

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 3.3**. In January 2027, the NCEA website will be updated with these changes for Level 3.3 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 3.3

Product	What's changed?
AS3.3 91986 Unpacking	Updated to align with changes to the Achievement Standard

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NCEA Unpacking the Standard

Subject:	Te Ao Haka
Achievement Standard:	AS3.3 Perform different Te Ao Haka disciplines
Credits:	6

Introduction

Te Ao Haka is an expression of mātauranga Māori, grounded in the knowledge systems of iwi, hapū, and rohe. Te reo Māori is fundamental to Te Ao Haka performance. This Achievement Standard centres on performance as a means of embodying and conveying meaning through different disciplines within Te Ao Haka.

Ākonga engage in a performative journey where they present different disciplines such as mōteatea, waiata ā-ringa, poi, and haka. They are encouraged to draw on their understanding of each form and its unique purpose, structure, and style. Through performance, ākonga communicate and express narratives, demonstrating appropriate technical skills, emotional depth, and cultural integrity. As they develop their practice, ākonga refine their ability to convey meaning with clarity and intention, culminating in performances that may embody ihi, wehi, and wana to enhance the impact on the audience.

This Achievement Standard supports ākonga to deepen their performance capability within Te Ao Haka disciplines and to express identity and storytelling through skilled performance.

The intent of the Achievement Standard

The purpose of this Achievement Standard is for ākonga to show performance capability in different Te Ao Haka disciplines.

Ākonga will show their skills in different disciplines, such as whakaeke, mōteatea, waiata ā ringa, poi, haka, or whakawātea, and appropriately convey the narrative of each item. As performative skills develop, understanding of narrative can deepen, leading to an enhanced performance.

Performance is a holistic and expressive practice. Ākonga will use physical execution, vocal delivery, and emotional expression to share stories, feelings, and ideas. Ihi, wehi, and wana are expressed through the effective use of storytelling artistry, articulate vocal expression, and technical proficiency in performance.

This Achievement Standard emphasises purposeful performances with clear, authentic communication. Ākonga will show their control of technical skill and emotional expression. They will make deliberate choices that uphold cultural integrity and enhance the narrative in each performance.

Making reliable judgements

Ākonga will select different Te Ao Haka disciplines to perform an item from. Each item must demonstrate the distinct characteristics of its discipline and convey a narrative through discipline-specific skills, techniques, and expressive qualities.

At higher levels of achievement, ākonga will demonstrate increasing control, intention, and consistency. They may use key features such as pūkana, wiri, and takahi proficiently, where appropriate to the discipline being performed. Their control of elements such as dynamics, voice (vocal quality), energy, and characterisation will be deliberate. They will moderate their delivery and execute key features skilfully. Their emotional control will enhance the narrative in the context of the performance and the discipline.

At the highest level of achievement, ākonga will express different Te Ao Haka disciplines with depth, conviction, and presence. They will perform with ihi, wehi, and wana in ways that enhance the narrative and communicate meaning with impact. Their performance will demonstrate storytelling artistry, articulate vocal expression, and technical proficiency, evoking the sense of awe, respect, and excitement associated with ihi, wehi, and wana.

Reliable judgements at this level prioritise the quality of the performance and how effectively it communicates and expresses the narrative.

Evidence should be drawn from authentic, naturally occurring moments within each item, rather than isolated or exhaustive demonstrations of skills. It is expected that performance evidence is captured for each item and clearly shows the relevant ākonga performing.

In contexts such as regional or national stage performances, where sustained individual coverage from beginning to end may not always be possible, evidence should provide sufficient authentic material to support a judgement about overall performance quality, with full coverage preferred where possible. Where needed, supplementary evidence such as rehearsal footage or kaiako observations may be used to support judgements. Judgements focus on how effectively ākonga integrate physical execution, vocal delivery, timing, coordination, and expressive presence to convey the narrative and intent of each item. Emphasis is placed on how well the performance works as a whole and supports the story being told.

Evidence should be assessed holistically.

Collecting evidence

Refer to the External Assessment Specifications for further information.

Possible contexts

Ākonga will select different Te Ao Haka disciplines to perform an item from. Each item must convey a narrative. The performance contexts should support ākonga to communicate the narrative authentically, rather than performing for assessment alone.

Examples include:

- kapa haka contexts – such as participation in school or community kapa haka rōpū, including preparation for and performance at regional or national competitions
- kaupapa and events – such as performances within pōwhiri, whakatau, commemorations, or significant kaupapa events
- wānanga and noho marae – such as engagement in wānanga, noho marae, and ongoing rōpū practice that develop discipline-specific skills and expressive qualities such as ihi, wehi, and wana
- collaborative and community performance – such as interdisciplinary showcases, school or community events, festivals, or celebrations where multiple items across different disciplines are performed.

Ākonga should experience a range of disciplines and authentic performance settings across the learning programme. This will help them to generate rich, authentic evidence of technical proficiency, narrative communication, and expressive performance quality across Te Ao Haka disciplines.