



KETE MANARUA BOOKLET

TE AO HAKA



LEVEL 2

91983 | Respond to a Te Ao Haka performance.

(Credits: 4)

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

NZQA

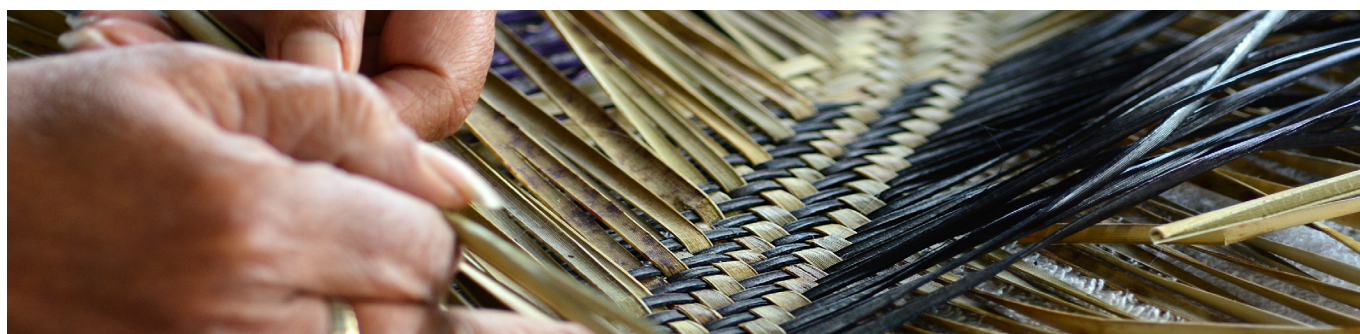
Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

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91983 Respond to 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 āhuatanga. 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 tuhinga, he pūrongo, he whakaaturanga, he rātaka, he mahi rangahau, he aha atu, he aha atu ngā momo tāpaetanga.

Front cover:

Work by Kiriana O'Connell. 'Pūkeātua /Matariki 2923.' Image from @public_record_ on Instagram (2023). https://www.instagram.com/p/CvQfS5wybHD/?img_index=3&igsh=MW1manhxYXlzaXF2. Photograph by @lizclarksonphoto.



Te Ao Haka

91983 Respond to a Te Ao Haka performance.

(Level 2, 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
Interpret a Te Ao Haka performance.	Reflect on a Te Ao Haka performance.	Respond to a Te Ao Haka performance.

The External Assessment Task

The Description

This Kete Manarua requires the student to submit an essay responding to **ONE** Te Ao Haka performance. Ākonga will demonstrate understanding of elements and key features through a selected performance from any kapa haka of their choosing from **Te Matatini o Te Kāhui Maunga**.

The Instructions

The external assessment requires ākonga to write an essay responding to ONE kapa haka performance item from Te Matatini o Te Kāhui Maunga 2025.

- Ākonga must analyse a kapa haka performances, one from any Kapa Haka that performed at **Te Matatini o Te Kāhui Maunga** of their choosing.
- The essay should have a minimum of **300 words**, and **no more than 400 words**, demonstrating understanding of elements and key features of the selected performance.
- Ākonga are to choose elements and key features from the **provided lists**.
- Ākonga should compare and contrast information from the performances and submit their response before **28 October, 2026**.



The External Assessment Format

Ākonga will select a performance item from any kapa haka who stood at the Te Matatini o Te Kāhui Maunga. Ākonga will respond, reflect and interpret by demonstrating their understanding of key features and elements from their chosen performance item.

Ākonga are required to select **ONE** performance and respond in the form of an essay. The essay will require Ākonga to select at least **TWO** key features and at least **TWO** elements and show their understanding of how these enhanced the performance. (See the Achievement Standard for more information on “key features” and “elements”).

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

The Explanatory Note 2 (from the Achievement Standard)

Respond to a te ao haka performance involves:

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

Reflect on a te ao haka performance involves:

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

Interpret a te ao haka performance involves:

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

The Explanatory Notes 3

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.

Examples of key features include:

- | | |
|---------------------|--------------------|
| • te wiri, | • te pūkana |
| • te rere o te poi, | • te whakakai |
| • te takahi, | • te tūwaewae |
| • te tū, | • te mahinga rākau |
| • te reo/hāngū, | • te nekehanga |

Use the following list of key features for your response:

- | | |
|---------------|-----------------|
| » Te takahi, | » te tūwaewae |
| » te tū, | » te nekehanga, |
| » te whakakai | » te reo/hāngū. |

The Explanatory Notes 4

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.

Use the following list of elements for your response:

- » Characterisation - *Te whakatau*,
- » Melody - *te rangi*,
- » Point of View - *te tirohanga*,
- » Composition structure - *te huahuatau*
- » Tempo - *te tere*,
- » Energy - *te hiringa*.

Unpacking the Achievement Standard

For this external assessment, ākonga will explore their own role in the promotion and preservation of te ao Māori. Ākonga will explore the creativity and artistry of a Te Ao Haka performance as an audience member. They will also give a point of view on a performance by analysing the features, elements, and aspects of it.

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.

The Conditions

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

- The essay must be no less than **300 words** and no more than **400 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 **28 October 2026**.

Image reference:

Whakaata Māori (Māori Television). TVNZ AND WHAKAATA MĀORI PARTNER TO BRING TE MATATINI TO AUDIENCES LIVE AND FREE-TO-AIR. <https://www.whakaatamaori.co.nz/media-releases/tvnz-and-whakaata-maori-partner-to-bring-te-matatini-to-audiences-live-and-free-to-air>. (30 January, 2025).

The Achievement Standard

Number AS91983

Version 3

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Achievement Standard

Subject Reference Te Ao Haka 2.4

Title Respond to a Te Ao Haka performance

Level 2 **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 respond to a Te Ao Haka performance.

Achievement Criteria

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

- Respond to a Te Ao Haka performance* involves:
 - describing the narrative of the performance
 - recording a personal response as an audience member.

Reflect on a Te Ao Haka performance involves:

- discussing how the performance utilised key features and elements to communicate the narrative.

Interpret a Te Ao Haka performance involves:

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

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- 3 *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.

Examples of key features include:

- wiri
- rere (of poi)
- takahi
- tū (stance)
- reo/hāngū
- pūkana
- whakakai
- tūwaewae
- mahinga rākau
- tū ā-kapa (formations).

- 4 *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>.

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	91983
The Achievement Standard Title	Respond to a Te Ao Haka performance
The Credits	4
The Curriculum	New Zealand Curriculum, Kaupapa Ako Māori: Te Ao Haka
The Learning Subject	Te Tūkutuku Ako
The External Assessment Mode	Kete Manarua
The Digital File Types	Texts Files –.PDF (1-5 whārangi)
The Submission Date	28 October, 2026
Ngā Wātaka Aromatawai ā-Waho	1. Ngā Rā Aromatawai 2026 2. 2026 Examination Timetable

External Assessment Task

Ākonga will select any **ONE** Kapa Haka performance item from Te Matatini o **Te Kāhui Maunga 2025**.

Ākonga will draw an understanding of **key features** and **elements** through their chosen performance items, Ākonga will also respond in the form of an essay.

The essay will require ākonga to select at least **TWO** key features and at least **TWO** elements to respond, reflect and interpret by demonstrating their understanding of key features and elements from their chosen performances (see the Te Ao Haka glossary of a description on “key features” and “elements” ([Te Ao Haka](#) | [NCEA \(education.govt.nz\)](#))).

The report must be no less than **300 words** and no more than **400 words**.

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:

- 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 Kete Manurua submissions will utilise the new digital submissions tool (this can be found on the [home page of MyNZQA](#)).

Kete Manarua 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, or
- phone NZQA Contact Centre 0800 687 296.

The External Assessment Schedule

Te Ao Haka 91983: Respond to a Te Ao Haka performance.

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

The Achievement Criteria

Excellence	Merit	Achieved
Interpreting a Te Ao Haka performance involves: making connections between the response as an audience member and personal perspective and experiences.	Reflecting on a Te Ao Haka performance involves: - considering how the performance utilised key features to communicate the narrative. - connecting the personal response as an audience member to elements of the performance.	Responding to a Te Ao Haka performance involves: - describing the narrative of the performance. - recording a personal response as an audience member.

The Evidence for the External Assessment

E8	E7	M6	M5	A4	A3	N2	N1
Explains in-depth, and clearly elaborates on TWO key features and TWO elements that effectively communicate ideas that are enhanced within the performance. Discusses, with confident insight, the connections between their response as an audience member, and personal perspective and / or experiences. Supports the response with use of penetrative evidence.	Explains in-depth, and clearly elaborates on, TWO key features and TWO elements that effectively communicate ideas that are enhanced within the performance. Discusses the connections between their response as an audience member, and personal perspectives and/ or experiences. Supports the response with use of well-chosen evidence.	Explains, securely, a personal response, as an audience member, to how the narrative of the performance is enhanced. Explains, securely, how the personal response is connected to the key features / elements of the performance. Supports the response with detailed evidence.	Explains a personal response as an audience member, to how the narrative of the performance is enhanced. Explains how the personal response is connected to the key features / elements of the performance. Supports the response with evidence.	Describes TWO key features and TWO elements used in the performance. Describes, clearly, a personal response, as an audience member, to the narrative of the performance. Supports the response with evidence.	Describes TWO key features and TWO elements used in the performance. Describes, simply, a personal response, as an audience member, to the narrative of the performance. Supports the response with limited evidence.	Genuine attempt to provide descriptions but does not provide enough evidence for Achievement.	Provides limited or partial descriptions that do not form a substantive response.

Cut scores:

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