

NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated assessment materials for **Te Ao Haka Level 2**. In January 2026 the NCEA website will be updated with these changes for Levels 1, 2, and 3, including the updated Subject Learning Outcomes and te reo Māori translations of all resources and this pdf will be removed. For external assessment specifications, refer to the NZQA website.

Subject: Te Ao Haka Level 2

Product	What's changed?
Conditions of Assessment across all internal standards	Updated to provide clearer guidance around authenticity.
AS 2.1 91980 Conditions of Assessment	Updated for clarification and strengthened to align with 2.1 Standard revisions.
AS 2.1 91980 Unpacking	Updated for clarification and strengthened to align with 2.1 Standard revisions.
AS 2.1 91980 Internal Assessment Activities	Updated for clarification and strengthened to align with 2.1 Standard revisions.
AS 2.1 91980 Assessment Schedules	Updated for clarification and strengthened to align with 2.1 Standard revisions.
AS 2.2 91981 Conditions of Assessment	Updated for clarification and strengthened to align with 2.2 Standard revisions.
AS 2.2 91981 Unpacking	Updated for clarification and strengthened to align with 2.2 Standard revisions.
AS 2.2 91981 Internal Assessment Activities	Updated for clarification and strengthened to align with 2.2 Standard revisions.
AS 2.2 91981 Assessment Schedules	Updated for clarification and strengthened to align with 2.2 Standard revisions.
AS 2.3 91982 Unpacking	New unpacking.
AS 2.4 91983 Unpacking	New unpacking.

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NCEA Conditions of Assessment across all internally assessed standards

Subject:	Te Ao Haka
Achievement Standard:	All Level 1-3 TAH internal Achievement Standards

The Conditions of Assessment across all internally assessed standards for Level 1-3 Te Ao Haka have been updated to include clearer guidance about authenticity. Any changes to Standard Specific Conditions of Assessment will be shown separately within this document.

Conditions of Assessment for internally assessed standards

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

The learning centre's Assessment Policy and Conditions of Assessment must be consistent with NZQA's [Assessment Rules for Schools with Consent to Assess](#). This link includes guidance for managing internal moderation and the collection of evidence.

Gathering Evidence

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles, and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the Standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed Standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs, or film), or a portfolio of evidence.

A separate assessment event is not needed for each Standard. Often assessment can be integrated into one activity that collects evidence towards two or three different Standards from a programme of learning. Evidence can also be collected over time from a range of linked activities, for example, in a portfolio. This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students, and be valid and fair.

Ensuring Authenticity of Evidence

[Authenticity](#) of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

Ensure that the student's evidence is individually identifiable and represents the student's own work. The evidence must be an accurate reflection of what the student independently knows and can do, according to the Standard being assessed. This includes evidence submitted as part of a group assessment, evidence produced outside of class time or without assessor supervision, and evidence produced with any use of generative artificial intelligence tools (GenAI). GenAI use should be carefully considered in the context of the Standard being assessed and its Conditions of Assessment, discussed with students before the assessment, and its use must be acknowledged. For example, an investigation carried out over several sessions could include:

- teacher guidance on the nature and extent of [acceptable GenAI use](#), if any
- assessor observations and conversations
- meeting with the student at set milestones or checkpoints
- the student's record of progress, such as photographic entries or any GenAI prompts used.

NCEA Conditions of Assessment

Subject:	Te Ao Haka
Achievement Standard:	2.1 Create a section of a Te Ao Haka item
Credits:	6

Standard Specific Conditions of Assessment

The evidence for this standard will be the creation of an original section of a Te Ao Haka item by ākonga, consisting of a short segment of text, music, or choreography. It may be presented as a live performance, however, a recording must also be captured. Submissions must also include accompanying written or verbal text as part of their evidence.

If original text is selected as the form of the section, each individual ākonga is expected to submit their own original text. Ākonga are encouraged to compose their work in te reo Māori. The final piece should be approximately 100–150 words.

For original music or choreography submissions, each ākonga must present an individual composition or performance, approximately 30 to 60 seconds in length. While collaborative work is permitted, assessment will focus on the contribution of each individual ākonga. It is important that individual input is clearly identifiable within the group context. A recording of the music or choreographed section is required to support assessor judgements and for moderation purposes.

Whether the submission is original text, music, or choreography, it must be accompanied by an explanation of approximately 350 words to meet the achievement criteria. This explanation should clearly articulate the intent behind the creative choices and how they contribute to the overall coherence of the section. Ākonga may write their explanation in either English or te reo Māori.

Kaiako should ensure the rigour of the outcome is appropriate for Level 7 of the New Zealand Curriculum.

Evidence may be presented through physical demonstration or other formats, including:

- written text
- audio or video recordings
- in-class presentation
- performance in front of a kaiako or examiner
- performance on digital platforms
- format as agreed between ākonga and kaiako as reliable and assessable
- a combination of formats as appropriate.

NCEA Unpacking the Standard

Subject:	Te Ao Haka
Achievement Standard:	91980
Credits:	6

Te Ao Haka is a living expression of mātauranga Māori, shaped by iwi, hapū, and rohe-specific knowledge systems. This Achievement Standard encourages ākonga to be creative in shaping a section of a Te Ao Haka item in response to a kaupapa. Through this process, they make intentional choices about how elements are used to express meaning, showing how performance can reflect and honour cultural narratives.

This Achievement Standard recognises creativity as a vital part of composition within Te Ao Haka. Ākonga explore how elements can be purposefully combined to reflect kaupapa in a cohesive and culturally meaningful way. Through this creative process, they contribute to the ongoing evolution of Te Ao Haka, honouring its foundations while shaping its future.

The Intent of the Achievement Standard

The purpose of this Achievement Standard is for ākonga to show their creativity through the composition of a short, original section of a Te Ao Haka item in relation to a kaupapa. Ākonga will describe a range of elements — aspects of composition or performance found across art forms — to shape their ideas and reflect a kaupapa. The section may take the form of original text, music, or choreography, and does not need to include a complete narrative. This flexible approach supports creative exploration and allows ākonga to build on their strengths, guided by their kaiako.

As their understanding deepens, ākonga learn to combine elements in purposeful ways to reflect the kaupapa, explaining how each element contributes to the overall intent. Creating a cohesive section of a Te Ao Haka item involves justifying how the chosen combination of elements produces an intended effect that aligns with the kaupapa. This process encourages thoughtful decision-making that supports the kaupapa while affirming creativity and cultural expression within Te Ao Haka. By exploring how meaning is shaped through the deliberate integration of elements, ākonga develop a deeper connection to Te Ao Haka as both a cultural and artistic form.

Making Reliable Judgements

Ākonga are required to compose a short, original section of a Te Ao Haka item in relation to a kaupapa. This may be expressed through original text, music, or choreography, and should demonstrate the purposeful use of three elements. The section does not need to present a complete narrative and may form part of a larger Te Ao Haka item. However, it must clearly and intentionally relate to the kaupapa.

While *range* refers to three or more elements, only three will be assessed. These should be purposefully selected to best demonstrate ākonga understanding and ability to communicate the characteristics and intent of each element.

At higher levels of achievement, ākonga demonstrate increasing clarity and intention in how their section is constructed. The three elements used, whether in text, music, or choreography, are not only present but are purposefully selected and combined to work together in support of the section's overall design. Ākonga are able to explain the role each element plays, showing how their choices contribute to the shaping of the section in a way that reflects the kaupapa. Ākonga will begin to justify how the interaction of the same elements creates a specific and intended effect. This could include a discussion of why the section holds together well as a unified whole, with each element contributing meaningfully to its impact and coherence.

The focus of this Achievement Standard is on how effectively the elements are selected, described, and integrated to shape a coherent and meaningful composition, rather than the quantity of elements included.

Collecting Evidence

Ākonga can gather evidence for this Achievement Standard throughout the learning programme, to allow time for ideas to grow and improve. The original section may be presented as a short segment of either text, music, or choreography. For original text submissions, ākonga are encouraged to compose their work in te reo Māori. This supports the integrity of Te Ao Haka and affirms te reo as a vital medium for cultural expression within this kaupapa ako. Each individual ākonga is expected to submit their own original text, demonstrating personal understanding and voice. For written submissions, the final piece should be approximately 100–150 words.

For original music or choreography submissions, each ākonga must present an individual composition or performance, approximately 30 to 60 seconds in length. While collaborative work is permitted, assessment will focus on each individual's contribution. It is essential that each ākonga contributes in a way that is clearly identifiable within the group context to ensure fair and accurate evaluation.

Whether the submission is original text, music, or choreography, it must be accompanied by an explanation of approximately 350 words to meet the achievement criteria. This explanation must include the intent behind the creative choices and how they contribute to the overall coherence of the section. Ākonga may write their explanation in either English or te reo Māori.

Evidence can be collected through:

- planning notes or journals — ākonga record their ideas and how their composition develops over time
- class activities — drafts, rehearsals, and feedback sessions can be used as evidence
- annotated drafts — early versions of Te Ao Haka items with notes explaining changes and decisions
- regular check-ins — kaiako can talk with ākonga during the process to support and confirm the work is their own
- use of digital tools — if ākonga use AI or other assistive technology they should clearly show what they created themselves. Kaiako may need to monitor this to ensure authenticity.

Collecting evidence during learning makes the process more natural and supports genuine, original work.

Possible Contexts

Ākonga will focus on composing original text, music, or choreography in a range of meaningful contexts.

Examples might include:

- local and group identity — create a Te Ao Haka item that reflects a local story, value, or event, or represents your whānau, hapū, iwi, kura, kapa haka rōpū, or sports team
- contemporary issues — respond to a current social or cultural issue such as indigenous rights, climate change, or te reo Māori revitalisation
- tradition reimagined — rework a traditional haka or waiata, or use a whakataukī/whakatauākī as inspiration to express your own voice
- collaborative expression — combine haka with other cultural performance styles to explore and express a shared kaupapa.

It is encouraged that a broad range of elements are taught during the learning programme to support deeper understanding of Te Ao Haka. For the purpose of this Achievement Standard, the term *range* refers to three or more elements. While more than three may be explored, only three selected elements will be assessed. These should be intentionally chosen to reflect understanding and creative intent.

Consistency in the selected elements across all criteria supports reliable assessment and highlights the progression of understanding.

NCEA Internal Assessment Activity

Activity name:	He mana tō te kupu
Subject:	Te Ao Haka
Achievement Standard:	2.1a Create a section of a Te Ao Haka item
Credits:	6
Assessment Activity Version:	2

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

You will create an original section of text for a Te Ao Haka item, using elements that reflect the kaupapa and convey the intended effect.

Part 1

Select a kaupapa to write about. Deepen your knowledge of the kaupapa through research. This may include:

- using a local narrative — you might talk with your whānau, members of your hapū, kaumātua, or others in your community who know the story well
- using a current event — you might read articles or watch videos from multiple sources to understand different perspectives
- using a piece of fiction — you might read or watch it again, and explore reviews or responses to deepen your understanding.

You might also want to study some other texts from your favourite items of Te Ao Haka especially focusing on the lyrical components. As you listen to the lyrics, see if you can identify and describe any elements being used. Think about how they help express the kaupapa through the text.

Part 2

Now that you are familiar with your chosen kaupapa, consider:

- what you want your audience to understand and feel about your chosen kaupapa when they read or hear your text
- how you will communicate that understanding using elements of Te Ao Haka.

Write a first draft of your section of text that clearly reflects the kaupapa by combining a range of three or more elements. These elements should work together to strengthen your message and support the overall purpose of your writing. After completing your draft, make notes describing the elements you have used, their purpose, and how they work together.

Explain why this combination creates a particular effect on your text and how it might influence the audience's response.

Part 3

You might ask someone you trust like a kaiako, whānau member, kaumātua, or friend, to read your draft. They could share what stands out to them, or what you could think more about. Use their feedback to make final changes to your text. Your refined version should be written in te reo Māori.

Your final submission should also include a written explanation alongside your original text. In this submission, describe the range of elements you've used, what each one is for, and how they work together to reflect your kaupapa and create a strong overall effect. Explain why you chose those particular elements. Justify your selection in relation to what you hope your audience will think or feel when they read or hear your work.

If you choose to present your work aloud in class, consider preparing some notes to support your presentation. These notes can help you talk about the elements you've used, how they support your kaupapa and the intended effect of your piece.

How to present your learning

Create a section of original text for a Te Ao Haka item. This should be ākonga-generated and written in te reo Māori. Alongside your text, include an explanation of the elements you've used. You can choose to present your work either as written text or as an oral presentation in class.

If submitting written work, hand in both your final version of the original text and your explanation of the elements you used.

If presenting in class, read your original text aloud and talk about how your chosen elements support your kaupapa and the effect you're aiming for.

Your original text should be approximately 100–150 words (or 30 seconds to 1 minute when spoken), and your explanation should be around 350 words (or 2 minutes when spoken).

Timeframe

Teacher to provide.

Getting started

In this Assessment Activity, you will create an original section of text of a Te Ao Haka item, using a range of elements that reflect the kaupapa, and convey an intended effect.

Examples of elements include:

- metaphor
- composition structure
- phrasing
- imagery
- point of view.

A more extensive list of elements is available within the Subject Glossary for Te Ao Haka:

[Te Ao Haka | NCEA](#)

As you start to think about what you might write, consider what kaupapa you want to communicate, for example:

- what are some stories, issues or ideas that interest you? You might draw from local narratives, current events, or a piece of fiction you love.
- what elements would effectively communicate this kaupapa?
- how could you best use these elements together in a piece of text?
- how does the use of a range of elements create an intended effect in relation to the kaupapa?
- can you justify your points?

Kupu Māori

Hapū – kinship group, clan, tribe, subtribe - section of a large kinship group and the primary political unit in traditional Māori society.

Kaumātua – adult, elder, elderly man, elderly woman, old man - a person of status within the whānau.

Teacher Guidance

Ākonga should be supported to select a kaupapa to base their text on. They might choose a local narrative, a current event, a piece of fiction, or another kaupapa that inspires them.

Additional support may be needed for ākonga who are still developing confidence in te reo Māori to ensure they are able to demonstrate their learning. If their level of te reo Māori is quite low, you may want to consider encouraging them to compose music, or to choreograph dance to meet this Standard (Activities 2.1b and 2.1c).

The final product does not need to be a complete item and therefore does not need to convey a full narrative or feel like a finished piece. However, the text should be sufficiently developed and of adequate length to communicate ākonga understanding of the kaupapa, and to allow them to incorporate a range of three or more elements into their work.

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 2.1a

Te Ingoa o te Ngohe | Activity Title: He mana tō te kupu

Paerewa Paetae | Achievement Standard: 91980 Create a section of a Te Ao Haka item

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Create a section of a Te Ao Haka item	Create an integrated section of a Te Ao Haka item	Create a cohesive section of a Te Ao Haka item
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: • create an original section of a Te Ao Haka item. The original section: ○ is either text, music, or choreography ○ includes three elements ○ relates to a kaupapa. • describe three elements used within the section of the item.	At the Merit level, the ākonga is able to: • combine the three elements to work together in the section to reflect the kaupapa • explain the purpose of each element within the integrated section.	At the Excellence level, the ākonga is able to: • justify why the three combined elements used in the section creates an intended effect relevant to the kaupapa.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Hei tauira (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe)

For example (description of possible student evidence for this activity)

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Extract of exemplar evidence for Achievement to follow.	Extract of exemplar evidence for Merit to follow.	Extract of exemplar evidence for Excellence to follow.
For 2026 Planning		

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

NCEA Internal Assessment Activity

Activity name:	Whiua ki te ao
Subject:	Te Ao Haka
Achievement Standard:	2.1b Create a section of a Te Ao Haka item
Credits:	6
Assessment Activity Version:	2

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

You will create an original section of music for a Te Ao Haka item, using elements that reflect the kaupapa and convey the intended effect.

Part 1

Select a section of text from a Te Ao Haka item that you will write original music for. Deepen your knowledge of the kaupapa of your chosen text by doing research, or discussing the kaupapa with someone you trust, like a trusted whānau member, kaumātua, or friend.

You might also want to explore other Te Ao Haka items that share a similar kaupapa to yours, especially focusing on the musical components. As you listen, see if you can identify and describe any elements being used. Think about how they help express the kaupapa through the music.

Part 2

Now that you have chosen your text and are familiar with the kaupapa, consider:

- what you want your audience to understand and feel when they hear your music
- how you will communicate that understanding using elements of Te Ao Haka.

Write a first draft of your section of music that clearly reflects the kaupapa by combining a range of three or more elements. These elements should work together to strengthen your message and support the overall purpose of your music. After completing your draft, make notes describing the elements you have used, their purpose, and how they work together. Explain why this combination creates a particular effect on your music and how it might influence the audience's response.

Part 3

You might ask someone you trust like a kaiako, whānau member, kaumātua, or friend, to listen to your draft. They could share what stands out to them, or what you could think more about. Use their feedback to make final changes to your musical composition.

Your final submission should also include a written explanation alongside your original music. In your submission, describe the range of elements you've used, what each one is for, and how they work together to reflect your kaupapa and create a strong overall musical effect. Explain why you chose those particular elements. Justify your selection in relation to what you hope your audience will think or feel when they hear your work.

If you choose to present your music aloud in class, consider preparing some notes to support your presentation. These notes can help you talk about the elements you've used, how they support your kaupapa and the intended effect of your piece.

How to present your learning

Create a section of original music for a Te Ao Haka item. This should be an ākonga-generated musical composition. Alongside your musical composition, include an explanation of the elements you've used.

The section of music should be approximately 30 seconds to 1 minute long. While collaborative work is permitted, assessment will focus on the contribution of each individual ākonga. It is important that individual input is clearly identifiable within the group context. A recording of the music section is also required to support assessor judgements and for moderation purposes.

The explanation should be around 350 words (or 2 minutes when spoken). You may submit this as written text, an audio recording, or as part of an oral presentation in class. If you are presenting live, you will play your original music aloud and talk about the elements you've used, how they support your kaupapa and the intended effect. A recording of your presentation is still required as evidence for assessment.

Timeframe

Teacher to provide.

Getting started

In this Assessment Activity, you will create an original section of music for a Te Ao Haka item, using a range of elements that reflect the kaupapa, and convey an intended effect.

Examples of elements include:

- tempo

- rhythm
- harmony
- voice
- harmony.

A more extensive list of elements is available within the Subject Glossary for Te Ao Haka:

[Te Ao Haka | NCEA](#)

As you start to think about what your music will sound like, consider the following:

- what is the kaupapa of your item and how will your music communicate and support this kaupapa?
- will you use musical instruments, taonga puoro, or vocal techniques?
- what sounds or styles will help express your kaupapa?
- how will you express Te Ao Māori through your music?
- will you include traditional forms like mōteatea, haka, or waiata?
- what elements would effectively communicate this kaupapa?
- how could you best use these elements together in a piece of text?
- how does the use of a range of elements create an intended effect in relation to the kaupapa?
- can you justify your points?

Kupu Māori

hapū – kinship group, clan, tribe, subtribe - section of a large kinship group and the primary political unit in traditional Māori society.

kaumātua – adult, elder, elderly man, elderly woman, old man - a person of status within the whānau.

Teacher Guidance

Ākonga should be supported to select a text to create or compose music for. This could involve suggesting specific examples or directing them to resources where they can explore suitable texts that align with their kaupapa.

Depending on their instrumental abilities, they may also need additional support to ensure they are able to demonstrate their learning. If they cannot play an instrument, they can collaborate with others to meet the Standard, or, they might be able to sing their music a cappella (without an instrument). These should be decisions they are supported to make, depending on the context of your classroom.

The final product does not need to be a complete item and therefore does not need to convey a full narrative or feel like a finished piece. However, the music should be sufficiently developed and of adequate length to communicate ākonga understanding of the kaupapa, and to allow them to incorporate a range of three or more elements into their work.

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 2.1b

Te Ingoa o te Ngohe | Activity Title: Whiua ki te ao

Paerewa Paetae | Achievement Standard: 91980 Create a section of a Te Ao Haka item

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Create a section of a Te Ao Haka item	Create an integrated section of a Te Ao Haka item	Create a cohesive section of a Te Ao Haka item
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: • create an original section of a Te Ao Haka item. The original section: ○ is either text, music, or choreography ○ includes three elements ○ relates to a kaupapa. • describe three elements used within the section of the item.	At the Merit level, the ākonga is able to: • combine the three elements to work together in the section to reflect the kaupapa • explain the purpose of each element within the integrated section.	At the Excellence level, the ākonga is able to: • justify why the three combined elements used in the section creates an intended effect relevant to the kaupapa.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Hei tauira (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe)

For example (description of possible student evidence for this activity)

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Extract of exemplar evidence for Achievement to follow.	Extract of exemplar evidence for Merit to follow.	Extract of exemplar evidence for Excellence to follow.
For 2026 Planning		

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

NCEA Internal Assessment Activity

Activity name:	Whanake te kura
Subject:	Te Ao Haka
Achievement Standard:	2.1c Create a section of a Te Ao Haka item
Credits:	6
Assessment Activity Version:	2

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

You will create an original section of choreography for a Te Ao Haka item, using elements that reflect the kaupapa and convey the intended effect.

Part 1

Select a section from a Te Ao Haka item for which you will create original choreography. Deepen your knowledge of the kaupapa of your chosen item by doing research, or discussing the kaupapa with someone you trust, like a kaiako, whānau member, kaumātua, or friend.

You might also watch videos of your favourite Te Ao Haka items especially focusing on the choreography. As you watch, see if you can identify and describe any elements, and how they are being used. Think about how they help express the kaupapa through the choreography.

Part 2

Now that you have chosen your item and are familiar with the kaupapa, consider:

- what you want your audience to understand and feel about your chosen kaupapa when they see your choreography
- how you will communicate those moments and that understanding using elements of Te Ao Haka.

Create a first draft of your choreography that clearly reflects the kaupapa by combining a range of three or more elements. These elements should work together to strengthen and support the overall purpose of your choreography. After completing your draft, make notes

describing the elements you have used, their purpose, and how they work together. Explain why this combination creates a particular effect on your music and how it might influence the audience's response.

Part 3

You might ask someone you trust like a kaiako, whānau member, kaumātua, or friend, to share your draft. They could share what stands out to them, or what you could think more about. Use their feedback to make final changes to your choreography.

Decide if you want to perform your own choreography, or if you will teach it to others. If you are performing your own movements, begin practising them in front of a mirror or a camera, or in front of someone you trust.

If you are teaching your choreography to others, show them the movements and explain how you want the elements you have chosen to be demonstrated in the performance.

Use this time to reflect on what looks good, and what could be stronger. Are the choices you have made about your elements in relation to the kaupapa coming through clearly in the choreography? Make any final revisions to your choreography.

Your final submission should also include a written explanation alongside your original choreography. In this submission, describe the range of elements you've used, what each one is for, and how they work together to reflect your kaupapa and create a strong overall visual effect. Explain why you chose those particular elements. Justify your selection in relation to what you hope your audience will think or feel when they see your work.

If you choose to perform your choreography in class, consider preparing some notes to support your presentation. These notes can help you talk about the elements you've used, how they support your kaupapa and the intended effect of your piece.

How to present your learning

Create a section of original choreography of a Te Ao Haka item. This should be an ākonga-generated segment of choreography. Alongside your choreography, include an explanation of the elements you've used.

The section of choreography should be approximately 30 seconds to 1 minute long. While collaborative work is permitted, assessment will focus on the contribution of each individual ākonga. It is important that individual input is clearly identifiable within the group context. A recording of the choreography section is also required to support assessor judgements and for moderation purposes.

The explanation should be around 350 words (or 2 minutes when spoken). You may submit this as written text, an audio recording, or as part of an oral presentation in class. If you are presenting live, you or someone else will perform your choreography, and you will talk about

the elements you've used. Explain how your chosen elements support your kaupapa and the intended effect. A recording of your presentation is still required as evidence for assessment.

Timeframe

Teacher to provide.

Getting started

In this Assessment Activity, you will create an original section of choreography of a Te Ao Haka item, using a range of elements that reflect the kaupapa, and convey the intended effect. Examples of elements include:

- energy
- dynamics
- characterisation
- voice
- point of view.

A more extensive list of elements is available within the Subject Glossary for Te Ao Haka:

[Te Ao Haka | NCEA](#)

As you start to think about what your choreography will look like, consider the following:

- what is the kaupapa of your item, and what elements of choreography will best communicate your kaupapa?
- will you incorporate traditional or contemporary movements, rākau, patu, or poi?
- will you include formations, levels, or spatial patterns to strengthen your message?
- how can you combine these elements to create a strong and unified performance?
- how does your use of movement create an intended effect that connects to your kaupapa?
- can you justify why you chose these movements and what you want your audience to feel or understand?

Kupu Māori

hapū – kinship group, clan, tribe, subtribe - section of a large kinship group and the primary political unit in traditional Māori society.

kaumātua – adult, elder, elderly man, elderly woman, old man - a person of status within the whānau.

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 2.1c

Te Ingoa o te Ngohe | Activity Title: Whanake te kura

Paerewa Paetae | Achievement Standard: 91980 Create a section of a Te Ao Haka item

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Create a section of a Te Ao Haka item	Create an integrated section of a Te Ao Haka item	Create a cohesive section of a Te Ao Haka item
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - create an original section of a Te Ao Haka item. The original section: - is either text, music, or choreography - includes three elements - relates to a kaupapa. - describe three elements used within the section of the item.	At the Merit level, the ākonga is able to: - combine the three elements to work together in the section to reflect the kaupapa - explain the purpose of each element within the integrated section.	At the Excellence level, the ākonga is able to: justify why the three combined elements used in the section creates an intended effect relevant to the kaupapa.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

For example (description of possible student evidence for this activity)

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

NCEA Conditions of Assessment

Subject:	Te Ao Haka
Achievement Standard:	2.2 Perform a Te Ao Haka item to convey a local kaupapa
Credits:	6

Standard Specific Conditions of Assessment

The evidence for this standard will be provided through a performance by ākonga, which may be performed with or without an audience. It may be presented as a live performance, however, a recording must also be captured and submitted.

Performances may be performed as an individual or in a group.

Performances presented for another purpose, for instance at a community or school event, or as part of a competition may be used as evidence for this standard.

Kaiako should ensure the rigour of the outcome is appropriate for Level 7 of the New Zealand Curriculum.

Evidence may be presented through physical demonstration or other formats, including:

- video recordings of the performance
- performance in front of a kaiako or examiner (must be recorded)
- performances on digital platforms
- a format as agreed between ākonga and kaiako as reliable and assessable
- a combination of formats as appropriate.

The ākonga must be clearly visible for the full duration of any recorded performance. If performing as part of a group, the candidate must be clearly identified. This ensures that assessors are able to observe the demonstration of the performance of the discipline and make accurate, reliable judgements based on the evidence presented. Clear visibility of the ākonga in the recorded video supports the integrity of the assessment process.

NCEA Unpacking the Standard

Subject:	Te Ao Haka
Achievement Standard:	2.2 Perform a Te Ao Haka item to convey a local kaupapa
Credits:	6

Te Ao Haka is a living expression of mātauranga Māori, shaped by the stories and practices of hapū, iwi, and rohe. This Achievement Standard invites ākonga to use performance to bring a kaupapa to life — one that holds personal or local meaning. Through the performance of an item, ākonga explore how key features of Te Ao Haka can express this kaupapa, which may be linked to whakapapa, place, or cultural relevance. Ākonga consider how their choices in movement, voice, and lyrics reflect their understanding of the kaupapa, and how these work together to communicate that meaning with integrity and presence.

Variation across hapū, iwi, and rohe is an important part of this learning. Ākonga will consider how these differences influence the way key features are understood and performed, and how they can be woven into the item to strengthen its connection to the kaupapa.

This Achievement Standard supports the wider journey in Te Ao Haka, helping ākonga grow their ability to perform with authenticity and purpose while affirming the value of local knowledge in shaping expression.

The intent of the Achievement Standard

The purpose of this Achievement Standard is to support ākonga in developing performance capability within Te Ao Haka, with a focus on expressing a local kaupapa through a complete item. An item refers to a composition or performance that includes key features of Te Ao Haka in its movement, voice, and lyrics.

Ākonga will use key features to express a kaupapa with personal or local relevance. The focus is on how movement, voice, and lyrics work together to communicate meaning, not just technical skill. Key features like wiri, pūkana, and takahi are distinctive aspects of Te Ao Haka that appear across disciplines, though not always in every context.

As ākonga learning progresses, they show increasing depth in their connection to the kaupapa. This includes recognising and incorporating hapū, iwi, or rohe variation where relevant, which supports the cultural integrity of the performance and affirms the diversity within Te Ao Haka.

Consistency and cohesion are important in performance. These can be shown through clear expression and confident use of key features that reflect hapū, iwi, or rohe variation, helping to embody the local kaupapa. Together, these aspects strengthen the impact and authenticity of the performance.

Although the standard focuses on a single item, it sits within a broader learning programme that exposes ākonga to a range of styles and disciplines within Te Ao Haka. This wider context supports their understanding of variation and deepens their engagement with the cultural foundations of performance.

Making reliable judgements

This Achievement Standard focuses on how well ākonga use performance to convey, communicate, and express a local kaupapa through the performance of a Te Ao Haka item. Judgements are based on how the kaupapa is reflected using key features which are discrete, distinctive attributes such as wiri, pūkana, reo/hāngū, or tū ā-kapa, across movement, voice, and lyrics.

Ākonga are expected to perform a complete item from start to finish. The item should be cohesive and recognisable, with at least two key features present throughout. Even where confidence or fluency is still developing the performance should show a clear structure and a consistent connection to the kaupapa.

At higher levels of achievement, ākonga will demonstrate purposeful integration of hapū, iwi, or rohe variation. This may be seen in the way the key features are adapted or emphasised to reflect local style and meaning. The performance will show a clear connection to the kaupapa and become more expressive, with a stronger sense of presence and intent. Ākonga will demonstrate performance that embodies the kaupapa. The key features will be executed with precision, and the kaupapa is expressed with clarity and conviction. The performance will reflect a strong alignment between the performer, the item, and the kaupapa, supported by consistent energy, flow, and delivery.

Reliable judgements are based on clear, observable evidence — how effectively the key features are used, how clearly the kaupapa is expressed, and how consistently the performance maintains its intent. For this Achievement Standard, two key features must be performed consistently from beginning to end. These aspects help kaiako determine the depth of understanding and the strength of connection between the performer and the kaupapa.

Collecting evidence

Examples of ways ākonga can show their evidence include:

- video recordings of live or rehearsed performances that clearly capture the full item

- audio recordings to support vocal elements, especially where clarity or projection is a focus (to accompany a video recording)
- kaiako observation notes from rehearsals or informal performances that document use of key features and connection to kaupapa (to accompany a video recording)
- ākonga reflections or journals that describe the kaupapa, its relevance, and how key features were used to express it (to accompany a video recording)
- peer and self-assessments using structured rubrics that focus on integration of key features and cultural connection (to accompany a video recording).

Kaiako should encourage ākonga to build portfolios that include rehearsal footage, feedback, and commentary. This helps provide a fuller picture of the learning journey and supports reliable assessment decisions.

The ākonga must be clearly visible for the full duration of any recorded performance. This ensures assessors can observe the integration of the key features and the demonstration of connection to the kaupapa, supporting accurate and fair judgements.

Possible contexts

Contexts for performance should support ākonga to engage meaningfully with a kaupapa that holds personal or local relevance. These contexts help ground the performance in authentic cultural expression and provide opportunities to demonstrate hapū, iwi, or rohe variation.

Examples include:

- school or marae-based events such as pōwhiri, Matariki celebrations, or kapa haka festivals where kaupapa are locally grounded
- interdisciplinary projects that connect Te Ao Haka with subjects such as History, Te Reo Māori, or Pūtaiao, allowing kaupapa to emerge from wider learning
- ākonga-led creative projects where ākonga select and interpret a kaupapa that reflects their identity or community
- regional or national events such as Ngā Manu Kōrero or the local regional competition where kaupapa may be shaped by collective or competitive contexts.

Contexts should enable ākonga to explore and express their connection to the kaupapa while supporting the integration of local variation in key features. Kaiako should select contexts that promote cultural authenticity, emotional engagement, and expressive freedom. As part of the teaching and learning programme in Te Ao Haka, a wider range of key features should be taught in performance contexts to build deeper understanding. However, for the purpose of this Achievement Standard, only two key features must be performed consistently from beginning to end.

NCEA Internal Assessment Activity

Activity name:	2.2a Ringa pakia! Turia whatia! Waewae takahia!
Subject:	Te Ao Haka
Achievement Standard:	2.2 Perform a Te Ao Haka item to convey a local kaupapa
Credits:	6
Assessment Activity Version:	2

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

You will select a story or personal narrative from a kaupapa Māori context. You will then perform this narrative in a classroom setting, using key features of Te Ao Haka to demonstrate your understanding of a local kaupapa.

Part 1

Select a Te Ao Haka item that features a narrative (this could be a story or personal narrative) from a kaupapa Māori context that holds meaning for you. Choose two or more Te Ao Haka key features that will help you to communicate and express the kaupapa of your chosen narrative. You may choose to work individually or collaboratively.

You might consider:

- what key features of Te Ao Haka you will use in your performance, and how they reflect hapū, iwi, or rohe variation
- which Te Ao Haka item best aligns with your kaupapa and also showcases your performance skills
- what the most important moments within the narrative are, and what you want your audience to understand about your chosen kaupapa
- how you will communicate and express those moments in your performance of your item to show your connection to and embodiment of the kaupapa.

Part 2

You should:

- regularly rehearse your performance to support your understanding and confidence when presenting

- explore how your selected key features of Te Ao Haka can help you to convey and communicate your story or personal narrative
- think about how each key feature contributes to expressing the kaupapa and how your performance reflects hapū, iwi, or rohe variation
- use your rehearsal time to refine your performance — focus on improving the execution of each key feature so that your performance clearly embodies the kaupapa and honours the hapū, iwi, or rohe connections within your narrative.

Record your rehearsals, or invite someone you trust (your kaiako, a friend, a whānau member, mentor, or kaumātua) to observe and give feedback to help you further refine and strengthen your performance.

Ask yourself:

- Am I using key features of Te Ao Haka effectively to convey my kaupapa?
- Does my performance show a clear understanding of the kaupapa and its local context?
- Have I integrated and executed the key features of Te Ao Haka, incorporating hapū, iwi, or rohe variation in a way that enhances the narrative?
- Does my performance embody or express the kaupapa in a way that will allow an audience to see the connection?

Part 3

Work with your kaiako to decide when and where you will perform your Te Ao Haka item — this might be in front of your class or just your kaiako. Your performance will be recorded.

You should consider:

- what you'll wear — performance costume or school uniform
- any taonga or instruments you'll need (e.g. rākau, patu, poi)
- how much space you'll need to perform
- who will record your performance
- before performing, letting your kaiako know what your kaupapa is. They should be able to clearly understand the narrative you are expressing through your performance.

How to present your learning

Perform your Te Ao Haka item either individually or as part of a group in a classroom setting. Your performance will be recorded for moderation purposes.

Your kaiako should be able to clearly understand the narrative you are expressing through your performance. To support this, you may choose to submit a written or oral explanation that includes the lyrics of your Te Ao Haka item and a brief overview of the narrative.

Timeframe

Teacher to provide.

Getting started

In this Assessment Activity you will perform a Te Ao Haka item to express your chosen kaupapa using key features.

Examples of key features include:

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

Think about:

- What local kaupapa (such as a story or personal experience) do I understand and feel connected to through my hapū, iwi, or rohe?
- Which Te Ao Haka item will allow me to use key features to express this kaupapa meaningfully through performance?
- How can I reflect hapū, iwi, or rohe variation in my performance to strengthen the connection to my chosen kaupapa?
- What key features of Te Ao Haka will I use, and how will I refine them to clearly communicate the most important moments in my narrative?
- How will my performance embody the kaupapa and show a deep connection to its meaning and context?

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 2.2a

Te Ingoa o te Ngohe | Activity Title: Ringa pakia! Turia whatia! Waewae takahia!

Paerewa Paetae | Achievement Standard: 91981 Perform a Te Ao Haka item to convey a local kaupapa

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Perform a Te Ao Haka item to convey a local kaupapa	Perform a Te Ao Haka item to communicate a local kaupapa	Perform a Te Ao Haka item to express a local kaupapa
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: • use two key features in a Te Ao Haka item • demonstrate understanding of a local kaupapa through performance.	At the Merit level, the ākonga is able to: • integrate two key features in the Te Ao Haka item using hapū, iwi, or rohe variation • demonstrate a connection to the local kaupapa through the performance.	At the Excellence level, the ākonga is able to: • execute two key features in the Te Ao Haka item using hapū, iwi, or rohe variation • demonstrate an embodiment of the local kaupapa through the performance.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Hei tauira (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe)

For example (description of possible student evidence for this activity)

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Extract of exemplar evidence for Achievement to follow.	Extract of exemplar evidence for Merit to follow.	Extract of exemplar evidence for Excellence to follow.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

NCEA Internal Assessment Activity

Activity name:	2.2b Pinepine te kura
Subject:	Te Ao Haka
Achievement Standard:	2.2 Perform a Te Ao Haka item to convey to a local kaupapa
Credits:	6
Assessment Activity Version:	2

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

You will be part of a group performing in a Te Ao Haka competition, using key features of Te Ao Haka to demonstrate your understanding of a local kaupapa.

Part 1

As a group, discuss the items of your performance bracket that you are going to perform at the competition. Select the Te Ao Haka item that holds significant meaning to you and allows you to best demonstrate understanding of a local kaupapa through performance.

Choose two or more Te Ao Haka key features that will help you communicate and express the kaupapa of your chosen item. You will work collaboratively with your group, but your individual contribution and performance will be assessed independently.

In your preparation, you might consider:

- what key features of Te Ao Haka you will use in your performance, and how they reflect hapū, iwi, or rohe variation
- which Te Ao Haka item best showcases your performance skills
- what the most important moments within the item are, and what you want your audience to understand about your chosen kaupapa
- how you will communicate and express those moments in your performance of your item to show your connection to, and embodiment of, the kaupapa
- watching videos of other Te Ao Haka performances to observe how performers use key features to convey their narratives — take note of techniques that could strengthen your own performance.

Part 2

You should:

- regularly rehearse your performance to support your understanding and confidence when presenting
- explore how your selected key features of Te Ao Haka can help you convey and communicate your story or personal narrative
- think about how each key feature contributes to expressing the kaupapa and how your performance reflects hapū, iwi, or rohe variation
- use your rehearsal time to refine your performance — focus on improving the execution of each key feature so that your performance clearly embodies the kaupapa and honours the hapū, iwi, or rohe connections within your narrative.

Record your rehearsals, or invite someone you trust (your kaiako, a friend, a whānau member, mentor, or kaumātua) to observe and give feedback to help you further refine and strengthen your performance.

Ask yourself:

- Am I using key features of Te Ao Haka effectively to convey my kaupapa?
- Does my performance show a clear understanding of the kaupapa and its local context?
- Have I integrated and executed the key features of Te Ao Haka, incorporating hapū, iwi, or rohe variation in a way that enhances the narrative?
- Does my performance embody or express the kaupapa in a way that will allow an audience to see the connection?

Part 3

Competition Day! All the preparation is done, now it is time to perform. The following should already have been organised to support your success:

- Before performing, let your kaiako know your chosen kaupapa and the item you've selected to be assessed.
- Your costume or uniform, whakakai, and any additional gear (e.g. pari, piupiu, poi, rākau) are ready.
- A pre-stage run-through and vocal warm-up have been scheduled to help you feel confident and focused.
- Your kaiako, or a trusted whānau member, has arranged how your Te Ao Haka performance of an item will be recorded.

How to present your learning

Perform your Te Ao Haka item as part of your group in a competition setting. Your performance will be recorded for moderation purposes.

Your kaiako should be able to clearly understand the narrative you are expressing through your performance. To support this, you may choose to submit a written or oral explanation that includes the lyrics of your Te Ao Haka item and a brief overview of the kaupapa.

Timeframe

Teacher to provide.

Getting started

In this Assessment Activity you will perform a Te Ao Haka item to express your chosen kaupapa using key features.

Examples of key features include:

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

Think about:

- When is your competition performance scheduled, and how much time do you have to prepare?
- What is the local kaupapa you want to express, and why is it significant to you, your hapū, iwi, or rohe?
- What is the narrative or structure of your performance, and how does it support your kaupapa?
- What key features of Te Ao Haka will you use to enhance your performance, and how will you incorporate hapū, iwi, or rohe-specific variations?
- How will your performance demonstrate a strong connection to your kaupapa and embody its meaning?

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 2.2b

Te Ingoa o te Ngohe | Activity Title: Pinepine te kura

Paerewa Paetae Achievement Standard: 91981 Perform a Te Ao Haka item to convey a local kaupapa

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Perform a Te Ao Haka item to convey a local kaupapa	Perform a Te Ao Haka item to communicate a local kaupapa	Perform a Te Ao Haka item to express a local kaupapa
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: • use two key features in a Te Ao Haka item • demonstrate understanding of a local kaupapa through performance.	At the Merit level, the ākonga is able to: • integrate two key features in the Te Ao Haka item using hapū, iwi, or rohe variation • demonstrate a connection to the local kaupapa through the performance.	At the Excellence level, the ākonga is able to: • execute two key features in the Te Ao Haka item using hapū, iwi, or rohe variation • demonstrate an embodiment of the local kaupapa through the performance.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Hei tauira (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe)

For example (description of possible student evidence for this activity)

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Extract of exemplar evidence for Achievement to follow.	Extract of exemplar evidence for Merit to follow.	Extract of exemplar evidence for Excellence to follow.
For 2026 Planning		

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

NCEA Internal Assessment Activity

Activity name:	2.2c Whiua ki te rangi
Subject:	Te Ao Haka
Achievement Standard:	2.2 Perform a Te Ao Haka item to convey to a local kaupapa
Credits:	6
Assessment Activity Version:	2

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

You will select a local, national, or global issue that affects rangatahi. This could be a personal experience, a current event, or a broader social challenge. You will then perform a Te Ao Haka item that reflects your chosen issue, either in a classroom setting or in front of a small audience. Your performance will use key features of Te Ao Haka to demonstrate your understanding and connection to the kaupapa.

Part 1

Select a Te Ao Haka item that features a local, national, or global issue that holds meaning to you. Choose two or more Te Ao Haka key features that will help you communicate and express the kaupapa of your chosen issue. You may choose to work individually or collaboratively.

You might consider:

- what key features of Te Ao Haka you will use in your performance, and how they reflect hapū, iwi, or rohe variation
- which Te Ao Haka item best aligns with your kaupapa and also showcases your performance skills
- what the most important moments are in your Te Ao Haka item, and what you want your audience to understand about your chosen kaupapa
- how you will communicate and express those moments in your performance of your item to show your connection to, and embodiment of, the kaupapa.

Part 2

You should:

- regularly rehearse your performance to support your understanding and confidence when presenting
- explore how your selected key features of Te Ao Haka can help you convey and communicate your story or personal narrative
- think about how each key feature contributes to expressing the kaupapa and how your performance reflects hapū, iwi, or rohe variation
- use your rehearsal time to refine your performance — focus on improving the execution of each key feature so that your performance clearly embodies the kaupapa and honours the hapū, iwi, or rohe connections within your narrative.

Record your rehearsals, or invite someone you trust (your kaiako, a friend, a whānau member, mentor, or kaumātua) to observe and give feedback to help you further refine and strengthen your performance.

Ask yourself:

- Am I using key features of Te Ao Haka effectively to convey my kaupapa?
- Does my performance show a clear understanding of the kaupapa and its local context?
- Have I integrated and executed the key features of Te Ao Haka, incorporating hapū, iwi, or rohe variation in a way that enhances the narrative?
- Does my performance embody or express the kaupapa in a way that will allow an audience to see the connection?

Part 3

Work with your kaiako to decide when and where you will perform your Te Ao Haka item — this might be in front of your class, just your kaiako, or a small audience who have common interests in your local, national, or global issue. Your performance will be recorded.

You may consider:

- what you'll wear — performance costume or school uniform
- any taonga or instruments you'll need (e.g. rākau, patu, poi)
- how much space you'll need to perform
- who will record your performance
- before performing, letting your kaiako know what your kaupapa is. They should be able to clearly understand the narrative you are expressing through your performance.

How to present your learning

Perform your Te Ao Haka item either individually or as part of a group in a classroom setting or in front of a small audience. Your performance will be recorded for moderation purposes.

Your kaiako should be able to clearly understand the narrative you are expressing through

your performance. To support this, you may choose to submit a written or oral explanation that includes the lyrics of your Te Ao Haka item and a brief overview of the narrative.

Timeframe

Teacher to provide.

Getting started

In this Assessment Activity you will perform a Te Ao Haka item to express your chosen kaupapa using key features.

Examples of key features include:

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

Think about:

- What local kaupapa — such as a local, national, or global issue — do I understand and feel connected to through my hapū, iwi, or rohe?
- Which Te Ao Haka item will allow me to use key features to express this kaupapa meaningfully through performance?
- How can I reflect hapū, iwi, or rohe variation in my performance to strengthen the connection to my chosen kaupapa?
- What key features of Te Ao Haka will I use, and how will I refine them to clearly communicate the most important moments in my performance?
- How will my performance embody the kaupapa and show a deep connection to its meaning and context?

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai Assessment Activity 2.2c

Te Ingoa o te Ngohe | Activity Title: Whiua ki te rangi

Paerewa Paetae | Achievement Standard: 91981 Perform a Te Ao Haka item to convey a local kaupapa

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Perform a Te Ao Haka item to convey a local kaupapa	Perform a Te Ao Haka item to communicate a local kaupapa	Perform a Te Ao Haka item to express a local kaupapa
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: • use two key features in a Te Ao Haka item • demonstrate understanding of a local kaupapa through performance.	At the Merit level, the ākonga is able to: • integrate two key features in the Te Ao Haka item using hapū, iwi, or rohe variation • demonstrate a connection to the local kaupapa through the performance.	At the Excellence level, the ākonga is able to: • execute two key features in the Te Ao Haka item using hapū, iwi, or rohe variation • demonstrate an embodiment of the local kaupapa through the performance.

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Hei tauira (he whakamārama i ngā tauira mahi e taea ana i tēnei ngohe)

For example (description of possible student evidence for this activity)

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Extract of exemplar evidence for Achievement to follow.	Extract of exemplar evidence for Merit to follow.	Extract of exemplar evidence for Excellence to follow.
For 2026 Planning		

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

NCEA Unpacking the Standard

Subject:	Te Ao Haka
Achievement Standard:	2.3 Compare a Te Ao Haka performance and another performance
Credits:	4

Te Ao Haka is an expression of mātauranga Māori, shaped by iwi, hapū, and rohe-specific knowledge systems. This Achievement Standard invites ākonga to engage critically with performance, recognising how cultural knowledge is expressed through artistic choices. Ākonga explore performance through a comparative lens, grounded in observation and analysis of how elements are used to convey meaning across different artistic and cultural contexts.

This Achievement Standard allows ākonga to demonstrate their cultural and critical literacy by thinking carefully about how elements operate within Te Ao Haka and beyond. It affirms the richness of Māori performing arts and promotes respectful engagement with diverse performance traditions.

The intent of the Achievement Standard

The purpose of this Achievement Standard is for ākonga to examine how a range of elements are expressed in a Te Ao Haka performance and in another type of performance (either another Te Ao Haka performance or a performance from a different performing art). Elements are aspects of composition or performance that are present in, but not unique to, Te Ao Haka. Ākonga will identify and describe how each selected element is conveyed in both contexts, drawing out similarities and differences in their use. For example, while both performances may use sound to support rhythm and emotional tone, they may do so in culturally and stylistically distinct ways.

Ākonga will identify the similarities and differences in how the selected elements are expressed across both performances. This could involve interpreting how each element functions within its respective context, and recognising how cultural, stylistic, or structural choices influence its use. Ākonga will also consider how the same element may serve different expressive purposes depending on the intent or kaupapa of each performance, contributing to its clarity, emotional tone, or coherence. Whether present, adapted, or absent, each element is considered in relation to the kaupapa and how meaning is constructed.

This opens space for ākonga to think critically about the relationship between artistic choices and cultural expression, deepening their understanding of how meaning is shaped and communicated across different performance traditions.

Making reliable judgements

Ākonga will engage with two contrasting performances, one from Te Ao Haka and another either from a different Te Ao Haka form or from a different performing art. These performances provide distinct contexts for exploring how the three selected elements are used to convey meaning and create impact. Through this comparison, ākonga can analyse how artistic choices reflect cultural expression and performance intent across different traditions.

Ākonga will identify and describe three elements in each performance and recognise similarities and differences in how they are expressed.

At higher levels of achievement, ākonga will explain the reasons behind these similarities and differences, demonstrating awareness of context and intent. They will evaluate the impact of the same selected elements within each performance, considering how each element contributes to the overall meaning and effectiveness of the performance in its specific context.

Reliable judgments are strengthened by consistent application of the selected elements across the criteria. These should be purposefully selected to best support the analysis and evaluation of each performance and must be applied across both Te Ao Haka and the comparative performance type. This ensures depth of insight and allows ākonga to demonstrate understanding of how each element contributes to meaning, coherence, and the overall intent of each performance.

If evidence is provided for more than three elements, only three will be assessed.

Collecting evidence

Refer to the External Assessment Specifications for further information.

Possible contexts

Ākonga will focus on comparing, discussing, and analysing Te Ao Haka performances alongside other performance types. Examples might include poi contrasted with another performance artform such as contemporary dance, hip hop, Siva Samoa, hula, or ballet. Through this comparative approach, ākonga are encouraged to explore how performance elements are expressed across different traditions and cultural contexts.

Throughout the teaching and learning programme, ākonga should engage with a variety of performance contexts and a broad range of elements to support a deeper understanding of how elements function within and beyond Te Ao Haka.

Teaching should emphasise the development of transferable skills in identifying, explaining, and evaluating performance elements. These skills will enable ākonga to make informed and critical judgements about how meaning is constructed through artistic choices. Any necessary contextual knowledge to support this analysis will be provided in the assessment materials.

NCEA Unpacking the Standard

Subject:	Te Ao Haka
Achievement Standard:	2.4 Respond to a Te Ao Haka performance
Credits:	4

Te Ao Haka is an expression of mātauranga Māori, shaped by iwi, hapū, and rohe-specific knowledge systems. This Achievement Standard invites ākonga to engage deeply with a Te Ao Haka performance, not only as observers but as culturally grounded interpreters. Through observation, reflection, and interpretation, ākonga will explore how key features and elements communicate narrative, evoke audience response, and convey meaning. Their personal perspectives and experiences will help shape their understanding of the performance.

This Achievement Standard allows ākonga to demonstrate their cultural and critical literacy and affirm the value of Māori perspectives through analytical, reflective responses, grounded in tikanga.

The intent of the Achievement Standard

The purpose of this Achievement Standard is for ākonga to demonstrate their ability to respond to a Te Ao Haka performance. Ākonga will describe how Te Ao Haka performances communicate meaning and express kaupapa through the use of key features and elements. By observing a performance, they will be able to describe the narrative and record their response as audience members. This response may include emotional, cultural, contextual, or personal insights, forming the foundation for deeper reflection and interpretation.

Ākonga will consider how key features such as wiri or pūkana, and elements such as energy or shape, are intentionally used to convey the narrative of a performance. These components are not isolated, they work together to give Te Ao Haka performance its distinctive form and expressive power. Understanding this interplay helps ākonga to recognise how performance choices convey the kaupapa and intent of the narrative.

The Achievement Standard allows ākonga to record and interpret their personal responses to lived experiences as an audience member. By connecting their own perspectives, values, or cultural worldviews to their experience, ākonga can show insight into how a Te Ao Haka performance can resonate in diverse and meaningful ways. This process fosters critical thinking, cultural awareness, and an appreciation for the richness of interpretation within Te Ao Haka.

Making reliable judgements

Ākonga will describe the narrative of a selected Te Ao Haka performance and record a personal response as an audience member. The response should demonstrate engagement with the performance and an understanding of the narrative.

At higher levels of achievement, ākonga will discuss how two key features and two elements are used to convey the narrative. This includes recognising how each contributes to the overall impact and expressive intent of the performance. These reflections are grounded in an understanding of how key features and elements interact to communicate kaupapa and narrative through Te Ao Haka. Ākonga will interpret the performance by connecting their personal response as audience members to their own values, cultural perspectives, or lived experiences. Rather than identifying a single 'correct' meaning, they will demonstrate how the Te Ao Haka performance resonates with them as individuals, highlighting the personal and cultural significance of the work.

Reliable judgments are supported by thoughtful engagement, clear expression, and a deep understanding across descriptive, reflective, and interpretive dimensions. For this Achievement Standard, 'key features' and 'elements' refer to two or more of each, though only two of each will be assessed. To ensure consistency and coherence, the same two key features and two elements should be used throughout the response.

Collecting evidence

Refer to the External Assessment Specifications for further information.

Possible contexts

Ākonga engaging with this Achievement Standard will explore Te Ao Haka performance, examining how key features and elements communicate narrative, and responding from both an audience and personal perspective or experience.

Learning contexts may include:

- analysing live or recorded archival performances
- participating in or observing school or whānau-based Te Ao Haka presentations
- performing with a specific kaupapa (e.g. protest, celebration, remembrance)
- journaling to record reflections of various performances.

Throughout the teaching and learning programme, ākonga should engage with a variety of Te Ao Haka performance contexts across disciplines to deepen their understanding of how key features and elements communicate meaning. A broad range of these should be introduced

to enrich learning, though only two key features and two elements will be assessed. Learning should be grounded in the lived experiences and cultural backgrounds of ākonga, with kaiako selecting performances that are relevant and meaningful to support personal and cultural reflection. These contexts should also foster whakawhanaungatanga, encouraging ākonga to build relationships, share knowledge, and support one another. Teaching should focus on developing skills in describing, reflecting on, and interpreting performance.