

## Assessment Schedule – 2019

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

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding of the development of dance in Aotearoa / New Zealand involves:</i></p> <ul style="list-style-type: none"> <li>• <b>describing and discussing</b> selected <u>aspects of dance</u> in the past and / or present.</li> </ul>	<p><i>Demonstrating in-depth understanding of the development of dance in Aotearoa / New Zealand involves:</i></p> <ul style="list-style-type: none"> <li>• <b>explaining</b> the reasons for the development of selected <u>aspects of dance</u>.</li> </ul>	<p><i>Demonstrating perceptive understanding of the development of dance in Aotearoa / New Zealand involves:</i></p> <ul style="list-style-type: none"> <li>• <b>insightfully explaining</b> the significance and interrelated nature of selected <u>aspects of the development</u> of dance.</li> </ul>

#### Cut Scores

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

## Evidence

### Question One

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Attempts to describe</b> the work of The New Zealand Dance Company.</p>	<p><b>Attempts to describe</b> the work of The New Zealand Dance Company.</p> <p><b>Attempts to discuss</b> how the New Zealand Dance Company has attempted to change the way New Zealanders see and experience dance.</p>	<p><b>Describes</b> the work of The New Zealand Dance Company.</p> <p><b>Briefly discusses</b> how the New Zealand Dance Company has attempted to change the way New Zealanders see and experience dance, with <b>some supporting evidence</b>.</p>	<p><b>Describes, in detail,</b> the work of the New Zealand Dance Company.</p> <p><b>Discusses</b> how the New Zealand Dance Company has attempted to change the way New Zealanders see and experience dance, with <b>supporting evidence</b>.</p>	<p><b>Discusses, in depth,</b> how the New Zealand Dance Company has attempted to change the way New Zealanders see and experience dance, with <b>supporting evidence</b>.</p>	<p><b>Discusses, in depth,</b> how the New Zealand Dance Company has attempted to change the way New Zealanders see and experience dance, with <b>detailed supporting evidence</b>.</p>	<p><b>Perceptively discusses</b> how the New Zealand Dance Company has attempted to change the way New Zealanders see and experience dance, with the <b>judicious use of supporting evidence</b>.</p>	<p><b>Perceptively and critically discusses</b> how the New Zealand Dance Company has attempted to change the way New Zealanders see and experience dance, with the <b>judicious use of supporting evidence</b>.</p>

**N0** = No response; no relevant evidence.

### Question Two

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Attempts to describe</b> the work of TWO established New Zealand choreographers.</p>	<p><b>Attempts to describe</b> the work of TWO established New Zealand choreographers.</p> <p><b>Attempts to discuss</b> the similarities and differences between these TWO choreographers.</p>	<p><b>Describes</b> the work of TWO established New Zealand choreographers.</p> <p><b>Briefly discusses</b> the similarities and differences between these TWO choreographers and briefly refers to how these choreographers have contributed to the development of Aotearoa / New Zealand dance, with <b>some supporting evidence</b>.</p>	<p><b>Describes, in detail,</b> the work of TWO established New Zealand choreographers.</p> <p><b>Discusses</b> the similarities and differences between these TWO choreographers and refers to how these choreographers have contributed to the development of Aotearoa / New Zealand dance, with <b>supporting evidence</b>.</p>	<p><b>Discusses, in depth,</b> the similarities and differences between these TWO choreographers and how these choreographers have contributed to the development of Aotearoa / New Zealand dance, with <b>supporting evidence</b>.</p>	<p><b>Discusses, in depth,</b> the similarities and differences between these TWO choreographers and how these choreographers have contributed to the development of Aotearoa / New Zealand dance, with <b>detailed supporting evidence</b>.</p>	<p><b>Perceptively discusses</b> the similarities and differences between these TWO choreographers and how these choreographers have contributed to the development of Aotearoa / New Zealand dance, with the <b>judicious use of supporting evidence</b>.</p>	<p><b>Perceptively and critically discusses</b> the similarities and differences between these TWO choreographers and how these choreographers have contributed to the development of Aotearoa / New Zealand dance, with the <b>judicious use of supporting evidence</b>.</p>

**N0** = No response; no relevant evidence.

**Question Three**

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<b>Attempts to describe</b> the changes in kapa haka in Aotearoa / New Zealand.	<b>Attempts to describe</b> the changes in kapa haka in Aotearoa / New Zealand.  <b>Attempts to discuss</b> the reasons for changes in kapa haka in its development over time in Aotearoa / New Zealand.	<b>Describes</b> changes in kapa haka and aspects that are traditional.  <b>Briefly discusses</b> the reasons for changes in kapa haka in its development over time in Aotearoa / New Zealand, <b>with some supporting evidence.</b>	<b>Describes, in detail,</b> the changes in kapa haka and aspects that still have traditional roots.  <b>Discusses</b> the reasons for changes in kapa haka in its development over time in Aotearoa / New Zealand, <b>with supporting evidence.</b>	<b>Discusses, in depth,</b> the reasons for changes in kapa haka in its development over time in Aotearoa / New Zealand, <b>with supporting evidence.</b>	<b>Discusses, in depth,</b> the reasons for changes in kapa haka in its development over time in Aotearoa / New Zealand, <b>with detailed supporting evidence.</b>	<b>Perceptively discusses</b> the significance of the changes in kapa haka in its development over time in Aotearoa / New Zealand, with the <b>judicious use of supporting evidence.</b>	<b>Perceptively and critically discusses</b> the significance of the changes in kapa haka in its development over time in Aotearoa / New Zealand, with the <b>judicious use of supporting evidence.</b>

**N0** = No response; no relevant evidence.

**Question Four**

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<b>Attempts to describe</b> the role of partner dancing in Aotearoa / New Zealand.	<b>Attempts to describe</b> the ways partner dancing has changed in Aotearoa / New Zealand.  <b>Attempts to discuss</b> ways partner dancing may have evolved over time in Aotearoa / New Zealand with reference to at least one of the photos provided.	<b>Describes</b> the ways partner dancing has changed in Aotearoa / New Zealand.  <b>Briefly discusses</b> reasons partner dancing may have evolved over time in Aotearoa / New Zealand with reference to at least TWO of the photos provided, with <b>some supporting evidence.</b>	<b>Describes, in detail,</b> the ways partner dancing has changed in Aotearoa / New Zealand.  <b>Discusses</b> reasons partner dancing may have evolved over time in Aotearoa / New Zealand with reference to at least TWO of the photos provided, with <b>supporting evidence.</b>	<b>Discusses, in depth,</b> the reasons partner dancing may have evolved over time in Aotearoa / New Zealand with reference to the photos provided, with <b>supporting evidence.</b>	<b>Discusses, in depth,</b> the reasons partner dancing may have evolved over time in Aotearoa / New Zealand with reference to the photos provided, with <b>detailed supporting evidence.</b>	<b>Perceptively discusses</b> the significance of how partner dancing may have evolved over time in Aotearoa / New Zealand with reference to the photos provided, with the <b>judicious use of supporting evidence.</b>	<b>Perceptively and critically discusses</b> the significance of how partner dancing may have evolved over time in Aotearoa / New Zealand with reference to the photos provided, with the <b>judicious use of supporting evidence.</b>

**N0** = No response; no relevant evidence.