

# Level 3 Te Ao Haka 2024

## Assessment Specifications

<b>Achievement Standard</b>	91987
<b>Title</b>	Demonstrate understanding of a key role within Te Ao Haka
<b>Curriculum</b>	New Zealand Curriculum (NZC)
<b>Subject</b>	The Arts - Te Ao Haka
<b>Credits</b>	5
<b>Assessment Mode</b>	He Tūmahi Aromatawai Pātahi (TAPā)
<b>Assessment period</b>	Te Wiki TAPā 1: Term 2, Week 6 - 6th June 2024 Te Wiki TAPā 2: Term 3, Week 8 - 11th September 2024
<b>Duration of the assessment</b>	90 minutes

### Te Tūmahi Aromatawai Pātahi (TAPā)

A Tūmahi Aromatawai Pātahi (TAPā), or Common Assessment Activity (CAA), is developed and marked by the New Zealand Qualifications Authority (NZQA), and administered by a school in a single session during the period of assessment specified above.

### External Assessment Specifications

Ākonga will be required to respond to questions relating to **ONE** key role out of four that they must choose from.

Questions will require ākonga to focus on important moments experienced in the preparation for, and execution of the role within a different performing arts setting (see the achievement standard for more information on “key roles” and “important moments” in Te Ao Haka - [Te Ao Haka 3.4](#)).

Responses may be written in te reo Māori or English, not both.

### Content and Context Details

Ākonga will demonstrate knowledge of tikanga through this standard and that Te Ao Haka categories require correct expression, built upon culture and identity. They will also show that Te Ao Haka is a vehicle for understanding Māori culture and practices.

## Conditions of Assessment

This assessment is online/web based.

Schools are responsible, through their policies and procedures, for authenticating ākonga work. NZQA will require that schools provide notification of any incidents occurring during the delivery of this online external assessment that may call into question the authenticity of ākonga work.

If the ākonga is unable to sit the TAPā on the assessment date, due to illness, or if the ākonga believes their performance during the TAPā was significantly impaired, schools must follow the [Derived Grade process](#). It is important that teachers gather evidence of ākonga responses from practice TAPā/Assessments throughout the year to provide evidence to NZQA.