

Assessment Schedule – 2013

Dance: Demonstrate understanding of the development of dance in Aotearoa / New Zealand (91595)

Evidence Statement

Question One

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe a way that one or more choreographers have used dance to make political statements in New Zealand</p> <p><i>AND</i></p> <p>May attempt to discuss the effectiveness of dance as medium to promote change.</p>		<p>Describes ways that one or more choreographers have used dance to make political statements in New Zealand</p> <p><i>AND</i></p> <p>Briefly discusses the effectiveness of dance as medium to promote change.</p>		<p>Describes, in detail, ways that one or more choreographers have used dance to make political statements in New Zealand</p> <p><i>AND</i></p> <p>Discusses, in depth, the effectiveness of dance as medium to promote change.</p>		<p>Describes, in comprehensive detail, ways that one or more choreographers have used dance to make political statements in New Zealand</p> <p><i>AND</i></p> <p>Perceptively discusses the effectiveness of dance as medium to promote change.</p>	
<p>Attempts to describe a way that one choreographer has used dance to make political statements in New Zealand.</p>	<p>Attempts to describe a way that one choreographer has used dance to make political statements in New Zealand.</p> <p>Attempts to discuss the effectiveness of dance as medium to promote change.</p>	<p>Describes ways that one or more choreographers have used dance to make political statements in New Zealand.</p> <p>Briefly discusses the effectiveness of dance as medium to promote change, with some supporting evidence.</p>	<p>Describes ways that one or more choreographers have used dance to make political statements in New Zealand.</p> <p>Discusses the effectiveness of dance as medium to promote change, with some supporting evidence.</p>	<p>Describes, in detail, ways that one or more choreographers have used dance to make political statements in New Zealand.</p> <p>Discusses, in depth, the effectiveness of dance as medium to promote change, with supporting evidence.</p>	<p>Describes, in detail, ways that one or more choreographers have used dance to make political statements in New Zealand.</p> <p>Discusses, in depth, the effectiveness of dance as medium to promote change, with detailed supporting evidence.</p>	<p>Describes, in comprehensive detail, ways that one or more choreographers have used dance to make political statements in New Zealand.</p> <p>Perceptively discusses the effectiveness of dance as medium to promote change, with judicious use of supporting evidence.</p>	<p>Describes, in comprehensive detail, ways that one or more choreographers have used dance to make political statements in New Zealand.</p> <p>Critically and perceptively discusses the effectiveness of dance as medium to promote change, with judicious use of supporting evidence.</p>

N0 = No response; no relevant evidence.

Question Two

N1	N2	A3	A4	M5	M6	E7	E8
Identifies and attempts to describe ONE social dance that was popular in New Zealand in the 20th century <i>AND</i> May attempt to discuss the ways that the dance reflected its time and place.		Identifies and describes TWO social dances that were popular in New Zealand in the 20th century <i>AND</i> Briefly discusses the ways that each dance reflected its time and place.		Identifies and describes, in detail, TWO social dances that were popular in New Zealand in the 20th century <i>AND</i> Discusses, in depth, the ways that each dance reflected its time and place.		Identifies and describes, in detail, TWO social dances that were popular in New Zealand in the 20th century <i>AND</i> Perceptively discusses the ways that each dance reflected its time and place.	
Identifies ONE social dance performed in the 20th century, and attempts to describe it.	Identifies ONE social dance performed in the 20th century, and attempts to describe it. Attempts to discuss the ways that the dance reflected its time and place.	Describes TWO social dances performed in New Zealand in the 20th century. Briefly discusses the ways that the dances reflected their time and place.	Describes TWO social dances performed in New Zealand in the 20th century. Briefly discusses the ways that the dances reflected their time and place, with some supporting evidence .	Describes TWO social dances (one in detail) performed in New Zealand in the 20th century. Discusses, in depth, a range of ways that each dance reflected its time and place, with supporting evidence .	Describes, in detail, TWO social dances performed in New Zealand in the 20th century. Discusses, in depth, a range of ways that each dance reflected its time and place, with detailed supporting evidence .	Describes, in detail, TWO social dances performed in New Zealand in the 20th century. Perceptively discusses a range of ways that each dance reflected its time and place, with judicious use of supporting evidence .	Describes, in detail, TWO social dances performed in New Zealand in the 20th century. Comprehensively and perceptively discusses a range of ways that each dance reflected its time and place, with judicious use of supporting evidence .

N0 = No response; no relevant evidence.

Question Three

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe ONE way that dance has contributed to maintaining traditions in New Zealand</p> <p><i>AND</i></p> <p>May attempt to discuss the importance of maintaining these traditions.</p>		<p>Briefly describes at least TWO ways that dance has contributed to maintaining traditions in New Zealand</p> <p><i>AND</i></p> <p>Discusses the importance of maintaining these traditions.</p>		<p>Describes, in detail, at least TWO ways that dance has contributed to maintaining traditions in New Zealand</p> <p><i>AND</i></p> <p>Discusses, in depth, the importance of maintaining these traditions.</p>		<p>Describes, in detail, at least TWO ways that dance has contributed to maintaining traditions in New Zealand</p> <p><i>AND</i></p> <p>Perceptively discusses the importance of maintaining these traditions.</p>	
<p>Attempts to describe ONE way that dance has contributed to maintaining traditions in New Zealand.</p>	<p>Attempts to describe ONE way that dance has contributed to maintaining traditions in New Zealand.</p> <p>Attempts to discuss the importance of maintaining these traditions.</p>	<p>Describes at least TWO ways that dance has contributed to maintaining traditions in New Zealand.</p> <p>Briefly discusses the importance of maintaining these traditions.</p>	<p>Describes at least TWO ways that dance has contributed to maintaining traditions in New Zealand.</p> <p>Discusses the importance of maintaining these traditions, with some supporting evidence.</p>	<p>Describes, in detail, at least TWO ways that dance has contributed to maintaining traditions in New Zealand.</p> <p>Discusses, in depth, the importance of maintaining these traditions, with supporting evidence.</p>	<p>Describes, in detail, at least TWO ways that dance has contributed to maintaining traditions in New Zealand.</p> <p>Discusses, in depth, the importance of maintaining these traditions, with detailed supporting evidence.</p>	<p>Describes, in detail, at least TWO ways that dance has contributed to maintaining traditions in New Zealand.</p> <p>Perceptively discusses the importance of maintaining these traditions, with judicious use of supporting evidence.</p>	<p>Describes, in detail, at least TWO ways that dance has contributed to maintaining traditions in New Zealand.</p> <p>Perceptively and comprehensively discusses the importance of maintaining these traditions, with judicious use of supporting evidence.</p>

N0 = No response; no relevant evidence.

Question Four

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to discuss the similarities and differences between TWO of the specified dance groups</p> <p><i>AND</i></p> <p>May attempt to evaluate the contribution of BOTH groups to the development of dance in New Zealand.</p>		<p>Discusses the similarities and differences between TWO of the specified dance groups</p> <p><i>AND</i></p> <p>Briefly evaluates the contribution of BOTH groups to the development of dance in New Zealand.</p>		<p>Discusses, in detail, the similarities and differences between TWO of the specified dance groups</p> <p><i>AND</i></p> <p>Evaluates, in depth, the contribution of BOTH groups to the development of dance in New Zealand.</p>		<p>Discusses, in detail, the similarities and differences between TWO of the specified dance groups</p> <p><i>AND</i></p> <p>Perceptively evaluates the contribution of BOTH groups to the development of dance in New Zealand.</p>	
<p>Attempts to discuss the similarities and differences between TWO dance groups.</p>	<p>Attempts to discuss the similarities and differences between TWO dance groups.</p> <p>Attempts to evaluate the contribution of ONE group to the development of dance in New Zealand.</p>	<p>Discusses the similarities and differences between TWO dance groups.</p> <p>Briefly evaluates the contribution of BOTH groups to the development of dance in New Zealand.</p>	<p>Discusses the similarities and differences between TWO dance groups.</p> <p>Briefly evaluates the contribution of BOTH groups to the development of dance in New Zealand, with some supporting evidence.</p>	<p>Discusses, in detail, a range of similarities and differences between TWO dance groups.</p> <p>Evaluates, in depth, the contribution of BOTH groups to the development of dance in New Zealand, with supporting evidence.</p>	<p>Discusses, in detail, a range of similarities and differences between TWO dance groups.</p> <p>Evaluates, in depth, the contribution of BOTH groups to the development of dance in New Zealand, with detailed supporting evidence.</p>	<p>Perceptively discusses a range of similarities and differences between TWO dance groups.</p> <p>Perceptively evaluates the contribution of BOTH groups to the development of dance in New Zealand, with judicious use of supporting evidence.</p>	<p>Perceptively discusses a range of similarities and differences between TWO dance groups.</p> <p>Perceptively and critically evaluates the contribution of BOTH groups to the development of dance in New Zealand, with judicious use of supporting evidence.</p>

N0 = No response; no relevant evidence.

Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 2	3 – 4	5 – 6	7 – 8