

NCEA Review and Maintenance Programme – 2027 updates

Review and maintenance work has been undertaken for NZC NCEA for 2027. This pdf document contains the updated assessment materials for **Te Ao Haka Level 3.1**. In January 2027, the NCEA website will be updated with these changes for Level 3.1 Te Ao Haka, including the updated 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 3.1

Product	What's changed?
AS3.1 91984 Unpacking	Updated to align with changes to the Achievement Standard.
AS3.1 91984 Conditions of Assessment	Updated to align with changes to the Achievement Standard.
AS3.1 91984 Internal Assessment Activities (including Assessment Schedules)	Updated to align with changes to the Achievement Standard.

Contents

Product	Page
AS3.1 91984 Unpacking	2
AS3.1 91984 Conditions of Assessment	5
AS3.1 91984 Internal Assessment Activity A	7
AS3.1 91984 Internal Assessment Activity A Assessment Schedule	10
AS3.1 91984 Internal Assessment Activity B	12
AS3.1 91984 Internal Assessment Activity B Assessment Schedule	15
AS3.1 91984 Internal Assessment Activity C	17
AS3.1 91984 Internal Assessment Activity C Assessment Schedule	20

NCEA Unpacking the Standard

Subject:	Te Ao Haka
Achievement Standard:	AS 3.1 Reflect on a personal learning journey in a Te Ao Haka discipline
Credits:	4

Introduction

Te Ao Haka is an expression of mātauranga Māori, grounded in the knowledge systems of iwi, hapū, and rohe. This Achievement Standard centres on critical thinking and reflection as a process of deepening understanding of self, of learning, and of connection to Te Ao Haka and beyond.

Ākonga engage in a personal learning journey within a chosen discipline, recognising that learning is ongoing, shaped by experiences, challenges, and the environments in which it occurs. Through reflecting on, analysing, and evaluating their development, ākonga come to understand how their growth in Te Ao Haka contributes to both their personal identity and the wider context of Te Ao Haka.

This Achievement Standard supports ākonga to value their lived experiences, articulate their growth over time, and recognise their place within the evolving landscape of Te Ao Haka.

The intent of the Achievement Standard

The purpose of this Achievement Standard is for ākonga to show understanding of their own learning journey within a Te Ao Haka discipline. They will reflect on how their skills have developed over time and how that learning has shaped them personally.

Ākonga will recognise that learning is an ongoing process of growth and skill development, influenced by their experiences, challenges, and environment. Development in Te Ao Haka can contribute to their personal growth by building confidence, resilience, and a stronger sense of identity. Through deep reflective practice, ākonga make meaningful connections between how their skills develop and who they are becoming. Skills learnt within a discipline can be extended to the wider context of Te Ao Haka, and to other areas of their lives.

The process of self-reflection and understanding how we learn are valuable lifelong skills.

Making reliable judgements

Ākonga are required to reflect on how skills within a single discipline of Te Ao Haka have developed over time. This involves consideration of more than one skill within the discipline. They will explain how their skills changed over time. A connection between the development of skills in the discipline and the application of those skills in the wider context of Te Ao Haka must be shown. This reflection

may include key teaching and learning strategies that supported their development.

Ākonga should think about how learning occurred across their learning journey, rather than at a single event. The learning journey is not limited to the academic year and can include earlier experiences, when ākonga first engaged with the discipline.

At higher levels of achievement, ākonga will analyse how their skills have developed over time, including the strategies used and the progress made. This will be supported by examples of significant learning moments. Ākonga will make clear and purposeful connections between their skill development and their personal growth, evaluating how and why their learning journey has shaped them. This may include, for example, recognising qualities such as resilience and how the resilience developed through participation in the discipline has influenced their personal growth, extending into contexts beyond Te Ao Haka.

Reliable judgements are based on how effectively ākonga explain, analyse, or evaluate their learning journey, rather than the amount of evidence provided. The focus is on deep reflection, clear connections between skill development and personal growth, and strong links beyond the discipline. Evidence should show authentic progress over time and demonstrate thoughtful, well-supported insights into the learning experience.

Collecting evidence

Ākonga can gather evidence for this Achievement Standard throughout the academic year. This will allow evidence to show change over time. Evidence should capture the ongoing nature of the learning journey. It must show how more than one skill has progressed within a single discipline, and how this experience has shaped personal growth. Ākonga may include evidence of earlier engagement with the discipline where this supports their reflections, but their engagement with the discipline must be current.

These reflections may be presented in written, oral, or visual formats. The reflections should clearly show how learning occurred, the strategies used, and the contexts in which development took place.

Evidence can be collected through:

- reflective journals or blogs – for example, ākonga record their learning over time, including challenges, progress, and insights
- audio or video recordings – for example, capturing rehearsals, performances, and key moments to show skill development and progression
- portfolios – for example, combining written reflections, images, and recordings to document the learning journey
- class activities – for example, participation in rehearsals, feedback sessions, and discussions that support reflection and growth
- conferencing – for example, regular check-ins or kōrero between kaiako and ākonga to explore depth of understanding and confirm that the work is their own
- annotated examples – for example, reflections linked to specific performances, practices, or experiences that demonstrate development.

Collecting evidence in an ongoing and natural way supports authentic reflection, deeper analysis, and meaningful evaluation of the learning journey.

Possible contexts

This Achievement Standard has a particular focus on personal experiences gained through authentic, sustained learning within a Te Ao Haka discipline. Ākonga must choose a discipline where they can show growth in their skills over time, and make connections to personal development and growth outside the discipline.

Suitable contexts could include:

- participation in a school or community kapa haka rōpū preparing for performance (in local, regional, or national events)
- learning and composing within a specific discipline such as mōteatea, waiata ā-ringa, haka, or poi, involvement in wānanga or noho marae where tikanga and transmission of knowledge are central, or mentorship/apprenticeship with an experienced practitioner
- preparing for whakatau or pōwhiri, or contributing to a kaupapa-driven performance
- engaging in cross-disciplinary work that connects Te Ao Haka to identity, language revitalisation, or community events.

These contexts support naturally occurring evidence of skill development, challenge, reflection, and cultural connection. They enable ākonga to reflect, analyse, and evaluate their personal learning journey.

3.1 Conditions of Assessment

Assessors should ensure that evidence provided by the ākonga at any achievement level includes reflection on a personal learning journey within a Te Ao Haka discipline, drawing on authentic experiences and examples over time. Evidence must show how the ākonga understands their learning has developed, and how it has shaped them within and beyond Te Ao Haka.

Ākonga are required to submit:

- evidence selected and organised by the ākonga in a format appropriate to the assessment activity. Evidence may be presented in written, visual, audio, video, digital, physical, or multimodal forms.
- audio or video evidence, where used, that is clear and of sufficient quality for the assessor to identify the evidence being presented. Recordings may be edited and created over multiple sessions, provided the evidence remains authentic work produced by the ākonga.

The selection, organisation, and presentation of evidence for submission must be carried out by the ākonga.

Assessor involvement during the assessment event is limited to:

- providing general feedback. Assessors may identify areas of work produced by the ākonga that could be developed further or suggest aspects of the task that require greater attention. Evidence that has received sustained or detailed feedback about content, analysis, or conclusions is not suitable for submission.
- providing guidance about the selection of an appropriate Te Ao Haka discipline and ensuring ākonga understand the requirements of the assessment
- assisting ākonga to find a suitable friend or classmate to act as an interview partner if required
- assisting ākonga to develop and organise prompts, questions, or other planning materials that support the preparation of their assessment evidence. Assessors may provide general guidance on whether these materials allow sufficient opportunity for reflection. However, they must not provide responses or direct ākonga towards particular evidence, reflections, or evaluations. Assessors must not offer detailed feedback on the quality of reflections, evaluations, or responses after recording has taken place.
- supporting good assessment practice, including guidance on file formats, submission requirements, authenticity procedures, and appropriate acknowledgement of any third-party material used as supporting evidence.

Ākonga may:

- gather evidence from learning experiences that occurred within or beyond the classroom, including at home, in the community, at noho marae, during pōwhiri, at wānanga, rehearsals, performances, or other Te Ao Haka contexts
- collect and use a range of evidence to support their reflections. This may include voice memos, journal entries, photographs, videos, rehearsal records, past performances, and other authentic records of learning.
- use notes, prompts, questions, and supporting evidence when preparing and presenting their assessment evidence to support reflection
- create, organise, and compile evidence over time, including recording or collecting evidence in multiple sessions. For example, ākonga may record their learning conversation in more than one session.
- edit audio, video, written, visual, or digital material for clarity and presentation

- use digital tools and applications to record, organise, edit, and present their evidence
- seek general feedback from their kaiako before final submission
- choose to submit evidence in te reo Māori, English, or New Zealand Sign Language.

Ākonga may not:

- receive detailed feedback on the quality of their reflections, evaluations, or responses after their evidence has been recorded.

The final submission must be authentic work produced by the ākonga and clearly demonstrate reflection on a personal learning journey in a Te Ao Haka discipline over time. It should include an evaluation of how and why the learning has contributed to the development of skills and personal growth within and beyond Te Ao Haka.

NCEA Internal Assessment Activity

Activity name:	Whiua ki ngā iwi katoa - Student Activity
Subject:	Te Ao Haka
Achievement Standard:	3.1 Reflect on a personal learning journey in a Te Ao Haka discipline
Credits:	4
Assessment Activity Version:	2
Code:	3.1 Activity A

What to do

You will record a learning conversation with a friend or classmate that reflects on your personal learning journey within and beyond a Te Ao Haka discipline over time. The recording may be in audio, video, or another digital format.

Your learning conversation recording should include evidence of your reflections, experiences, and examples of key learning moments from your learning journey. To support the conversation, you will develop your own interview questions that encourage discussion.

You will reflect on a personal learning journey in a Te Ao Haka discipline by evaluating how and why it has shaped your personal growth. This should include:

- A discussion of more than one skill that you have developed in your chosen discipline, and how they have changed over time. Your discussion should:
 - include evidence from your learning journey, such as:
 - key learning moments
 - challenges you faced and how you responded
 - strategies that supported your development.
 - explain how these skills have supported your learning in other Te Ao Haka disciplines or in a wider context of Te Ao Haka (for example, how skill development in haka supported your performance in poi).
- An evaluation of how this learning has shaped you as a person within and beyond Te Ao Haka. Your evaluation should:
 - include evidence of self-reflection on your learning journey, such as:
 - discussing how the learning journey is connected to your personal growth (for example, changes in your confidence, identity, or behaviour)
 - evaluate the impact this learning has had on you as a person, and why it has had this impact (for example, how and why it has equipped you to face challenges).

How to present your learning

Create a recorded learning conversation with a friend or classmate that reflects on your personal learning journey within and beyond a Te Ao Haka discipline over time.

- Your learning conversation may be presented as an audio or video recording.
- Ensure that your voice can be clearly heard in the audio or video recording.
- Submit your audio or video file to your kaiako by the due date.

Your final recorded learning conversation should be approximately 5–10 minutes in length, or the equivalent of 700-900 words of spoken content.

Timeframe

Kaiako to provide.

Getting started

You will select a discipline of Te Ao Haka to focus on. Choose a discipline where you have real experiences to reflect on. Think about why you have chosen this discipline and your connection to it and be ready to share this with your kaiako.

Disciplines include:

- mōteatea
- waiata ā-ringa
- poi
- haka, haka wahine
- whakaeke
- whakawātea.

Next, think about how you will prepare for your recorded learning conversation. You may wish to gather voice memos, photos, videos, feedback, journal entries, rehearsal notes, past performances, or other evidence that can help you remember and discuss important moments in your learning.

Begin gathering evidence of your journey over time. This may include:

- early experiences (where your learning began)
- key learning moments (such as wānanga, noho marae, rehearsals, individual practice times, performances as a spectator or performer)
- ongoing development (such as strategies used for learning like tuākana-teina, peer review, refinement, feedback from a trusted whānau member or kaiako).

Be sure to select a discipline that you currently practice, but you do not need to limit your evidence to your NCEA years. If your learning journey in your chosen discipline started earlier, you may include

those experiences as well. Consider the experiences and examples that best demonstrate your growth over time as a performer and as a person. This could include how your learning has shaped your confidence, identity, behaviour, or understanding of Te Ao Haka.

You can collect evidence to show your learning journey at any time or place where you are doing Te Ao Haka. This could include at home, during noho marae, during pōwhiri, at kura, in the classroom, or during performances. It's a good idea to make notes as you go to help you remember your thoughts, experiences, and key learning moments as they occur. You can use these as evidence in your learning conversation.

After gathering evidence, prepare some questions that your friend or classmate can ask you to guide the learning conversation and give you the opportunity to give as much depth and detail as possible. You will not be assessed on these questions, only on the quality of your responses.

As you develop your questions, ask yourself:

- Do my questions cover all aspects of the task?
- Do the questions build on each other and give me the chance to present new ideas and examples?
- Do my questions help me reflect deeply and share examples from my learning journey?

Check your questions with your kaiako before giving them to your friend or classmate.

In preparation for your assessment, practise answering questions in your own words and using your notes about your reflections and experiences. Focus on speaking naturally rather than reading from a script. You will be assessed on the quality of the evidence and reflections you provide.

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 3.1a

Te Ingoa o te Ngohe | Activity Title: Whiua ki ngā iwi katoa

Paerewa Paetae | Achievement Standard: 91984 Reflect on a personal learning journey in a Te Ao Haka discipline

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Reflect on a personal learning journey in a Te Ao Haka discipline	Analyse a personal learning journey in a Te Ao Haka discipline	Evaluate a personal learning journey in a Te Ao Haka discipline
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - explain the development of skills in a discipline with reference to how the learning occurred - explain how the development of the skills applies to the wider context of Te Ao Haka.	At the Merit level, the ākonga is able to: - discuss the development of the skills over time supported with examples of how the learning occurred - discuss the connection between the development of the skills and personal growth.	At the Excellence level, the ākonga is able to: evaluate how and why the learning journey has shaped personal growth.

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:	Nōku te ao - Student Activity
Subject:	Te Ao Haka
Achievement Standard:	3.1 Reflect on a personal learning journey in a Te Ao Haka discipline
Credits:	4
Assessment Activity Version:	2
Code:	3.1 Activity B

What to do

You will create a portfolio of annotated evidence that reflects on your personal learning journey within and beyond a Te Ao Haka discipline over time. Your portfolio may be presented in a digital format (such as a slideshow, video, or online journal) or as a physical collection (such as a scrapbook).

Your portfolio should include evidence of your reflections, experiences, and examples of key learning moments from your learning journey.

You will reflect on a personal learning journey in a Te Ao Haka discipline by evaluating how and why it has shaped your personal growth. This should include:

- A discussion of more than one skill that you have developed in your chosen discipline, and how they have changed over time. Your discussion should:
 - include evidence from your learning journey, such as:
 - key learning moments
 - the challenges you faced and how you responded
 - strategies that supported your development.
 - explain how these skills have supported your learning in other Te Ao Haka disciplines or in the wider context of Te Ao Haka (for example, how skill development in haka supported your performance in poi).
- An evaluation about how this learning has shaped you as a person within and beyond Te Ao Haka. Your evaluation should:
 - include evidence of your self-reflection on your learning journey, such as:
 - discussing how the learning journey is connected to your personal growth (for example, changes in your confidence, identity, or behaviour)
 - evaluate the impact this learning has had on you as a person and why it has had this impact (for example, how and why it has equipped you to face challenges).

How to present your learning

Create a portfolio of annotated evidence that reflects on your personal learning journey within and beyond a Te Ao Haka discipline over time.

- Your portfolio may be presented in a digital format (such as a narrated slideshow, video, or online journal) or as a physical portfolio (such as an annotated scrapbook or visual diary with written explanations).
- If you choose to submit an audio or video recording, ensure that your voice can be clearly heard in the recording.
- Submit your digital or physical portfolio to your kaiako by the due date.

Your final digital or physical portfolio submission should be equivalent to approximately 700-900 words, or a multimodal presentation of similar length.

Timeframe

Kaiako to provide.

Getting started

You will select a discipline of Te Ao Haka to focus on. Choose a discipline where you have real experiences to reflect on. Think about why you have chosen this discipline and your connection to it and be ready to share this with your kaiako.

Disciplines include:

- mōteatea
- waiata ā-ringa
- poi
- haka, haka wahine
- whakaeke
- whakawātea.

Next, think about how you want to put your portfolio together to reflect on your learning journey. You might choose a digital format where you can use photos, videos, voice memos, and text. Or you could put together a physical portfolio, like a scrapbook, with annotated pictures and drawings.

Begin gathering evidence of your journey over time. This may include:

- early experiences (where your learning began)
- key learning moments (such as wānanga, noho marae, rehearsals, individual practice times, performances as a spectator or performer)
- ongoing development (such as strategies used for learning like tuākana-teina peer review, refinement, feedback from a trusted whānau member or kaiako).

Be sure to select a discipline that you currently practice, but you do not need to limit your evidence to

your NCEA years. If your learning journey in your chosen discipline started earlier, you may include those experiences as well. Consider the experiences and examples that best demonstrate your growth over time as a performer and as a person. This could include how your learning has shaped your confidence, identity, behaviour, or understanding of Te Ao Haka.

You can collect evidence to show your learning journey at any time or place where you are doing Te Ao Haka. This could include at home, during noho marae, during pōwhiri, at kura, in the classroom, or during performances. It's a good idea to keep all your evidence together (for example, on a device or in a folder). You can capture moments as you go, adding to your portfolio regularly (for example, voice memos of short reflections, pictures, videos, or notes in an app).

After gathering evidence, decide on the portfolio type you will choose (digital or physical). Choose a portfolio type that best communicates your experiences, reflections, and key learning moments. Select any digital applications or editing tools you will use to create and edit your portfolio. You will be assessed on the quality of the evidence and reflections you provide, not on the production quality of the portfolios themselves.

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 3.1b

Te Ingoa o te Ngohe | Activity Title: Nōku te ao

Paerewa Paetae | Achievement Standard: 91984 Reflect on a personal learning journey in a Te Ao Haka discipline

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Reflect on a personal learning journey in a Te Ao Haka discipline	Analyse a personal learning journey in a Te Ao Haka discipline	Evaluate a personal learning journey in a Te Ao Haka discipline
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - explain the development of skills in a discipline with reference to how the learning occurred - explain how the development of the skills applies to the wider context of Te Ao Haka.	At the Merit level, the ākonga is able to: - discuss the development of the skills over time supported with examples of how the learning occurred - discuss the connection between the development of the skills and personal growth.	At the Excellence level, the ākonga is able to: evaluate how and why the learning journey has shaped personal growth.

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:	Tēnei au, tēnei au, te hōkai nei i taku tapuwae - Student Activity
Subject:	Te Ao Haka
Achievement Standard:	3.1 Reflect on a personal learning journey in a Te Ao Haka discipline
Credits:	4
Assessment Activity Version:	2
Code:	3.1 Activity C

What to do

You will create a collection of short videos that demonstrate your personal learning journey within and beyond a Te Ao Haka discipline over time. Your videos may be compiled into a single digital presentation (such as a video montage, narrated slideshow, or for an online platform) or organised as a series of clips.

Your video collection should include evidence of your reflections, experiences, and key learning moments from your learning journey, such as visual evidence (of performance, practice, or rehearsal footage) and spoken commentary.

You will reflect on a personal learning journey in a Te Ao Haka discipline by evaluating how and why it has shaped your personal growth. This should include:

- A discussion of more than one skill that you have developed in your chosen discipline, and how they have changed over time. Your discussion should:
 - include evidence from your learning journey, such as:
 - key learning moments
 - the challenges you faced and how you responded
 - strategies that supported your development.
 - explain how these skills have supported your learning in other Te Ao Haka disciplines or in the wider context of Te Ao Haka (for example, how skill development in haka supported your performance in poi).
- An evaluation of how this learning has shaped you as a person within and beyond Te Ao Haka. Your evaluation should:
 - include evidence of your self-reflection on your learning journey, such as:
 - discussing how the learning journey is connected to your personal growth (for example, changes in your confidence, identity, or behaviour)
 - evaluate the impact this learning has had on you as a person and why it has had this impact (for example, how and why it has equipped you to face challenges).

How to present your learning

Create a video collection that reflects your personal learning journey within and beyond a Te Ao Haka discipline over time.

- Your videos may take different forms (such as vlog-style reflections, annotated performance footage, narrated clips, or a compiled video story with commentary or documentary).
- Ensure that your voice can be clearly heard in the audio-visual recording.
- Submit your video evidence to your kaiako by the due date.

Your final video submission should be equivalent to approximately 5–10 minutes of purposeful video content, or a multimodal presentation of similar length.

Timeframe

Kaiako to provide.

Getting started

You will select a discipline of Te Ao Haka to focus on. Choose a discipline where you have real experiences to reflect on. Think about why you have chosen this discipline and your connection to it and be ready to share this with your kaiako.

Disciplines include:

- mōteatea
- waiata ā-ringa
- poi
- haka, haka wahine
- whakaeke
- whakawātea.

Next, think about how you want to reflect on your learning journey through video. You might create a vlog-style series where you record reflections over time, or compile existing footage into a video story with commentary.

Begin gathering video evidence of your journey over time. This may include:

- early experiences (where your learning began)
- key learning moments (such as wānanga, noho marae, rehearsals, individual practice, performances as a spectator or performer)
- ongoing development (such as strategies used for learning like tuākana-teina, peer review, refinement, feedback from a trusted whānau member or kaiako).

Be sure to select a discipline that you currently practice, but you do not need to limit your evidence to your NCEA years. If your learning journey in your chosen discipline started earlier, you may include

those experiences as well. Consider the experiences and examples that best demonstrate your growth over time as a performer and as a person. This could include how your learning has shaped your confidence, identity, behaviour, or understanding of Te Ao Haka.

You can collect evidence to show your learning journey at any time or place where you are doing Te Ao Haka. This could include at home, during noho marae, during pōwhiri, at kura, in the classroom, or during performances. It's a good idea to keep all your evidence together (for example, on a device or in an electronic folder). You can capture video footage of moments as you go, adding to your portfolio regularly (for example, short reflections, practice clips, or recordings of key moments).

After gathering evidence, decide on the video style you will use. Choose a video style that best communicates your experiences, reflections, and key learning moments. Select and reference any digital applications or editing tools you will use to create and edit your videos. Your videos should help you talk about all parts of the task. You will be assessed on the quality of the evidence and reflections you provide, not on the production quality of the videos themselves.

Te Ao Haka — Te Taunaki i te Aromatawai | Assessment Schedule: Ngohe Aromatawai | Assessment Activity 3.1c

Te Ingoa o te Ngohe | Activity Title: Tēnei au, tēnei au, te hōkai nei i taku tapuwae

Paerewa Paetae | Achievement Standard: 91984 Reflect on a personal learning journey in a Te Ao Haka discipline

Paetae Achievement	Kaiaka Achievement with Merit	Kairangi Achievement with Excellence
Paearu Paetae Achievement Criteria		
Reflect on a personal learning journey in a Te Ao Haka discipline	Analyse a personal learning journey in a Te Ao Haka discipline	Evaluate a personal learning journey in a Te Ao Haka discipline
Taunakitanga Indicators		
At the Achieved level, the ākonga is able to: - explain the development of skills in a discipline with reference to how the learning occurred - explain how the development of the skills applies to the wider context of Te Ao Haka.	At the Merit level, the ākonga is able to: - discuss the development of the skills over time supported with examples of how the learning occurred - discuss the connection between the development of the skills and personal growth.	At the Excellence level, the ākonga are able to: - evaluate how and why the learning journey has shaped personal growth.

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.