

## Assessment Schedule – 2014

### Dance: Demonstrate understanding of a dance performance (90861)

#### Evidence Statement

Question	Evidence
<b>ONE</b>	<b>Relationships between dancers</b>
(a)	Describes, by sketching, one moment of unison in the dance performance.
(b)	Describes another relationship between dancers in the dance performance.
(c)	Explains the effect of the relationships in the dance performance.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Implies understanding</b> of relationships between dancers in the dance performance, though this is not explicit or not in the candidate's own words.		<b>Demonstrates understanding</b> of unison and one other relationship between dancers in the dance performance, and the effect of the relationships.		<b>Demonstrates in-depth understanding</b> of the effects of unison and / or one other relationship between dancers in the dance performance.		<b>Demonstrates comprehensive understanding</b> of the effects of unison and / or one other relationship between dancers in the dance performance.	
<b>Identifies</b> a moment of unison OR one other relationship in the dance performance.	<b>Briefly describes</b> a moment of unison OR one other relationship in the dance performance.	<i>EITHER</i> <b>Describes in some detail</b> a moment of unison OR one other relationship in the dance performance  <i>OR</i> <b>Describes</b> a moment of unison AND one other relationship in the dance performance  <i>AND</i> <b>Describes</b> the effect of the relationship(s).	<i>EITHER</i> <b>Describes in detail</b> a moment of unison OR one other relationship in the dance performance  <i>OR</i> <b>Describes clearly</b> a moment of unison AND one other relationship in the dance performance  <i>AND</i> <b>Describes</b> the effect of the relationship(s).	<b>Describes in detail</b> the effect of BOTH the relationships described – <b>OR describes clearly and in some detail</b> the effect of ONE relationship – <b>making some links</b> between features of the relationships and their effect / purpose or the ideas / feelings in the dance performance.	<b>Describes clearly and in detail</b> the effect of BOTH the relationships described, <b>making some links</b> between features of the relationships and their effect / purpose or the ideas / feelings in the dance performance.	<b>Explains clearly and in detail</b> the effect of BOTH the relationships described – <b>OR explains thoroughly and in detail</b> the effect of ONE relationship – <b>making links</b> between features of the relationships and their effect / purpose or the ideas / feelings in the dance performance.	<b>Explains comprehensively</b> the effect of BOTH the relationships described, <b>making clear links</b> between features of the relationships and their effect / purpose or the ideas / feelings in the dance performance.

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

Question	Evidence
<b>TWO</b>	<b>The effectiveness of a production technology</b>
(a)	Describes, by sketching, a movement that is made more effective by the use of the selected production technology in the dance performance.
(b)	Describes how this production technology is seen or heard in the dance performance.
(c)	Explains how the production technology makes the movement more effective.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Implies understanding</b> of a movement that is made more effective by use of the selected production technology OR the use of a production technology in the dance performance, though this is not explicit or not in the candidate's own words.		<b>Demonstrates understanding</b> of a movement that is made more effective by use of the selected production technology AND the use of this production technology in the dance performance (and the effect of the production technology on the movement).		<b>Demonstrates in-depth understanding</b> of the effect of a production technology on a movement.		<b>Demonstrates comprehensive understanding</b> of the effect of a production technology on a movement.	
<b>Identifies</b> a movement that is made more effective by the selected production technology OR the use of the selected production technology in the dance performance.	<b>Briefly describes</b> a movement that is made more effective by the selected production technology OR the use of the selected production technology in the dance performance.	<b>Describes</b> a movement that is made more effective by the selected production technology AND the use of the selected production technology in the dance performance.	<b>Describes clearly</b> a movement that is made more effective by the selected production technology AND the use of the selected production technology in the dance performance.	<b>Describes in detail</b> how the production technology makes the movement more effective, <b>making some links</b> between the production technology and the movement.	<b>Describes clearly and in detail</b> how the production technology makes the movement more effective, <b>making some links</b> between the production technology and the movement.	<b>Explains clearly and in detail</b> how the production technology makes the movement more effective, <b>making links</b> between the production technology and the movement.	<b>Explains comprehensively</b> how the production technology makes the movement more effective, <b>making clear links</b> between the production technology and the movement.

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

Question	Evidence
<b>THREE</b>	<b>Communication of ideas and / or feelings</b>
(a)	Describes, by sketching, a movement that is repeated in the dance performance.
(b)	Describes the ideas and / or feelings communicated in the dance performance.
(c)	Explains how the repeated movement communicates the ideas and / or feelings in the dance performance.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Implies understanding</b> of a repeated movement OR the ideas and / or feelings communicated in the dance performance, though this is not explicit or not in the candidate's own words.		<b>Demonstrates understanding</b> of a repeated movement AND the ideas and / or feelings communicated in the dance performance (and how the movement communicates these ideas / feelings).		<b>Demonstrates in-depth understanding</b> of how the repeated movement communicates ideas and / or feelings in the dance performance.		<b>Demonstrates comprehensive understanding</b> of how the repeated movement communicates ideas and / or feelings in the dance performance.	
<b>Identifies</b> a repeated movement OR the ideas and / or feelings communicated in the dance performance.	<b>Briefly describes</b> a repeated movement OR the ideas and / or feelings communicated in the dance performance.	<b>Describes</b> a repeated movement AND the ideas and / or feelings communicated in the dance performance.	<b>Describes clearly</b> a repeated movement AND the ideas and / or feelings communicated in the dance performance.	<b>Describes in detail</b> how the repeated movement communicates the ideas / feelings in the dance, <b>making some links</b> between the use of dance elements in the movement and the ideas / feelings.	<b>Describes clearly and in detail</b> how the repeated movement communicates the ideas / feelings in the dance, <b>making some links</b> between the use of dance elements in the movement and the ideas / feelings.	<b>Explains clearly and in detail</b> how the repeated movement communicates the ideas / feelings in the dance, <b>making links</b> between the use of dance elements in the movement and the ideas / feelings.	<b>Explains comprehensively</b> how the repeated movement communicates the ideas / feelings in the dance, <b>making clear links</b> between the use of dance elements in the movement and the ideas / feelings.

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

Question	Evidence
<b>FOUR</b>	<b>The use of lighting in the beginning moment</b>
(a)	Describes, by sketching, the beginning moment of the dance performance.
(b)	Describes the lighting effects during this moment.
(c)	Explains why the designer may have chosen to light the beginning of the dance this way.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Implies understanding</b> of the beginning moment of the dance performance OR the lighting effects during this moment, though this is not explicit or not in the candidate's own words.		<b>Demonstrates understanding</b> of the beginning moment of the dance performance AND the lighting effects during this moment (and the reason(s) why the designer may have chosen to light the moment this way).		<b>Demonstrates in-depth understanding</b> of why the designer may have chosen to light the beginning moment of the dance performance in a particular way.		<b>Demonstrates comprehensive understanding</b> of why the designer may have chosen to light the beginning moment of the dance performance in a particular way.	
<b>Identifies</b> the beginning moment of the dance performance OR the lighting effects during this moment.	<b>Briefly describes</b> the beginning moment of the dance performance OR the lighting effects during this moment.	<b>Describes</b> the beginning moment of the dance performance AND the lighting effects during this moment.	<b>Describes clearly</b> the beginning moment of the dance performance AND the lighting effects during this moment.	<b>Describes in detail</b> why the designer may have chosen to light the moment this way, <b>making some links</b> between the lighting and its effect / purpose or the ideas / feelings in the dance performance.	<b>Describes clearly and in detail</b> why the designer may have chosen to light the moment this way, <b>making some links</b> between the lighting and its effect / purpose or the ideas / feelings in the dance performance.	<b>Explains clearly and in detail</b> why the designer may have chosen to light the moment this way, <b>making links</b> between the lighting and its effect / purpose or the ideas / feelings in the dance performance.	<b>Explains comprehensively</b> why the designer may have chosen to light the moment this way, <b>making clear links</b> between the lighting and its effect / purpose or the ideas / feelings in the dance performance.

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

### Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<b>Score range</b>	0 – 7	8 – 12	13 – 18	19 – 24