

**Sample Assessment Schedule – 2025**

**Dance: Demonstrate understanding of the elements of dance in a dance sequence (91939)**

**Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Demonstrate understanding of the elements of dance in a dance sequence involves:</i></p> <ul style="list-style-type: none"> <li>• describing the dance elements in a dance sequence</li> <li>• describing the purpose of a dance sequence.</li> </ul>	<p><i>Explain the elements of dance in a dance sequence involves:</i></p> <ul style="list-style-type: none"> <li>• explaining the effects of the dance elements in a dance sequence</li> <li>• explaining the connections between the dance elements and the purpose of a dance sequence.</li> </ul>	<p><i>Evaluate the elements of dance in a dance sequence involves:</i></p> <ul style="list-style-type: none"> <li>• discussing the impact of the dance elements in a dance sequence</li> <li>• reflecting on the use of the dance elements to communicate the purpose of a dance sequence.</li> </ul>

**Notes:**

For Achievement grades, candidates are required to **describe** the dance elements seen within the sequence and identify the purpose of the dance.

For Merit grades, candidates are required to **explain the effect** of the dance elements seen within the sequence, and how this connects to the purpose of the dance.

For Excellence grades, candidates are required to **discuss why** the dance elements were used in this way to communicate the purpose of the dance sequence.

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0–2	3–4	5–6	7–8

N1	N2	A3	A4	M5	M6	E7	E8
<p>Limited evidence of understanding.</p>	<p><b>Attempts to describe</b> the dance element(s), or components of the dance elements, seen in the dance sequence.</p>	<p><b>Identifies and briefly describes</b> dance element(s), or components of the dance elements, seen in the dance sequence.</p> <p>For example: The candidate describes a slow movement performed in the dance, without describing the detail of the movement.</p>	<p><b>Clearly describes</b> dance element(s) or components of the dance elements, seen in the dance sequence.</p> <p>For example: The candidate describes the directional facing of a particular movement, and further description is provided with detail of a change in body base, giving examples of the parts of the body in contact with the floor.</p>	<p><b>Explains</b> how components of the dance elements are seen and / or their <b>effect</b>. The discussion may be unbalanced.</p> <p>For example: The candidate describes one dance element in detail, such as the use of energy, an explosive movement where the arms go from wrapped around the body to extended in a V shape; the candidate states that a canon movement was performed one after the other, without describing the details or effects of the movements.</p>	<p>Explains, <b>in detail</b>, how components of the dance elements are seen, <b>and</b> their effect. (Details may include how the components create an effect, or how they work together.)</p> <p>For example: The candidate describes a floor pathway, in detail, such as moving diagonally across the stage, from upstage left to downstage right. The candidate describes an asymmetrical body shape in detail, such as the performing dancer's left leg was lifted off the ground with the right arm curved and the left arm extended.</p>	<p><b>Discusses</b> how the dance elements are seen, and their impact.</p> <p>For example: The candidate describes in detail a unison and non-unison movement and discusses the importance of these contrasting movements.</p>	<p>Discusses and <b>insightfully considers</b> the impact of the dance elements.</p> <p>Discussion is supported by specific examples and in-depth detail to reflect on the use in relation to the purpose of the sequence.</p> <p>A number of impacts are appropriately identified, e.g. sudden, unexpected, explosive, dominance and power, interesting, arouses curiosity, etc., and are reflected on in relation to communicating the purpose of the dance sequence.</p> <p><i>For example: The candidate describes in detail a unison and non-unison movement and introduces the idea that the performers create contrast, analysing how and why a range of elements communicate ideas or create impact.</i></p>
	<p>Identifies or states the purpose of the dance sequence, with <b>limited evidence</b> of understanding.</p>	<p>Identifies and <b>describes</b> the purpose of the dance sequence. <i>AND/OR</i> Provides ideas or interpretation regarding what may relate to the element(s) of dance described.</p>	<p>Identifies and <b>describes, in some detail</b>, the purpose of the dance sequence. <b>Implies</b> connection(s) between the effect of the dance element(s) and the purpose of the dance sequence.</p>	<p>Describes the purpose of the dance sequence. <b>Makes connection(s)</b> between the effect of the dance elements and the purpose of the dance sequence.</p>	<p><b>Explains</b> connections between the effect of the dance elements and the purpose of the dance sequence.</p>	<p><b>Makes clear connections, considering more than one point</b>, between the impact of the dance elements and how they are seen to communicate the purpose of the dance.</p>	

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