

Assessment Schedule – 2016

Dance: Analyse a dance performance (91594)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Analysing a dance performance</i> involves demonstrating knowledge and understanding of and evaluating key aspects of a dance performance, with supporting evidence. This typically involves:</p> <ul style="list-style-type: none"> • describing key aspects of the dance performance • evaluating the use of a range of those key aspects • explaining the ideas that are communicated in the dance performance. 	<p><i>Analysing a dance performance in depth</i> involves:</p> <ul style="list-style-type: none"> • interpreting the significance of key aspects of the dance performance • evaluating their effect, purpose, or contribution • explaining the connections and relationships between key aspects of the dance performance. 	<p><i>Comprehensively analysing a dance performance</i> involves:</p> <ul style="list-style-type: none"> • critically evaluating the contribution of key aspects to the overall effectiveness of the dance performance • discussing the ways different aspects combine to produce an effect or convey meaning.

Evidence

Question	Evidence
ONE	
(a)	Describes at least TWO different ways that time is used in the dance.
(b)	Discusses how varying the use of time creates interest in the work.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe ONE use of time in the dance.</p>	<p>Attempts to describe ONE use of time in the dance.</p> <p>Attempts to discuss how the use of time creates interest in the dance; analysis is lacking or limited.</p>	<p>Describes ONE use of time, and briefly mentions another example of the use of time in the dance.</p> <p>Briefly discusses how the use of time creates interest in the work.</p> <p>Supports the response with limited reference to evidence from the dance.</p>	<p>Describes, in detail, at least TWO different ways time is used in the dance.</p> <p>Discusses how the use of time creates interest in the work.</p> <p>Supports the response with evidence from the dance.</p>	<p>Discusses, in depth, how varying the use of time creates interest in the work.</p> <p>Supports the response with evidence from the dance.</p>	<p>Discusses, in depth, how varying the use of time creates interest in the work.</p> <p>Supports the response with detailed evidence from the dance.</p>	<p>Comprehensively discusses how varying the use of time creates interest in the work.</p> <p>Supports the response with judicious use of evidence from the dance.</p>	<p>Perceptively and comprehensively discusses how varying the use of time creates interest in the work.</p> <p>Supports the response with judicious use of evidence from the dance.</p>

N0 = No response; no relevant evidence.

Question	Evidence
TWO	
(a)	Describes at least TWO expectations the audience might have when they think about the title of the dance.
(b)	Discusses reasons the choreographer may have chosen this title, and the way it relates to various aspects of the dance.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe an expectation the audience might have in relation to the title of the dance.</p>	<p>Attempts to describe an expectation the audience might have in relation to the title of the dance.</p> <p>Attempts to provide a reason the choreographer may have chosen this title; analysis is lacking or limited.</p>	<p>Briefly describes at least ONE expectation the audience might have in relation to the title of the dance.</p> <p>Briefly discusses one reason the choreographer may have chosen this title.</p> <p>Supports the response with limited reference to evidence from the dance.</p>	<p>Describes, in detail, at least TWO expectations the audience might have in relation to the title of the dance.</p> <p>Discusses reasons the choreographer may have chosen the title.</p> <p>Supports the response with evidence from the dance.</p>	<p>Discusses, in depth, reasons the choreographer may have chosen the title.</p> <p>Supports the response with evidence from the dance.</p>	<p>Discusses, in depth, reasons the choreographer may have chosen the title.</p> <p>Supports the response with detailed evidence from the dance.</p>	<p>Comprehensively discusses the relationship between the title and various aspects of the dance.</p> <p>Supports the response with judicious use of evidence from the dance.</p>	<p>Comprehensively and perceptively discusses the relationship between the title and various aspects of the dance.</p> <p>Supports the response with judicious use of evidence from the dance.</p>

N0 = No response; no relevant evidence.

Question	Evidence
THREE	
(a)	Describes at least TWO ways that the meaning of a short section of the dance could be interpreted.
(b)	Discusses the value of there being multiple interpretations of meaning in this dance.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe a way that a short section of the dance could be interpreted.</p>	<p>Attempts to describe a way that a short section of the dance could be interpreted.</p> <p>Attempts to discuss the value of multiple interpretations of meanings. May mention only one interpretation.</p>	<p>Describes at least ONE way that a short section of the dance could be interpreted.</p> <p>Briefly discusses the value of multiple interpretations of meaning in this dance.</p> <p>Supports the response with limited reference to evidence from the dance.</p>	<p>Describes, in detail, at least TWO ways that a short section of the dance could be interpreted.</p> <p>Discusses the value of multiple interpretations of meaning in this dance.</p> <p>Supports the response with evidence from the dance.</p>	<p>Discusses, in depth, the value of multiple interpretations of meaning in this dance.</p> <p>Supports the response with evidence from the dance.</p>	<p>Discusses, in depth, the value of multiple interpretations of meaning in this dance.</p> <p>Supports the response with detailed evidence from the dance.</p>	<p>Comprehensively discusses the value of multiple interpretations of meaning in this dance.</p> <p>Supports the response with judicious use of evidence from the dance.</p>	<p>Comprehensively and perceptively discusses the value of multiple interpretations of meaning in this dance.</p> <p>Supports the response with judicious use of evidence from the dance.</p>

N0 = No response; no relevant evidence.

Cut Scores

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