haka and pukana throughout the entire discipline. And those that did make mistakes were mature enough in their performance to recover from those mistakes and not let it hinder their ensuing performance of the discipline.
- had attention to detail regarding facial expression and performance. These elements reflected the nature of the discipline.

Ākonga who were awarded Achievement with **Merit** commonly:

- performed in high level context, but their performance and engagement of the discipline were inconsistent. There were some mistakes, but it did not hinder their performance of the discipline.
- demonstrated an understanding of the discipline and confidently conveyed the meaning of each discipline.
- demonstrated appropriate confidence and expression and maintained ihi and wehi for most parts of the discipline.

Ākonga who were awarded **Achievement** commonly:

- performed in informal context such as the classroom, or in small groups of 3-5 wearing school uniforms demonstrating some understanding of the style but lacked the energy and facial expression needed to elevate their performance to the next level.
- made some mistakes or were inconsistent in their practice of fundamental Te Ao Haka skills such as takahi and wiri. Action levels and choreography were also inconsistent.
- engaged in the performance (facial expression, ihi and wehi) was sporadic and inconsistent.
- demonstrated an understanding of the style and meaning through their performance, but this was inconsistent.

Ākonga who were awarded **Not Achieved** commonly:

- performed only one of the two disciplines.
- Made mistakes and incorrect movements and choreography that hindered the performance.
- did not sing or participate in the performance for some or most parts of the discipline.

- performed two items, but from the same discipline.
- lacked substantive evidence to be graded an Achieve.

