

## Assessment Schedule – 2020

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

#### Cut Scores

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

## Evidence

### Question One

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to describe the climax of the dance.	Attempts to describe the climax of the dance.  Attempts to discuss the effect of the climax.	Describes the climax of the dance.  Briefly discusses the effect of the climax.	Describes, in some detail, the climax of the dance.  Discusses the effect of the climax, with <b>some supporting evidence</b> from the dance.	Discusses, in depth, the effect of the climax, with <b>supporting evidence</b> from the dance.	Discusses, in depth, the effect of the climax, with <b>detailed supporting evidence</b> from the dance.	Comprehensively discusses the effect of the climax, with the <b>judicious use of supporting evidence</b> from the dance	Comprehensively and perceptively discusses the effect of the climax, with the <b>judicious use of supporting evidence</b> from the dance.

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

### Question Two

N1	N2	A3	A4	M5	M6	E7	E8
Identifies and attempts to describe one or more of the groupings and / or formations used in the dance.	Attempts to describe some of the groupings and / or formations used in the dance.  Attempts to discuss why these may have been used.	Describes groupings and / or formations used in the dance.  Briefly discusses at least one reason the choreographer may have chosen to use them.	Describes, in detail, groupings and / or formations used in the dance.  Discusses reasons the choreographer may have chosen to use them, with <b>some supporting evidence</b> from the dance.	Discusses, in depth, reasons the choreographer may have chosen to use them, with <b>supporting evidence</b> from the dance.	Discusses, in depth, reasons the choreographer may have chosen to use them, with <b>detailed supporting evidence</b> from the dance.	Comprehensively discusses reasons the choreographer may have chosen to use them, with the <b>judicious use of supporting evidence</b> from the dance.	Comprehensively and perceptively discusses reasons the choreographer may have chosen to use them, with the <b>judicious use of supporting evidence</b> from the dance.

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

**Question Three**

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<p><b>Attempts to describe</b> at least ONE way that gender roles are seen in the dance.</p>	<p><b>Attempts to describe</b> how gender roles are seen in the dance.</p> <p><b>Attempts to discuss</b> the significance of these.</p>	<p><b>Describes</b> at least ONE way that gender roles are seen in the dance.</p> <p><b>Briefly discusses</b> the significance of these.</p>	<p><b>Describes, in detail,</b> gender roles seen in the dance.</p> <p><b>Discusses</b> the significance of these, with <b>some supporting evidence</b> from the dance.</p>	<p><b>Discusses, in depth,</b> the significance of gender roles seen in the dance, with <b>supporting evidence</b> from the dance.</p>	<p><b>Discusses, in depth,</b> the significance of gender roles seen in the dance, with <b>detailed supporting evidence</b> from the dance.</p>	<p><b>Comprehensively discusses</b> the significance of gender roles seen in the dance, with the <b>judicious use of supporting evidence</b> from the dance.</p>	<p><b>Comprehensively and perceptively discusses</b> the significance of gender roles seen in the dance, with the <b>judicious use of supporting evidence</b> from the dance.</p>

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