

Assessment Schedule – 2023**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 • explaining the connections and relationships between key aspects of the dance performance • evaluating their effect, purpose, or contribution. 	<p><i>Comprehensively analysing a dance performance</i> involves:</p> <ul style="list-style-type: none"> • discussing the ways in which different aspects combine to produce an effect or convey meaning • critically evaluating the contribution of key aspects to the overall effectiveness of the dance performance.

Cut Scores

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

Evidence

Question One: Pathways

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

N0 = No response; no relevant evidence.

Question Two: Technical design

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe the technical design of the opening or closing of the dance.</p>	<p>Attempts to describe the technical design of the opening or closing of the dance.</p> <p>Attempts to discuss how the technical design contributes to the effectiveness of the opening or closing of the dance.</p>	<p>Describes the technical design of the opening or closing of the dance.</p> <p>Briefly discusses how the technical design contributes to the effectiveness of the opening or closing of the dance, with some supporting evidence from the dance.</p>	<p>Describes, in detail, the technical design of the opening or closing of the dance.</p> <p>Discusses how the technical design contributes to the effectiveness of the opening or closing of the dance, with some supporting evidence from the dance.</p>	<p>Discusses, in some depth, how the technical design contributes to the effectiveness of the opening or closing of the dance, with supporting evidence from the dance.</p>	<p>Discusses, in depth, how the technical design contributes to the effectiveness of the opening or closing of the dance, with detailed supporting evidence from the dance.</p>	<p>Comprehensively discusses how the technical design contributes to the effectiveness of the opening or closing of the dance, with judicious use of supporting evidence from the dance.</p>	<p>Comprehensively and perceptively discusses how the technical design contributes to the effectiveness of the opening or closing of the dance, with judicious use of supporting evidence from the dance.</p>

N0 = No response; no relevant evidence.

Question Three: Unity

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to describe separate aspects of the dance.</p>	<p>Attempts to describe separate aspects of the dance.</p> <p>Attempts to discuss how successfully separate aspects of the dance have combined to create unity.</p>	<p>Describes separate aspects of the dance</p> <p>Briefly discusses how successfully separate aspects of the dance have combined to create unity, with some supporting evidence from the dance.</p>	<p>Describes, in detail, separate aspects of the dance.</p> <p>Discusses how successfully separate aspects of the dance have combined to create unity, with some supporting evidence from the dance.</p>	<p>Discusses, in some depth, how successfully separate aspects of the dance have combined to create unity, with supporting evidence from the dance.</p>	<p>Discusses, in depth, how successfully separate aspects of the dance have combined to create unity, with detailed supporting evidence from the dance.</p>	<p>Comprehensively discusses how successfully separate aspects of the dance have combined to create unity, with judicious use of supporting evidence from the dance.</p>	<p>Comprehensively and perceptively discusses how successfully separate aspects of the dance have combined to create unity, with judicious use of supporting evidence from the dance.</p>

N0 = No response; no relevant evidence.