

Assessment Schedule – 2025

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Provide an interpretation of a dance performance with supporting evidence involves:</i></p> <ul style="list-style-type: none"> describing key aspects of a dance performance, such as individual movements, sequences, use of space, use of energy, use of choreographic structures, the use of repetition and variation, and the use of formations and groupings, set, costumes, music, and lighting demonstrating understanding of ways in which meaning is conveyed, such as through costume designs, movement choices, groupings, and characterisation responding to aspects of a dance performance, such as conveying the reasons for enjoying or not enjoying the dance, enjoying or not enjoying the performance of specific dancers, and enjoying or not enjoying the genre. 	<p><i>Provide an in-depth interpretation of a dance performance with supporting evidence involves:</i></p> <ul style="list-style-type: none"> explaining the ways in which meaning is conveyed in detail, such as the ways the production technologies contribute to conveying meaning, and interpreting the symbolism of individual movements (e.g. in Bharatanatyam or ballet, the way the opening movements introduce the ideas in the dance) making reasoned responses to aspects of the performance, such as evaluating the impact of the dance on an audience, evaluating the effectiveness of the designs and movement choices, discussing the importance of the theme, and interpreting the possible choreographic intention of the dance. 	<p><i>Provide a perceptive interpretation of a dance performance with supporting evidence involves:</i></p> <ul style="list-style-type: none"> explaining perceptively the ways in which meaning is conveyed, such as the relationships between the movements used and the lighting designs, the way the structure contributes to conveying meaning, and the way the choreography references other art works making perceptive responses to key aspects of the performance, such as critically evaluating the relationships between performers, the movements and the visual and aural design, explaining personal interpretations of the designs and movement choices, and evaluating the comments of reviewers.

Cut Scores

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

Evidence

QUESTION ONE: Repeated movement

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to identify one repeated movement.	Identifies one repeated movement. <i>OR</i> Attempts to make a link between one repeated movement and the candidate's understanding of the dance.	Describes one repeated movement. <i>AND</i> Makes a link between one repeated movement and the candidate's understanding of the dance. With some limited (or implied) supporting evidence .	Describes, in detail , one repeated movement. Describes how one repeated movement contributes to the candidate's understanding of the dance. With supporting evidence .	Describes, in detail, one repeated movement. Explains how one repeated movement contributes to the candidate's understanding of the dance. With supporting evidence.	Explains, clearly , how one repeated movement contributes to the candidate's understanding of the dance. With relevant supporting evidence.	Explains, with some perceptiveness , how one repeated movement contributes to the candidate's understanding of the dance. With detailed relevant supporting evidence.	Explains, perceptively and possibly with originality , how one repeated movement contributes to the candidate's understanding of the dance. With comprehensive supporting evidence.

N0 = No response; no relevant evidence.

QUESTION TWO: Aural design / sound

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to identify aural design OR ONE other key aspect seen in the dance.	Identifies the use of aural design. <i>OR</i> Identifies the use of ONE other key aspect seen in the dance. <i>OR</i> Attempts to make a link between the use of aural design and ONE other key aspect seen in the dance.	Describes the use of aural design. <i>OR</i> Describes the use of ONE other key aspect seen in the dance. <i>AND</i> Makes a link between the use of aural design and ONE other key aspect seen in the dance. With some limited (or implied) supporting evidence .	Describes, in detail , the use of aural design. <i>AND</i> Describes, in detail , the use of ONE other key aspect seen in the dance. <i>AND</i> Describes how the aural design supports ONE other key aspect seen in the dance. With supporting evidence .	Describes, in detail, the use of aural design. Describes, in detail, the use of ONE other key aspect seen in the dance. Explains how the aural design supports ONE other key aspect seen in the dance. With supporting evidence.	Explains, clearly , how the aural design supports ONE other key aspect seen in the dance. With relevant supporting evidence.	Explains, with some perceptiveness , how the aural design supports ONE other key aspect seen in the dance. With detailed relevant supporting evidence.	Explains, perceptively and possibly with originality , how the aural design supports ONE other key aspect seen in the dance. With comprehensive supporting evidence.

N0 = No response; no relevant evidence.

QUESTION THREE: Opening moment

N1	N2	A3	A4	M5	M6	E7	E8
<p>Attempts to identify the opening moment.</p>	<p>Identifies the opening moment.</p> <p><i>OR</i></p> <p>Attempts to make a link between the opening moment and the ideas or mood of the dance.</p>	<p>Describes the opening moment.</p> <p><i>AND</i></p> <p>Makes a link(s) between the opening moment and the ideas or mood of the dance.</p> <p>With some limited (or implied) supporting evidence.</p>	<p>Describes, in detail, the opening moment.</p> <p>Describes how successfully the opening moment introduces the ideas or mood of the dance.</p> <p>With supporting evidence.</p>	<p>Describes, in detail, the opening moment.</p> <p>Explains how successfully the opening moment introduces the ideas or mood of the dance.</p> <p>With supporting evidence.</p>	<p>Explains, clearly, how successfully the opening moment introduces the ideas or mood of the dance.</p> <p>With relevant supporting evidence.</p>	<p>Explains, with some perceptiveness, how successfully the opening moment introduces the ideas or mood of the dance.</p> <p>With detailed relevant supporting evidence.</p>	<p>Explains, perceptively and possibly with originality, how successfully the opening moment introduces the ideas or mood of the dance.</p> <p>With comprehensive supporting evidence.</p>

N0 = No response; no relevant evidence.