

# Assessment Schedule: Te Ao Haka 91982

## 2.3 Compare a Te Ao Haka performance and one other performance

Achievement with Excellence	Achievement with Merit	Achievement
Analyse a Te Ao Haka performance and one other performance.	Discuss a Te Ao Haka performance and one other performance.	Compare a Te Ao Haka performance and one other performance.

### Te Taunaki i te Aromatawai

Kairangi	Kaiaka	Paetae
<ul style="list-style-type: none"> <li>Involves discussing the impact of the similarities and differences on the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Involves explaining the similarities and differences in how the elements are expressed.</li> </ul>	<ul style="list-style-type: none"> <li>Involves choosing at least three elements and describing how they are expressed in each performance.</li> <li>Involves identifying the similarities and differences in how the elements are expressed.</li> </ul>

### Evidence:

E8	E7	M6	M5	A4	A3	N2	N1
<p>Makes perceptive comparison of how the similarities and differences impact on each Performance.</p> <p>Supports the response with well-chosen evidence from both performances.</p>	<p>Makes comparison of how the similarities and differences impact on each performance.</p> <p>Supports the response with well-chosen evidence from both performances.</p>	<p>Demonstrates secure understanding of the elements, making secure comparisons between the Performances.</p> <p>Supports the response with detailed evidence from both performances.</p>	<p>Demonstrates understanding of the elements, making comparisons between the Performances.</p> <p>Supports the response with evidence from both performances.</p>	<p>Provides secure descriptions of at least three elements and how they are expressed in BOTH performances.</p> <p>Identifies similarities and differences.</p> <p>Supports response with reference to the performances.</p>	<p>Provides simple descriptions of at least three elements and how they are expressed in BOTH performances.</p> <p>Provides simplistic identification of similarities and Differences.</p> <p>Supports response with limited reference to the performances.</p>	<p>Genuine attempt but does not provide enough evidence for Achievement.</p>	<p>Provides limited or partial descriptions that do not form a substantive response.</p>

### Cut scores:

Excellence	Merit	Achieved	Not Achieved
7 - 8	5 - 6	3 - 4	0 - 2

# Assessment Schedule: Te Ao Haka 91983

## 2.4 Respond to a Te Ao Haka performance

Achievement with Excellence	Achievement with Merit	Achievement
Interpret a Te Ao Haka performance.	Reflect on a Te Ao Haka performance.	Respond to a Te Ao Haka performance.

### Te Taunaki i te Aromatawai

Achievement with Excellence	Achievement with Merit	Achievement
<ul style="list-style-type: none"> <li>Involves making connections between the response as an audience member and personal perspective and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Involves considering how the performance utilized key features to communicate the narrative.</li> <li>Involves connecting the personal response as an audience member to elements of the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Involves describing the narrative of the performance.</li> <li>Involves recording a personal response as an audience member.</li> </ul>

### Evidence:

E8	E7	M6	M5	A4	A3	N2	N1
<p>Explains in-depth, and clearly elaborates on at least four key features / elements that effectively communicate ideas that are enhanced within the performance.</p> <p>Discusses, with confident insight, the connections between their response as an Audience member, and personal perspective and / or experiences.</p> <p>Supports the response with use of penetrative evidence.</p>	<p>Explains in-depth, and clearly elaborates on, at least four key features / elements that effectively communicate ideas that are enhanced within the performance.</p> <p>Discusses the connections between their response as an audience member, and personal perspectives and / or experiences.</p> <p>Supports the response with use of well-chosen evidence.</p>	<p>Explains, securely, a personal response, as an audience member, to how the narrative of the performance is enhanced.</p> <p>Explains, securely, how the personal response is connected to the key features / elements of the performance.</p> <p>Supports the response with detailed evidence.</p>	<p>Explains a personal response as an audience member, to how the narrative of the performance is enhanced.</p> <p>Explains how the personal response is connected to the key features / elements of the performance.</p> <p>Supports the response with evidence.</p>	<p>Explains a personal response as an audience member, to how the narrative of the performance is enhanced.</p> <p>Explains how the personal response is connected to the key features / elements of the performance.</p>	<p>Describes at least four key features / elements used in the performance.</p> <p>Describes, simply, a personal response, as an audience member, to the narrative of the Performance.</p> <p>Supports the response with limited evidence.</p>	<p>Genuinely attempts to provide descriptions but does not provide enough evidence for Achievement.</p>	<p>Provides limited or partial descriptions that do not form a substantive response.</p>

### Cut-Score:

Excellence	Merit	Achieved	Not Achieved
7 - 8	5 - 6	3 - 4	0 - 2