

Assessment Schedule – 2014

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 an example where New Zealand choreographers, dancers, or dance companies have had international experiences or contact with international artists</p> <p><i>AND</i></p> <p>May attempt to discuss the positive and / or negative impacts of international contact on the development of dance in New Zealand.</p>		<p>Describes an example where New Zealand choreographers, dancers, or dance companies have had international experiences or contact with international artists</p> <p><i>AND</i></p> <p>Briefly discusses the positive and / or negative impacts of international contact on the development of dance in New Zealand.</p>		<p>Describes, in detail, an example where New Zealand choreographers, dancers, or dance companies have had international experiences or contact with international artists</p> <p><i>AND</i></p> <p>Discusses, in depth, the positive and / or negative impacts of international contact on the development of dance in New Zealand.</p>		<p>Describes, in detail, an example where New Zealand choreographers, dancers, or dance companies have had international experiences or contact with international artists</p> <p><i>AND</i></p> <p>Perceptively discusses the positive and / or negative impacts of international contact on the development of dance in New Zealand.</p>	
<p>Attempts to describe an example of international contact.</p>	<p>Attempts to describe an example of international contact.</p> <p>Attempts to discuss the positive and / or negative impacts of international contact on the development of dance in New Zealand.</p>	<p>Describes an example of international contact.</p> <p>Briefly discusses the positive and / or negative impacts of international contact on the development of dance in New Zealand.</p>	<p>Describes an example of international contact.</p> <p>Discusses the positive and / or negative impacts of international contact on the development of dance in New Zealand, with some supporting evidence.</p>	<p>Describes, in detail, an example of international contact.</p> <p>Discusses, in depth, the positive and / or negative impacts of international contact on the development of dance in New Zealand, with specific examples and supporting evidence.</p>	<p>Describes, in detail, an example of international contact.</p> <p>Discusses, in depth, the positive and / or negative impacts of international contact on the development of dance in New Zealand, with specific examples and detailed supporting evidence.</p>	<p>Describes, in detail, an example of international contact.</p> <p>Perceptively discusses the positive and / or negative impacts of international contact on the development of dance in New Zealand, with specific examples and judicious use of supporting evidence.</p>	<p>Describes, in detail, an example of international contact.</p> <p>Perceptively and critically discusses the positive and / or negative impacts of international contact on the development of dance in New Zealand, with specific examples and judicious use of supporting evidence.</p>

N0 = No response; no relevant evidence.

Question Two

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to describe aspects of social dance in New Zealand before and after 1961 <i>AND</i> May attempt to discuss the changing role of social dance in New Zealand society.		Describes aspects of social dance in New Zealand before and after 1961 <i>AND</i> Briefly discusses the changing role of social dance in New Zealand society.		Describes, in detail, aspects of social dance in New Zealand before and after 1961 <i>AND</i> Discusses, in depth, the changing role of social dance in New Zealand society.		Describes, in detail, aspects of social dance in New Zealand before and after 1961 <i>AND</i> Perceptively discusses the changing role of social dance in New Zealand society.	
Attempts to describe aspects of social dance before and after 1961.	Attempts to describe aspects of social dance before and after 1961. Attempts to discuss the changing role of social dance in New Zealand society.	Describes aspects of social dance before and after 1961. Briefly discusses the changing role of social dance in New Zealand society.	Describes aspects of social dance before and after 1961. Discusses the changing role of social dance in New Zealand society, with some supporting evidence .	Describes, in detail, aspects of social dance before and after 1961. Discusses, in depth, the changing role of social dance in New Zealand society, with supporting evidence .	Describes, in detail, aspects of social dance before and after 1961. Discusses, in depth, the changing role of social dance in New Zealand society, with detailed supporting evidence .	Describes, in detail, aspects of social dance before and after 1961. Perceptively discusses the changing role of social dance in New Zealand society, with judicious use of supporting evidence .	Describes, in detail, aspects of social dance before and after 1961. Perceptively and critically discusses the changing role of social dance in New Zealand society, 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 the similarities and differences evident in the pictured haka performances</p> <p><i>AND</i></p> <p>May attempt to use the photographs to discuss changes in haka performance over time.</p>		<p>Describes the similarities and differences evident in the pictured haka performances</p> <p><i>AND</i></p> <p>Briefly discusses changes in the performance of haka over time.</p>		<p>Describes, in detail, the similarities and differences evident in the pictured haka performances</p> <p><i>AND</i></p> <p>Discusses in depth changes in the performance of haka (in a variety of contexts) over time.</p>		<p>Describes, in detail, the similarities and differences evident in the pictured haka performances</p> <p><i>AND</i></p> <p>Perceptively discusses changes in the performance of haka in a variety of contexts over time.</p>	
<p>Attempts to describe the similarities and differences evident in the pictured haka performances.</p>	<p>Attempts to describe the similarities and differences evident in the pictured haka performances.</p> <p>Attempts to discuss changes in haka performance over time.</p>	<p>Describes the similarities and differences evident in the pictured haka performances.</p> <p>Briefly discusses changes in haka performance over time.</p>	<p>Describes the similarities and differences evident in the pictured haka performances</p> <p>Discusses changes in haka performance over time, with some supporting evidence.</p>	<p>Describes a range of similarities and differences evident in the pictured haka performances.</p> <p>Discusses, in depth, changes in haka performance over time with supporting evidence.</p>	<p>Describes a range of similarities and differences evident in the pictured haka performances.</p> <p>Discusses, in depth, changes in haka performance in a variety of contexts over time, with detailed supporting evidence.</p>	<p>Describes, in detail, a range of similarities and differences evident in the pictured haka performances</p> <p>Perceptively discusses changes in haka performance in a variety of contexts over time, with judicious use of supporting evidence.</p>	<p>Describes, in detail, a range of similarities and differences evident in the pictured haka performances.</p> <p>Perceptively and critically discusses changes in haka performance in a variety of contexts over time, 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 describe typical features of the work of TWO choreographers</p> <p><i>AND</i></p> <p>May attempt to identify one or more relationships between the work of the choreographers, and attempt to discuss how the relationship(s) have contributed to the development of dance in New Zealand.</p>		<p>Briefly describes typical features of the work of TWO choreographers</p> <p><i>AND</i></p> <p>Identifies one or more relationships between the work of the choreographers, and discusses how the relationship(s) have contributed to the development of dance in New Zealand.</p>		<p>Describes, in detail, typical features of the work of TWO choreographers</p> <p><i>AND</i></p> <p>Identifies relationships between the work of the choreographers, and discusses, in depth, how the relationships have contributed to the development of dance in New Zealand.</p>		<p>Describes, in detail, typical features of the work of TWO choreographers</p> <p><i>AND</i></p> <p>Identifies relationships between the work of the choreographers, and discusses, perceptively, how the relationships have contributed to the development of dance in New Zealand.</p>	
<p>Attempts to describe typical features of the work of ONE choreographer.</p>	<p>Attempts to describe typical features of the work of ONE of the choreographer.</p> <p>Identifies one or more relationships between the work of the choreographers.</p> <p>May attempt to discuss how the relationship(s) have contributed to the development of dance in New Zealand.</p>	<p>Describes typical features of the work of TWO choreographers.</p> <p>Identifies one or more relationships between the work of the choreographers.</p> <p>Briefly discusses how the relationship(s) have contributed to the development of dance in New Zealand.</p>	<p>Describes typical features of the work of TWO choreographers.</p> <p>Identifies one or more relationships between the work of the choreographers.</p> <p>Discusses how the relationship(s) have contributed to the development of dance in New Zealand, with some supporting evidence.</p>	<p>Describes, in detail, typical features of the work of TWO choreographers.</p> <p>Identifies relationships between the work of the choreographers.</p> <p>Discusses, in depth, how the relationship(s) have contributed to the development of dance in New Zealand, with supporting evidence.</p>	<p>Describes, in detail, typical features of the work of TWO choreographers.</p> <p>Identifies relationships between the work of the choreographers.</p> <p>Discusses, in depth, how the relationship(s) have contributed to the development of dance in New Zealand, with detailed supporting evidence.</p>	<p>Describes, in detail, typical features of the work of TWO choreographers.</p> <p>Identifies relationships between the work of the choreographers.</p> <p>Perceptively discusses how the relationship(s) have contributed to the development of dance in New Zealand, with judicious use of supporting evidence.</p>	<p>Describes, in detail, typical features of the work of TWO choreographers.</p> <p>Identifies relationships between the work of the choreographers.</p> <p>Perceptively and critically discusses how the relationship(s) have contributed to the development of dance in New Zealand, with judicious use of supporting evidence.</p>

N0 = No response; no relevant evidence.

Cut Scores

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