

**Assessment Schedule – 2021**

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

**Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
Provide an interpretation of a dance performance with supporting evidence.	Provide an in-depth interpretation of a dance performance with supporting evidence.	Provide a perceptive interpretation of a dance performance with supporting evidence.

**Cut Scores**

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 19	20 – 24

**Evidence**

Question	Evidence
<b>ONE</b>	<b>Visual design</b>
	How does the selected aspect of visual design add to the effectiveness of the dance?

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to <b>identify</b> one aspect of visual design.	Attempts to make a <b>link</b> between the visual design and the effectiveness of the dance.	Provides a <b>limited (or implied) response, addressing</b> how the visual design adds to the effectiveness of the dance, with some supporting evidence.	Provides a <b>response addressing</b> how the visual design adds to the effectiveness of the dance, with supporting evidence.	Provides a <b>clear response, explaining</b> how the visual design adds to the effectiveness of the dance, with supporting evidence.	Provides a <b>clear and reasoned response, explaining</b> how the visual design adds to the effectiveness of the dance, with relevant supporting evidence.	Provides a <b>response, with some perceptiveness, explaining</b> how the visual design adds to the effectiveness of the dance, with relevant supporting evidence.	Provides a <b>perceptive and possibly original response, explaining</b> how the visual design adds to the effectiveness of the dance, with comprehensive supporting evidence.

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

**Evidence**

Question	Evidence
<b>TWO</b>	<b>Contrasting movements</b>
	How do contrasting movements contribute to your understanding of the dance?

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to <b>identify</b> contrasting movements.	Attempts to make a <b>link</b> between the contrasting movements and their understanding of the dance.	Provides a <b>limited (or implied) response, describing</b> how the contrasting movements contribute to their understanding of the dance as a whole, with some supporting evidence.	Provides a <b>response describing</b> how the contrasting movements contribute to their understanding of the dance as a whole, with supporting evidence.	Provides a <b>response explaining</b> how the contrasting movements contribute to their understanding of the dance as a whole, with supporting evidence.	Provides a <b>clear and reasoned response, explaining</b> how the contrasting movements contribute to their understanding of the dance as a whole, with relevant supporting evidence.	Provides a <b>clear and reasoned response, with some perceptiveness, evaluating</b> how the contrasting movements contribute to their understanding of the dance as a whole, with relevant supporting evidence.	Provides a <b>perceptive and possibly original response, evaluating</b> how the contrasting movements contribute to their understanding of the dance as a whole, with comprehensive supporting evidence.

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

**Evidence**

Question	Evidence
<b>THREE</b>	<b>The element of relationships</b>
	How does the element of relationships add interest to the dance?

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Attempts to identify</b> at least one example of relationships.</p>	<p><b>Attempts to make a link</b> between the use of relationships and the interest of the dance.</p>	<p>Provides a <b>limited (or implied) response, addressing</b> how the element of relationships adds interest to the dance, with some supporting evidence.</p>	<p>Provides a <b>response addressing</b> how the element of relationships adds interest to the dance, with supporting evidence.</p>	<p>Provides a <b>clear response, explaining</b> how the element of relationships adds interest to the dance, with supporting evidence.</p>	<p>Provides a <b>clear and reasoned response, explaining</b> how the element of relationships adds interest to the dance, with relevant supporting evidence.</p>	<p>Provides a <b>response, with some perceptiveness, explaining</b> how the element of relationships adds interest to the dance, with relevant supporting evidence.</p>	<p>Provides a <b>perceptive and possibly original response, explaining</b> how the element of relationships adds interest to the dance, with comprehensive supporting evidence.</p>

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

**Evidence**

Question	Evidence
<b>FOUR</b>	<b>One dancer's role</b>
	How is one dancer's role important to your interpretation of the dance?

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to identify one dancer's role.	Attempts to make a link between one dancer's role and the candidate's interpretation of the dance.	Provides a <b>limited (or implied) response, addressing</b> how one dancer's role is important to the candidate's interpretation of the dance, with some supporting evidence.	Provides a <b>response addressing</b> how one dancer's role is important to the candidate's interpretation of the dance, with supporting evidence.	Provides a <b>clear response, explaining</b> how one dancer's role is important to the candidate's interpretation of the dance, with supporting evidence.	Provides a <b>clear and reasoned response, explaining</b> how one dancer's role is important to the candidate's interpretation of the dance, with relevant supporting evidence.	Provides a <b>response, with some perceptiveness, explaining</b> how one dancer's role is important to the candidate's interpretation of the dance, with relevant supporting evidence.	Provides a <b>perceptive and possibly original response, explaining</b> how one dancer's role is important to the candidate's interpretation of the dance, with comprehensive supporting evidence.

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