

Assessment Schedule – 2016

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

Evidence

Question	Evidence
ONE	Movement that supports the choreographic intention
(a)	Describes (by sketching) one or two key movements that support the choreographic intention(s) of the dance performance.
(b)	Explains how effectively the movement(s) communicate the choreographic intention.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to identify one or two key movements in the performance.</p>	<p>Identifies one or two key movements in the performance.</p> <p>Attempts to make a link between the key movement(s) and the choreographic intention(s).</p>	<p>Describes one or two key movements in the performance that support the stated choreographic intention(s).</p> <p>Makes links between the key movement(s) and the choreographic intention(s), with some supporting evidence.</p> <p>Makes a limited (or implied) response addressing the effectiveness of the movement(s) in communicating the choreographic intention(s).</p>	<p>Describes, in detail, one or two key movements in the performance that support the stated choreographic intention(s).</p> <p>Makes links between the key movement(s) and the choreographic intention(s), with supporting evidence.</p> <p>Makes a response addressing the effectiveness of the movement(s) in communicating the choreographic intention(s).</p>	<p>Explains the relationship between the key movement(s) and the choreographic intention(s), with supporting evidence.</p> <p>Makes a clear personal response explaining the effectiveness of the movement(s) in communicating the choreographic intention(s).</p>	<p>Explains, in detail, the relationship between the key movement(s) and the choreographic intention(s), with relevant supporting evidence.</p> <p>Makes a clear and reasoned personal response explaining the effectiveness of the movement(s) in communicating the choreographic intention(s).</p>	<p>Explains, in detail, with some perceptiveness, the significance of the relationship between the key movement(s) and the choreographic intention(s), with supporting evidence.</p> <p>Makes a perceptive personal response explaining the effectiveness of the movement(s) in communicating the choreographic intention(s).</p>	<p>Explains, in perceptive and comprehensive detail, the significance of the relationship between the key movement(s) and the choreographic intention(s), with comprehensive supporting evidence.</p> <p>Makes a perceptive and possibly original personal response explaining the effectiveness of the movement(s) in communicating the choreographic intention(s).</p>

N0 = No response; no relevant evidence.

Question	Evidence
TWO	Aural design, and its effect on the audience
(a)	Describes the aural design of the dance performance.
(b)	Explains how the aural design influenced a personal response at key moment(s) during the performance.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to identify use(s) of sound in the performance.</p>	<p>Identifies some use(s) of sound in the performance.</p> <p>Attempts to make a link between the use of sound and a key moment of the performance.</p>	<p>Describes the use(s) of sound in the performance.</p> <p>Makes links between the use of sound and the key moment(s) of the performance, with some supporting evidence.</p> <p>Makes a limited (or implied) response addressing the effect on the candidate of the sound design at the key moment(s).</p>	<p>Describes, in detail, the use(s) of sound in the performance.</p> <p>Makes links between the use of sound and the key moment(s) of the performance, with supporting evidence.</p> <p>Makes a response addressing the effect on the candidate of the sound design at the key moment(s).</p>	<p>Explains the relationship between the use of sound and the key moment(s) of the performance, with supporting evidence.</p> <p>Makes a clear personal response explaining the effect on the candidate of the sound design at the key moment(s).</p>	<p>Explains, in detail, the relationship between the use of sound and the key moment(s) of the performance, with relevant supporting evidence.</p> <p>Makes a clear and reasoned personal response explaining the effect on the candidate of the sound design at the key moment(s).</p>	<p>Explains, in detail, with some perceptiveness, the significance of the relationship between the use of sound and the key moment(s) of the performance, with supporting evidence.</p> <p>Makes a perceptive personal response explaining the effect on the candidate of the sound design at the key moment(s).</p>	<p>Explains, in perceptive and comprehensive detail, the significance of the relationship between the use of sound and the key moment(s) of the performance, with comprehensive supporting evidence.</p> <p>Makes a perceptive and possibly original personal response explaining the effect on the candidate of the sound design at the key moment(s).</p>

N0 = No response; no relevant evidence.

Question	Evidence
THREE	Choreographic stimulus and its relevance
(a)	Describes ways an identified stimulus can be seen in the dance performance.
(b)	Explains how the key stimulus was presented in ways that were relevant to a particular audience.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to identify a stimulus that can be seen in the performance.</p>	<p>Identifies a stimulus that can be seen in the performance.</p> <p>Attempts to make a link between the stimulus and the way it is seen in the dance.</p>	<p>Describes aspects of the dance performance in which the identified stimulus can be seen.</p> <p>Makes links between the stimulus and the way it is seen in the dance, with some supporting evidence.</p> <p>Makes a limited (or implied) response addressing the relevance of the way the stimulus is presented to an audience.</p>	<p>Describes, in detail, aspects of the dance performance in which the identified stimulus can be seen.</p> <p>Makes links between the stimulus and the way it is seen in the dance, with supporting evidence.</p> <p>Makes a response addressing the relevance of the way the stimulus is presented to an audience.</p>	<p>Explains the relationship between the stimulus and the way it is seen in the dance, with supporting evidence.</p> <p>Makes a clear personal response explaining the relevance of the way the stimulus is presented to a particular audience.</p>	<p>Explains, in detail, the relationship between the stimulus and the way it is seen in the dance, with relevant supporting evidence.</p> <p>Makes a clear and reasoned personal response explaining the relevance of the way the stimulus is presented to a particular audience.</p>	<p>Explains, in detail, with some perceptiveness, the significance of the relationship between the stimulus and the way it is seen in the dance, with supporting evidence.</p> <p>Makes a perceptive personal response explaining the relevance of the way the stimulus is presented to a particular audience.</p>	<p>Explains, in perceptive and comprehensive detail, the significance of the relationship between the stimulus and the way it is seen in the dance, with comprehensive supporting evidence.</p> <p>Makes a perceptive and possibly original personal response explaining the relevance of the way the stimulus is presented to a particular audience.</p>

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 14	15 – 19	20 – 24