

Assessment Schedule – 2018

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

Evidence

Question	Evidence
ONE	Important movement(s) and costume(s)
(a) (i)	Describes at least one important movement.
(a) (ii)	Describes at least one important costume.
(b)	Explains the relationship between the important movement and important costume, and the overall effect.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to identify aspects of an important movement and / or costume.</p>	<p>Identifies some aspects of an important movement and / or costume.</p> <p>Attempts to make a link between the important movement and important costume.</p>	<p>Describes both an important movement and an important costume.</p> <p>Makes a link between the important movement and important costume, with some supporting evidence.</p> <p>Makes a limited (or implied) response addressing the overall effect.</p>	<p>Describes, in detail, both an important movement and an important costume.</p> <p>Makes links between the important movement and important costume, with supporting evidence.</p> <p>Makes a response addressing the overall effect.</p>	<p>Explains the relationship between the important movement and important costume, with supporting evidence.</p> <p>Makes a clear response explaining the overall effect.</p>	<p>Explains, in detail, the relationship between the important movement and important costume, with relevant supporting evidence.</p> <p>Makes a clear and reasoned response explaining the overall effect.</p>	<p>Explains, in detail, with some perceptiveness, the significance of the relationship between the important movement and important costume, with supporting evidence.</p> <p>Makes a response, with some perceptiveness, explaining the overall effect.</p>	<p>Explains, in perceptive detail, the significance of the relationship between the important movement and important costume, with comprehensive supporting evidence.</p> <p>Makes a perceptive and possibly original response explaining the overall effect.</p>

N0 = No response; no relevant evidence.

Question	Evidence
TWO	The title and the choreographic intention
(a)	Describes how they see and / or hear the title represented in the dance.
(b)	Explains the effectiveness of the title in communicating the choreographic intention.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to identify ways in which they may see and / or hear the title represented in the dance.</p>	<p>Identifies ways in which they may see and / or hear the title represented in the dance.</p> <p>Attempts to make a link between the title and the choreographic intention.</p>	<p>Describes ways in which they may see and / or hear the title represented in the dance.</p> <p>Makes a link between the title and the choreographic intention, with some supporting evidence.</p> <p>Makes a limited (or implied) response addressing the effectiveness of the title.</p>	<p>Describes, in detail, ways in which they may see and / or hear the title represented in the dance.</p> <p>Makes links between the title and the choreographic intention, with supporting evidence.</p> <p>Makes a response addressing the effectiveness of the title.</p>	<p>Explains the relationship between the title and the choreographic intention, with supporting evidence.</p> <p>Makes a response explaining the effectiveness of the title.</p>	<p>Explains, in detail, the relationship between the title and the choreographic intention, with relevant supporting evidence.</p> <p>Makes a clear and reasoned response explaining the effectiveness of the title.</p>	<p>Explains, in detail, with some perceptiveness, the significance of the relationship between the title and the choreographic intention, with supporting evidence.</p> <p>Makes a clear and reasoned response with some perceptiveness evaluating the effectiveness of the title.</p>	<p>Explains, in perceptive detail, the significance of the relationship between the title and the choreographic intention, with comprehensive supporting evidence.</p> <p>Makes a perceptive and possibly original response evaluating the effectiveness of the title.</p>

N0 = No response; no relevant evidence.

Question	Evidence
THREE	A key theme and its links to social issues
(a)	Describes a key theme seen in the dance.
(b)	Explains the effectiveness of the key theme in interpreting social issues, beliefs, viewpoints and / or perspectives.

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to identify a key theme in the dance.	Identifies a key theme in the dance. Attempts to make a link between the key theme and a social issue.	Describes a key theme in the dance. Makes a link between the key theme and a social issue, with some supporting evidence . Makes a limited (or implied) response addressing the effectiveness of the key theme in interpreting the social issue.	Describes, in detail, a key theme in the dance. Makes links between the key theme and a social issue, with some supporting evidence . Makes a response addressing the effectiveness of the key theme in interpreting the social issue.	Explains the relationship between the key theme and a social issue, with supporting evidence . Makes a clear response explaining the effectiveness of the key theme in interpreting the social issue.	Explains, in detail, the relationship between the key theme and a social issue, with relevant supporting evidence . Makes a clear and reasoned response explaining the effectiveness of the key theme in interpreting the social issue.	Explains, in detail, with some perceptiveness, the significance of the relationship between the key theme and a social issue, with relevant supporting evidence . Makes a response, with some perceptiveness, explaining the effectiveness of the key theme in interpreting the social issue.	Explains, in perceptive detail, the significance of the relationship between the key theme and a social issue, with comprehensive supporting evidence . Makes a perceptive and possibly original response explaining the effectiveness of the key theme in interpreting the social issue.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 12	13 – 18	19 – 24