

## Assessment Schedule – 2014

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

#### Evidence Statement

#### Question One

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to describe the use of space in at least ONE moment of the dance  <i>AND</i> May attempt to discuss how the use of space contributes to the effectiveness of the dance.		Describes the dancers' use of space in at least ONE moment of the dance  <i>AND</i> Discusses how the use of space contributes to the effectiveness of the dance.		Describes, in detail, the dancers' use of space in at least ONE moment of the dance  <i>AND</i> Discusses, in depth, how the use of space contributes to the effectiveness of the dance.		Describes, with judicious use of detail, the dancers' use of space in at least ONE moment of the dance  <i>AND</i> Perceptively discusses how the use of space contributes to the effectiveness of the dance.	
Attempts to describe the use of space in at least ONE moment of the dance.  May attempt to provide a diagram as supporting evidence.	Attempts to describe the use of space in at least ONE moment of the dance.  May attempt to provide a diagram as supporting evidence.  Attempts to discuss how the use of space contributes to the effectiveness of the dance.	<b>Describes</b> the use of space in ONE moment of the dance.  May provide <b>diagrams</b> as supporting evidence.  <b>Briefly discusses</b> how the use of space contributes to the effectiveness of the dance.	<b>Describes</b> the use of space in TWO moments of the dance.  May provide <b>diagrams</b> as supporting evidence.  <b>Briefly discusses</b> how the use of space contributes to the effectiveness of the dance, with <b>some supporting examples</b> .	<b>Describes, with examples</b> , the use of space in ONE moment of the dance.  May provide <b>annotated diagrams</b> as supporting evidence.  <b>Discusses, in depth</b> , how the use of space contributes to the effectiveness of the dance, with <b>supporting evidence</b> .	<b>Describes, in detail and with examples</b> , the use of space in TWO moments of the dance.  May provide <b>annotated diagrams</b> as supporting evidence.  <b>Discusses, in depth</b> , how the use of space contributes to the effectiveness of the dance, with <b>detailed supporting evidence</b> .	<b>Describes, with judicious use of detail and examples</b> , the use of space in ONE moment of the dance.  May provide <b>detailed annotated diagrams</b> as supporting evidence.  <b>Perceptively discusses</b> how the use of space contributes to the effectiveness of the dance, with <b>judicious use of supporting evidence</b> .	<b>Describes, with judicious use of detail and examples</b> , the use of space in TWO moments of the dance.  May provide <b>detailed annotated diagrams</b> as supporting evidence.  <b>Perceptively and comprehensively discusses</b> how the use of space contributes to the effectiveness of the dance, with <b>judicious use of supporting evidence</b> .

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

**Question Two**

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe the gender roles in the dance</p> <p><i>AND</i></p> <p>May attempt to discuss how the dance reflects the statement regarding gender roles.</p>		<p>Describes the gender roles in the dance</p> <p><i>AND</i></p> <p>Discusses how the dance reflects the statement regarding gender roles.</p>		<p>Describes, in detail, the gender roles in the dance</p> <p><i>AND</i></p> <p>Discusses, in depth, how the dance reflects the statement regarding gender roles.</p>		<p>Describes, with judicious use of detail, the gender roles in the dance</p> <p><i>AND</i></p> <p>Perceptively discusses how the dance reflects the statement regarding gender roles.</p>	
<p>Attempts to describe the gender roles in the dance.</p> <p>May attempt to provide a diagram as supporting evidence.</p>	<p>Attempts to describe the gender roles in the dance.</p> <p>May attempt to provide a diagram as supporting evidence.</p> <p>Attempts to discuss how the dance reflects the statement regarding gender roles.</p>	<p><b>Describes</b> the gender roles in the dance.</p> <p>May provide <b>diagrams</b> as supporting evidence.</p> <p><b>Briefly discusses</b> how the dance reflects the statement regarding gender roles.</p>	<p><b>Describes</b> the gender roles in the dance.</p> <p>May provide <b>diagrams</b> as supporting evidence.</p> <p><b>Briefly discusses</b> how the dance reflects the statement regarding gender roles, with <b>some supporting examples</b>.</p>	<p><b>Describes, with examples</b>, the gender roles in the dance.</p> <p>May provide <b>annotated diagrams</b> as supporting evidence.</p> <p><b>Discusses, in depth</b>, how the dance reflects the statement regarding gender roles, with <b>supporting evidence</b>.</p>	<p><b>Describes, in detail and with examples</b>, the gender roles in the dance.</p> <p>May provide <b>annotated diagrams</b> as supporting evidence.</p> <p><b>Discusses, in depth</b>, how the dance reflects the statement regarding gender roles, with <b>detailed supporting evidence</b>.</p>	<p><b>Describes, with judicious use of detail and examples</b>, the gender roles in the dance.</p> <p>May provide <b>detailed annotated diagrams</b> as supporting evidence.</p> <p><b>Perceptively discusses</b> how the dance reflects the statement regarding gender roles, with <b>judicious use of supporting evidence</b>.</p>	<p><b>Describes, with judicious use of detail and examples</b>, the gender roles in the dance.</p> <p>May provide <b>detailed annotated diagrams</b> as supporting evidence.</p> <p><b>Perceptively and comprehensively discusses</b> how the dance reflects the statement regarding gender roles, with <b>judicious use of supporting evidence</b>.</p>

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

**Question Three**

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe aspects of the technique and expressiveness shown by the dancers</p> <p><i>AND</i></p> <p>Attempts to discuss whether it is the dancers' expressiveness or technique that is more important to the audience's appreciation of the dance.</p>		<p>Describes the technique and expressiveness shown by the dancers</p> <p><i>AND</i></p> <p>Discusses the relative importance of the dancers' expressiveness and technique to the audience's appreciation of the dance.</p>		<p>Describes, in detail, the technique and expressiveness shown by the dancers</p> <p><i>AND</i></p> <p>Discusses, in depth, the relative importance of the dancers' expressiveness and technique to the audience's appreciation of the dance.</p>		<p>Describes, with judicious use of detail, the technique and expressiveness shown by the dancers</p> <p><i>AND</i></p> <p>Perceptively discusses the relative importance of the dancers' expressiveness and technique to the audience's appreciation of the dance.</p>	
<p>Attempts to describe the technique and / or expressiveness shown by the dancers.</p> <p>May attempt to provide a diagram as supporting evidence.</p>	<p>Attempts to describe the technique and expressiveness shown by the dancers.</p> <p>May attempt to provide a diagram as supporting evidence.</p> <p>Attempts to discuss whether the dancers' expressiveness or technique is more important to the audience's appreciation of the dance.</p>	<p><b>Describes aspects</b> of the technique and expressiveness shown by the dancers (the aspects of one may be only briefly described).</p> <p>May provide <b>diagrams</b> as supporting evidence.</p> <p><b>Briefly discusses</b> the relative importance of the dancers' expressiveness and technique to the audience's appreciation of the dance.</p>	<p><b>Describes aspects</b> of the technique and expressiveness shown by the dancers.</p> <p>May provide <b>diagrams</b> as supporting evidence.</p> <p><b>Briefly discusses</b> the relative importance of the dancers' expressiveness and technique to the audience's appreciation of the dance, with <b>some evidence</b>.</p>	<p><b>Describes, with examples</b>, the technique and expressiveness shown by the dancers.</p> <p>May provide <b>annotated diagrams</b> as supporting evidence.</p> <p><b>Discusses, in depth</b>, the relative importance of the dancers' expressiveness and technique to the audience's appreciation of the dance, with <b>supporting evidence</b>.</p>	<p><b>Describes, in detail and with examples</b>, the technique and expressiveness shown by the dancers.</p> <p>May provide <b>annotated diagrams</b> as supporting evidence.</p> <p><b>Discusses, in depth</b>, the relative importance of the dancers' expressiveness and technique to the audience's appreciation of the dance, with <b>detailed supporting evidence</b>.</p>	<p><b>Describes, with judicious use of detail and examples</b>, the technique and expressiveness shown by the dancers.</p> <p>May provide <b>detailed annotated diagrams</b> as supporting evidence.</p> <p><b>Perceptively discusses</b> the relative importance of the dancers' expressiveness and technique to the audience's appreciation of the dance, with <b>judicious use of supporting evidence</b>.</p>	<p><b>Describes, with judicious use of detail and examples</b>, the technique and expressiveness shown by the dancers.</p> <p>May provide <b>detailed annotated diagrams</b> as supporting evidence.</p> <p><b>Perceptively and comprehensively discusses</b> the relative importance of the dancers' expressiveness and technique to the audience's appreciation of the dance, with <b>judicious use of supporting evidence</b>.</p>

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

**Cut Scores**

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