

## Assessment Schedule – 2017

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

#### Evidence

Question	Evidence
<b>ONE</b>	<b>Movement and themes</b>
(a)	Describes (by making an annotated sketch to show) one or two important movements that help communicate the theme(s) of the dance performance.
(b)	Explains how effectively the movement(s) use the body (or bodies) to communicate the theme(s) in the performance.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Attempts to identify</b> a key theme OR an important movement in the dance performance.</p>	<p><b>Identifies</b> a key theme OR an important movement in the dance performance.</p> <p><b>Attempts to make a link</b> between a movement and a theme.</p>	<p><b>Describes</b> at least one important movement in the dance performance.</p> <p><b>Makes a link</b> between the movement(s) and the theme(s), with <b>some supporting evidence</b>.</p> <p><b>Makes a limited (or implied) response addressing</b> the effectiveness of the use of the body / bodies in the movement(s) to communicate the theme(s).</p>	<p><b>Describes, in detail</b>, at least one important movement in the dance performance.</p> <p><b>Makes links</b> between the movement(s) and the theme(s), with <b>some supporting evidence</b>.</p> <p><b>Makes a response addressing</b> the effectiveness of the use of the body / bodies in the movement(s) to communicate the theme(s).</p>	<p><b>Explains the relationship</b> between the movement(s) and the theme(s), with <b>supporting evidence</b>.</p> <p><b>Makes a clear personal response explaining</b> the effectiveness of the use of the body / bodies in the movement(s) to communicate the theme(s).</p>	<p><b>Explains, in detail, the relationship</b> between the movement(s) and the theme(s), with <b>relevant supporting evidence</b>.</p> <p><b>Makes a clear and reasoned personal response explaining</b> the effectiveness of the use of the body / bodies in the movement(s) to communicate the theme(s).</p>	<p><b>Explains, in detail, with some perceptiveness, the significance of the relationship</b> between the movement(s) and the theme(s), with <b>relevant supporting evidence</b>.</p> <p><b>Makes a personal response, with some perceptiveness, explaining</b> the effectiveness of the use of the body / bodies in the movement(s) to communicate the theme(s).</p>	<p><b>Explains, in perceptive detail, the significance of the relationship</b> between the movement(s) and the theme(s), with <b>comprehensive supporting evidence</b>.</p> <p><b>Makes a perceptive and possibly original personal response explaining</b> the effectiveness of the use of the body / bodies in the movement(s) to communicate the theme(s).</p>

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

Question	Evidence
<b>TWO</b>	<b>The impact of the opening moments</b>
(a)	Describes the opening moments of the dance performance.
(b)	Explains how effectively the opening moments of the dance performance created an impression on the candidate.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Attempts to identify</b> aspects of the opening moments of the dance performance.</p>	<p><b>Identifies</b> some aspects of the opening moments of the dance performance.</p> <p><b>Attempts to make a link</b> between aspects of the opening moments and the impression they make.</p>	<p><b>Describes</b> the opening moments of the dance performance.</p> <p><b>Makes a link</b> between aspects of the opening moments and the impression they make, with <b>some supporting evidence</b>.</p> <p><b>Makes a limited (or implied) response addressing</b> the impression created by the opening moments.</p>	<p><b>Describes, in detail,</b> the opening moments of the dance performance.</p> <p><b>Makes links</b> between aspects of the opening moments and the impression they make, with <b>supporting evidence</b>.</p> <p><b>Makes a response addressing</b> the impression created by the opening moments.</p>	<p><b>Explains the relationship</b> between aspects of the opening moments and the impression they make, with <b>supporting evidence</b>.</p> <p><b>Makes a clear personal response explaining</b> the impression created by the opening moments.</p>	<p><b>Explains, in detail, the relationship</b> between aspects of the opening moments and the impression they make, with <b>relevant supporting evidence</b>.</p> <p><b>Makes a clear and reasoned personal response explaining</b> the impression created by the opening moments.</p>	<p><b>Explains, in detail, with some perceptiveness, the significance of the relationship</b> between aspects of the opening moments and the impression they make, with <b>supporting evidence</b>.</p> <p><b>Makes a personal response, with some perceptiveness, explaining</b> the impression created by the opening moments.</p>	<p><b>Explains, in perceptive detail, the significance of the relationship</b> between aspects of the opening moments and the impression they make, with <b>comprehensive supporting evidence</b>.</p> <p><b>Makes a perceptive and possibly original personal response explaining</b> the impression created by the opening moments.</p>

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

Question	Evidence
<b>THREE</b>	<b>A personal response to colours or shapes</b>
(a)	Describes the colours or shapes seen in the dance performance.
(b)	Explains how the use of colour or shape influenced the candidate's personal response to the dance performance.

N1	N2	A3	A4	M5	M6	E7	E8
<b>Attempts to identify</b> a colour or shape seen in the dance performance.	<b>Identifies</b> colours or shapes seen in the dance performance.  <b>Attempts to make a link</b> between the colours / shapes and a personal response.	<b>Describes</b> colours or shapes seen in the dance performance.  <b>Makes a link</b> between the colours / shapes and a personal response, with <b>some supporting evidence</b> .	<b>Describes, in detail,</b> colours or shapes seen in the dance performance.  <b>Makes links</b> between the colours / shapes and a personal response, with <b>supporting evidence</b> .	<b>Explains the relationship</b> between the colours / shapes and a personal response with <b>supporting evidence</b> .	<b>Explains, in detail, the relationship</b> between the colours / shapes and a personal response, with <b>relevant supporting evidence</b> .	<b>Explains, in detail, with some perceptiveness, the significance of the relationship</b> between the colours / shapes and a personal response, with <b>supporting evidence</b> .	<b>Explains, in perceptive detail, the significance of the relationship</b> between the colours / shapes and a personal response, with <b>comprehensive supporting evidence</b> .

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

### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24