

Assessment Schedule – 2015

Dance: Provide an interpretation of a dance performance with supporting evidence (91211)

Evidence

Question	Evidence
ONE	Costume, and its links to other aspects
(a)	Describes the costume(s) seen in the dance performance.
(b)	Explains how effectively the costume(s) relate to other aspects of the performance.

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to identify a costume seen in the dance performance.	Identifies one or more costumes seen in the dance performance OR briefly describes another aspect of the performance.	Describes one or more costumes seen in the dance performance. Makes links between the costume(s) and another aspect of the performance, with some supporting evidence . Makes a limited response addressing the effectiveness of the relationship between costume and the other aspect(s) of the dance.	Describes, in detail, one or more costumes seen in the dance performance. Makes links between the costume(s) and at least one other aspect of the performance, with supporting evidence . Makes a response addressing the effectiveness of the relationship between costume and the other aspect(s) of the dance.	Explains some links between the costume(s) and another aspect of the performance, with supporting evidence . Makes a clear response explaining the effectiveness or enhancement of the relationship between costume and the other aspect(s) of the dance.	Explains, in detail, links between the costume(s) and at least one other aspect of the performance, with relevant supporting evidence . Makes a reasoned response explaining the effectiveness or enhancement of the relationship between costume and the other aspect(s) of the dance.	Explains, in detail, with some perceptiveness, links between the costume(s) and another aspect of the performance, with supporting evidence . Makes a response with some perception explaining the effectiveness or enhancement of the relationship between costume and the other aspect(s) of the dance.	Explains, in perceptive and comprehensive detail, links between the costume(s) and at least one other aspect of the performance, with comprehensive supporting evidence . Makes a perceptive response explaining the effectiveness or enhancement of the relationship between costume and the other aspect(s) of the dance.

N0 = No response; no relevant evidence.

Question	Evidence
TWO	The impression made by the final moment
(a)	Describes the final moment of the dance performance.
(b)	Explains how the final moment made a significant impression.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to identify some aspects of the final moment of the dance performance.</p>	<p>Identifies some aspects of the final moment of the dance performance.</p>	<p>Describes the final moment of the dance performance.</p> <p>Makes links between aspects of the final moment and the impression it made, with some supporting evidence.</p> <p>Makes a limited response addressing the impression made by the final moment.</p>	<p>Describes, in detail, the final moment of the dance performance.</p> <p>Makes links between aspects of the final moment and the impression it made, with supporting evidence.</p> <p>Makes a response addressing the impression made by the final moment.</p>	<p>Explains some links between aspects of the final moment and the impression it made, with supporting evidence.</p> <p>Makes a clear response explaining the impression made by the final moment.</p>	<p>Explains, in detail, links between aspects of the final moment and the impression it made, with relevant supporting evidence.</p> <p>Makes a reasoned response explaining the impression made by the final moment.</p>	<p>Explains, in detail, with some perceptiveness, links between aspects of the final moment and the impression it made, with supporting evidence.</p> <p>Makes a response with some perception explaining the impression made by the final moment.</p>	<p>Explains, in perceptive and comprehensive detail, links between aspects of the final moment and the impression it made, with comprehensive supporting evidence.</p> <p>Makes a perceptive response explaining the impression made by the final moment.</p>

N0 = No response; no relevant evidence.

Question	Evidence
THREE	The presentation of key ideas
(a)	Describes the key idea(s) in the dance performance, and gives examples of how the idea(s) are seen.
(b)	Explains how the key idea(s) were presented in ways designed to appeal to a particular audience or community.

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to identify an idea in the dance performance.	Identifies an idea in the dance performance.	Describes how one or more key ideas are seen in the dance performance. Makes links between the idea(s) and audiences, with some supporting evidence .	Describes, in detail, how one or more key ideas are seen in the dance performance. Makes links between the idea(s) and audiences, with supporting evidence .	Explains some links between the idea(s) and audiences, with supporting evidence .	Explains, in detail, links between the idea(s) and a particular audience, with relevant supporting evidence .	Explains, in detail, with some perceptiveness, links between the idea(s) and a particular audience, with supporting evidence .	Explains, in perceptive and comprehensive detail, links between the idea(s) and a particular audience, with comprehensive supporting evidence .
		Makes a limited response addressing the appeal of the way the idea(s) were presented.	Makes a response addressing the appeal of the way the idea(s) were presented.	Makes a clear response explaining the appeal of the way the idea(s) were presented.	Makes a reasoned response explaining the appeal of the way the idea(s) were presented.	Makes a response with some perception explaining the appeal of the way the idea(s) were presented.	Makes a perceptive response explaining the appeal of the way the idea(s) were presented.

N0 = No response; no relevant evidence.

Question	Evidence
FOUR	An aspect that is “different”
(a)	Describes one aspect of the dance performance that could be seen as “different”.
(b)	Explains how this “different” aspect affected enjoyment of the dance performance.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to identify an aspect of the dance performance that could be seen as “different”.</p>	<p>Identifies an aspect of the dance performance that could be seen as “different”.</p>	<p>Describes an aspect of the dance performance that could be seen as “different”.</p> <p>Makes links between this aspect and an impression it made, with some supporting evidence.</p> <p>Makes a limited response addressing the effect of the aspect on the enjoyment of the performance.</p>	<p>Describes, in detail, an aspect of the dance performance that could be seen as “different”.</p> <p>Makes links between this aspect and an impression it made, with supporting evidence.</p> <p>Makes a response addressing the effect of the aspect on the enjoyment of the performance.</p>	<p>Explains some links between this aspect and an impression it made, with supporting evidence.</p> <p>Makes a clear response explaining how the aspect affected enjoyment of the performance.</p>	<p>Explains, in detail, links between this aspect and an impression it made, with relevant supporting evidence.</p> <p>Makes a reasoned response explaining how the aspect affected enjoyment of the performance.</p>	<p>Explains, in detail, with some perceptiveness, links between this aspect and an impression it made, with supporting evidence.</p> <p>Makes a response with some perception explaining how the aspect affected enjoyment of the performance.</p>	<p>Explains, in perceptive and comprehensive detail, links between this aspect and an impression it made, with comprehensive supporting evidence.</p> <p>Makes a perceptive response explaining how the aspect affected enjoyment of the performance.</p>

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 14	15 – 19	20 – 24