

Assessment Schedule – 2024**Dance: Demonstrate understanding of the development of dance in Aotearoa/New Zealand (91595)****Assessment Criteria**

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

Cut Scores

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

Evidence

Question One: Established choreographers

N1	N2	A3	A4	M5	M6	E7	E8
Limited evidence of understanding.	<p>Attempts to describe the work of TWO established choreographers.</p> <p>Attempts to discuss their contributions to the development of dance in Aotearoa / New Zealand.</p>	<p>Describes the work of TWO established choreographers.</p> <p>Briefly discusses their contributions to the development of dance in Aotearoa / New Zealand, with some supporting evidence.</p>	<p>Describes the work of TWO established choreographers.</p> <p>Discusses their contributions to the development of dance in Aotearoa / New Zealand, with some supporting evidence.</p>	<p>Discusses, in some depth, the significance of their contributions to the development of dance in Aotearoa / New Zealand, with supporting evidence.</p>	<p>Discusses, in depth, the significance of their contributions to the development of dance in Aotearoa / New Zealand, with detailed supporting evidence.</p>	<p>Perceptively discusses the significance of their contributions to the development of dance in Aotearoa / New Zealand, with judicious use of supporting evidence.</p>	<p>Perceptively and insightfully discusses the significance of their contributions to the development of dance in Aotearoa / New Zealand, with judicious use of supporting evidence.</p>

N0 = No response; no relevant evidence.

Question Two: Haka

N1	N2	A3	A4	M5	M6	E7	E8
Limited evidence of understanding.	<p>Attempts to describe aspects of haka in Aotearoa / New Zealand.</p> <p>Attempts to discuss the ways in which haka have developed to reflect concerns or interests of Māori.</p>	<p>Describes aspects of haka in Aotearoa / New Zealand.</p> <p>Briefly discusses ways in which haka have developed to reflect concerns or interests of Māori, with some supporting evidence.</p>	<p>Describes, in detail, aspects of haka in Aotearoa / New Zealand.</p> <p>Discusses ways in which haka have developed to reflect concerns or interests of Māori, with some supporting evidence.</p>	<p>Discusses, in some depth, ways in which haka have developed to reflect concerns or interests of Māori and reasons for these developments, with supporting evidence.</p>	<p>Discusses, in depth, ways in which haka have developed to reflect concerns or interests of Māori and the reasons for these developments, with detailed supporting evidence.</p>	<p>Perceptively discusses ways in which haka have developed to reflect concerns or interests of Māori and the reasons for these developments, with judicious use of supporting evidence.</p>	<p>Perceptively and insightfully discusses ways in which haka have developed to reflect concerns or interests of Māori and the reasons for these developments, with judicious use of supporting evidence.</p>

N0 = No response; no relevant evidence.

Question Three: Royal New Zealand Ballet

N1	N2	A3	A4	M5	M6	E7	E8
Limited evidence of understanding.	<p>Attempts to describe the work of the Royal New Zealand Ballet (RNZB).</p> <p>Attempts to discuss ways in which the RNZB has contributed to the development of ballet in Aotearoa / New Zealand.</p>	<p>Describes the work of the RNZB.</p> <p>Briefly discusses ways in which the RNZB has contributed to the development of ballet in Aotearoa / New Zealand, with some supporting evidence.</p>	<p>Describes, in detail, the work of the RNZB.</p> <p>Discusses ways in which the RNZB has contributed to the development of ballet in Aotearoa / New Zealand, with some supporting evidence.</p>	Discusses, in some depth , significant ways in which the RNZB has contributed to the development of ballet in Aotearoa / New Zealand, with supporting evidence .	Discusses, in depth , significant ways in which the RNZB has contributed to the development of ballet in Aotearoa / New Zealand, with detailed supporting evidence .	Perceptively discusses significant ways in which the RNZB has contributed to the development of ballet in Aotearoa / New Zealand, with judicious use of supporting evidence .	Perceptively and insightfully discusses significant ways in which the RNZB has contributed to the development of ballet in Aotearoa / New Zealand, with judicious use of supporting evidence.

N0 = No response; no relevant evidence.

Question Four: Social or cultural dance form

N1	N2	A3	A4	M5	M6	E7	E8
Limited evidence of understanding.	<p>Attempts to describe a social or cultural dance form.</p> <p>Attempts to discuss how a social or cultural dance form maintains or develops a connection to a place and / or people who participate in it.</p>	<p>Describes a social or cultural dance form.</p> <p>Briefly discusses how a social or cultural dance form maintains or develops a connection to a place and / or people who participate in it, with some supporting evidence.</p>	<p>Describes, in detail, a social or cultural dance form.</p> <p>Discusses how a social or cultural dance form maintains or develops a connection to a place and / or people who participate in it, with some supporting evidence.</p>	Discusses, in some depth , how a social or cultural dance form maintains or develops a connection to a place and / or people who participate in it, with supporting evidence .	Discusses, in depth, how a social or cultural dance form maintains or develops a connection to a place and / or people who participate in it, with detailed supporting evidence .	Perceptively discusses how a social or cultural dance form maintains or develops a connection to a place and / or people who participate in it, with judicious use of supporting evidence .	Perceptively and insightfully discusses how a social or cultural dance form maintains or develops a connection to a place and / or people who participate in it, with judicious use of supporting evidence.

N0 = No response; no relevant evidence.