

Dance marking guide and response

External assessment 2025

Extended response (33 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. demonstrate an understanding of the elements of dance, structure, production elements and dance skills in a selected dance work
2. apply written literacy skills using relevant dance terminology and language conventions to communicate ideas and meaning
4. analyse and interpret elements of dance, structure, production elements and dance skills used in a selected dance work
8. evaluate the selected dance work, justifying the use of elements of dance, structure, production elements and dance skills to communicate stated meaning.

Note: Objectives 3, 5, 6 and 7 are not assessed in this instrument.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Marking guide

Criterion: Understanding dance concepts and skills

The response:	M
• demonstrates knowledge and understanding of selected dance concepts and skills	2
• demonstrates knowledge and understanding of selected dance concepts and skills, with some errors	1
• does not satisfy any of the descriptors above.	0

Criterion: Analysing and interpreting dance concepts and skills

Stimulus 1				Stimulus 2			
The response, for one dance concept or skill:	M	The response, for another dance concept or skill:	M	The response, for one dance concept or skill:	M	The response, for another dance concept or skill:	M
<ul style="list-style-type: none"> identifies valid interrelationships between relevant characteristics provides detailed description of how the dance concept/skill is manipulated to communicate meaning 	4	<ul style="list-style-type: none"> identifies valid interrelationships between relevant characteristics provides detailed description of how the dance concept/skill is manipulated to communicate meaning 	4	<ul style="list-style-type: none"> identifies valid interrelationships between relevant characteristics provides detailed description of how the dance concept/skill is manipulated to communicate meaning 	4	<ul style="list-style-type: none"> identifies valid interrelationships between relevant characteristics provides detailed description of how the dance concept/skill is manipulated to communicate meaning 	4
<ul style="list-style-type: none"> identifies connections between relevant characteristics provides description of how the dance concept/skill is manipulated to communicate meaning 	3	<ul style="list-style-type: none"> identifies connections between relevant characteristics provides description of how the dance concept/skill is manipulated to communicate meaning 	3	<ul style="list-style-type: none"> identifies connections between relevant characteristics provides description of how the dance concept/skill is manipulated to communicate meaning 	3	<ul style="list-style-type: none"> identifies connections between relevant characteristics provides description of how the dance concept/skill is manipulated to communicate meaning 	3
<ul style="list-style-type: none"> identifies appropriate isolated examples with characteristics provides ideas about how the dance concept/skill is manipulated to communicate meaning 	2	<ul style="list-style-type: none"> identifies appropriate isolated examples with characteristics provides ideas about how the dance concept/skill is manipulated to communicate meaning 	2	<ul style="list-style-type: none"> identifies appropriate isolated examples with characteristics provides ideas about how the dance concept/skill is manipulated to communicate meaning 	2	<ul style="list-style-type: none"> identifies appropriate isolated examples with characteristics provides ideas about how the dance concept/skill is manipulated to communicate meaning 	2
<ul style="list-style-type: none"> identifies an example from the stimulus provides ideas about the stimulus 	1	<ul style="list-style-type: none"> identifies an example from the stimulus provides ideas about the stimulus 	1	<ul style="list-style-type: none"> identifies an example from the stimulus provides ideas about the stimulus 	1	<ul style="list-style-type: none"> identifies an example from the stimulus provides ideas about the stimulus 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Evaluating and justifying dance

Stimulus 1				Stimulus 2			
The response, for one dance concept or skill:	M	The response, for another dance concept or skill:	M	The response, for one dance concept or skill:	M	The response, for another dance concept or skill:	M
<ul style="list-style-type: none"> provides a valid judgment about how effectively the dance concept/skill communicates meaning identifies credible examples that support this judgment 	3	<ul style="list-style-type: none"> provides a valid judgment about how effectively the dance concept/skill communicates meaning identifies credible examples that support this judgment 	3	<ul style="list-style-type: none"> provides a valid judgment about how effectively the dance concept/skill communicates meaning identifies credible examples that support this judgment 	3	<ul style="list-style-type: none"> provides a valid judgment about how effectively the dance concept/skill communicates meaning identifies credible examples that support this judgment 	3
<ul style="list-style-type: none"> provides a judgment about how effectively the dance concept/skill communicates meaning identifies examples that mostly support this judgment 	2	<ul style="list-style-type: none"> provides a judgment about how effectively the dance concept/skill communicates meaning identifies examples that mostly support this judgment 	2	<ul style="list-style-type: none"> provides a judgment about how effectively the dance concept/skill communicates meaning identifies examples that mostly support this judgment 	2	<ul style="list-style-type: none"> provides a judgment about how effectively the dance concept/skill communicates meaning identifies examples that mostly support this judgment 	2
<ul style="list-style-type: none"> provides an opinion about the stimulus identifies an example from the stimulus 	1	<ul style="list-style-type: none"> provides an opinion about the stimulus identifies an example from the stimulus 	1	<ul style="list-style-type: none"> provides an opinion about the stimulus identifies an example from the stimulus 	1	<ul style="list-style-type: none"> provides an opinion about the stimulus identifies an example from the stimulus 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Applying written literacy skills

The response:	M
<ul style="list-style-type: none">• communicates dance ideas and meaning in a sustained, organised and cohesive sequencing of information• uses language conventions consistently and with clarity	3
<ul style="list-style-type: none">• communicates dance ideas and meaning in a logical and structured manner• uses language conventions appropriately and with clarity	2
<ul style="list-style-type: none">• communicates dance ideas and meaning• uses language conventions, with some loss of clarity	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0



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