

## Assessment Schedule – 2013

### Dance: Analyse a dance performance (91594)

#### Evidence Statement

#### Question One

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to describe ONE way that space is used in the dance  <i>AND</i> May attempt to discuss how this use of space contributes to the communication of ideas.		Describes TWO ways that space is used in the dance  <i>AND</i> Discusses how these uses of space contribute to the communication of ideas.		Describes, in detail, TWO ways that space is used in the dance  <i>AND</i> Discusses, in depth, how these uses of space contribute to the communication of ideas.		Describes, with judicious use of detail, TWO ways that space is used in the dance  <i>AND</i> Comprehensively discusses how these uses of space contribute to the communication of ideas.	
Attempts to describe ONE way that space is used in the dance.  May attempt to provide a diagram as supporting evidence.	Attempts to describe ONE way that space is used in the dance.  May attempt to provide a diagram as supporting evidence.  Attempts to discuss how this use of space contributes to the communication of ideas.	<b>Describes TWO</b> ways that space is used in the dance.  May provide <b>diagrams</b> as supporting evidence.  <b>Briefly discusses</b> how ONE use of space contributes to the communication of ideas.	<b>Describes TWO</b> ways that space is used in the dance.  May provide <b>diagrams</b> as supporting evidence.  <b>Briefly discusses</b> how the uses of space contribute to the communication of ideas, with <b>some supporting examples</b> from the dance.	<b>Describes, with examples</b> , TWO ways (one <b>in detail</b> ) that space is used in the dance.  May provide <b>annotated diagrams</b> as supporting evidence.  <b>Discusses, in depth</b> , how the uses of space contribute to the communication of ideas, with <b>supporting evidence</b> from the dance.	<b>Describes, in detail and with examples</b> , TWO ways that space is used in the dance.  May provide <b>annotated diagrams</b> as supporting evidence.  <b>Discusses, in depth</b> , how the uses of space contribute to the communication of ideas, with <b>detailed supporting evidence</b> from the dance.	<b>Describes, with judicious use of detail</b> , TWO ways that space is used in the dance.  May provide <b>detailed annotated diagrams</b> as supporting evidence.  <b>Perceptively discusses</b> how the uses of space contribute to the communication of ideas, with <b>judicious use of supporting evidence</b> from the dance.	<b>Describes, with judicious use of detail</b> , TWO ways that space is used in the dance.  May provide <b>detailed annotated diagrams</b> as supporting evidence.  <b>Comprehensively and perceptively discusses</b> how the uses of space contribute to the communication of ideas, with <b>judicious use of supporting evidence</b> from the dance.

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

**Question Two**

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe ONE aspect of the technical design for the dance</p> <p><i>AND</i></p> <p>May attempt to evaluate how this aspect enhances the choreography.</p>		<p>Describes TWO aspects of the technical design for the dance</p> <p><i>AND</i></p> <p>Evaluates how these aspects enhance the choreography.</p>		<p>Describes, in detail, TWO aspects of the technical design for the dance</p> <p><i>AND</i></p> <p>Evaluates, in depth, how these aspects enhance the choreography.</p>		<p>Describes, with judicious use of detail, TWO aspects of the technical design for the dance</p> <p><i>AND</i></p> <p>Critically evaluates how these aspects enhance the choreography.</p>	
<p>Attempts to describe ONE aspect of the technical design for the dance.</p> <p>May attempt to provide a diagram as supporting evidence.</p>	<p>Attempts to describe ONE aspect of the technical design for the dance.</p> <p>May attempt to provide a diagram as supporting evidence.</p> <p>Attempts to evaluate how this aspect of the technical design enhances the choreography.</p>	<p><b>Describes</b> TWO aspects of the technical design for the dance.</p> <p>May provide <b>diagrams</b> as supporting evidence.</p> <p><b>Briefly evaluates</b> how ONE aspect of the technical design enhances the choreography.</p>	<p><b>Describes</b> TWO aspects of the technical design for the dance.</p> <p>May provide <b>diagrams</b> as supporting evidence.</p> <p><b>Briefly evaluates</b> how the aspects of the technical design enhance the choreography, with <b>some supporting examples</b> from the dance.</p>	<p><b>Describes, with examples,</b> TWO aspects (one <b>in detail</b>) of the technical design for the dance.</p> <p>May provide <b>annotated diagrams</b> as supporting evidence.</p> <p><b>Evaluates, in depth,</b> how the aspects of the technical design enhance the choreography, with <b>supporting evidence</b> from the dance.</p>	<p><b>Describes, in detail and with examples,</b> TWO aspects of the technical design for the dance.</p> <p>May provide <b>annotated diagrams</b> as supporting evidence.</p> <p><b>Evaluates, in depth,</b> how the aspects of the technical design enhance the choreography, with <b>detailed supporting evidence</b> from the dance.</p>	<p><b>Describes, with judicious use of detail,</b> TWO aspects of the technical design for the dance.</p> <p>May provide <b>detailed annotated diagrams</b> as supporting evidence.</p> <p><b>Critically evaluates</b> how the aspects of the technical design enhance the choreography, with <b>judicious use of supporting evidence</b> from the dance.</p>	<p><b>Describes, with judicious use of detail,</b> TWO aspects of the technical design for the dance.</p> <p>May provide <b>detailed annotated diagrams</b> as supporting evidence.</p> <p><b>Critically and perceptively evaluates</b> how the aspects of the technical design enhance the choreography, with <b>judicious use of supporting evidence</b> from the dance.</p>

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

**Question Three**

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to describe the climax of the dance  <i>AND</i> Attempts to discuss the effectiveness of the climax.		Describes the climax of the dance  <i>AND</i> Discusses the effectiveness of the climax.		Describes, in detail, the climax of the dance  <i>AND</i> Discusses, in depth, the effectiveness of the climax.		Describes, with judicious use of detail, the climax of the dance  <i>AND</i> Perceptively discusses the effectiveness of the climax.	
Attempts to describe the climax of the dance.  May attempt to provide a diagram as supporting evidence.	Attempts to describe the climax of the dance.  May attempt to provide a diagram as supporting evidence.  Attempts to discuss the effectiveness of the climax.	<b>Describes</b> the climax of the dance.  May provide <b>diagrams</b> as supporting evidence.  <b>Briefly discusses</b> the effectiveness of the climax.	<b>Describes</b> the climax of the dance.  May provide <b>diagrams</b> as supporting evidence.  <b>Briefly discusses</b> the effectiveness of the climax, with <b>some evidence</b> from the dance.	<b>Describes, in detail</b> , the climax of the dance, with <b>supporting evidence</b> .  May provide <b>annotated diagrams</b> as supporting evidence.  <b>Evaluates, in depth</b> , the effectiveness of the climax <b>AND explains some of the connections</b> of the climax to other aspects of the dance.	<b>Describes, in detail</b> , the climax of the dance, with <b>detailed supporting evidence</b> .  May provide <b>annotated diagrams</b> as supporting evidence.  <b>Evaluates, in depth</b> , the effectiveness of the climax <b>AND explains the connections</b> of the climax to other aspects of the dance.	<b>Describes, with judicious use of detail</b> , the climax of the dance, detailing how various aspects <b>combine</b> to produce the climax.  May provide <b>detailed annotated diagrams</b> as supporting evidence.  <b>Critically evaluates</b> the effectiveness of the climax <b>AND explains, in detail, the connections</b> of the climax to other aspects of the dance, with <b>judicious use of supporting evidence</b> from the dance.	<b>Describes, with judicious use of detail</b> , the climax of the dance, detailing how various aspects <b>combine</b> to produce the climax.  May provide <b>detailed annotated diagrams</b> as supporting evidence.  <b>Critically and perceptively evaluates</b> the effectiveness of the climax <b>AND explains, in detail, the connections</b> of the climax to other aspects of the dance, with <b>judicious use of supporting evidence</b> from the dance.

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

**Judgement Statement**

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