

## Assessment Schedule – 2012

### Dance: Demonstrate understanding of a dance genre or style in context (91212)

#### Evidence Statement

Question	Evidence
<b>ONE</b>	<b>The beginnings of the dance genre or style</b>
(a)	(i) Describes when and where the dance genre / style began.
	(ii) Describes the events / situations that led to the beginning of the genre / style.
(b)	Evaluates how the events / situations led to the way the genre / style looked when it was beginning.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Attempts to identify</b> when OR where the dance genre / style is understood to have begun</p> <p>OR</p> <p><b>Identifies</b> ONE aspect of the appearance of the dance consistent with a particular time.</p>	<p><b>Identifies</b> when OR where the dance genre / style is understood to have begun</p> <p>OR</p> <p><b>Identifies</b> aspects of the appearance of the dance consistent with a particular time.</p>	<p><b>Describes some aspects</b> of when OR where the dance genre / style is understood to have begun</p> <p>AND</p> <p><b>Identifies</b> some aspects of how the dance looked at that time</p> <p>AND</p> <p><b>Describes some factors</b> in that time / place that led to the way the genre / style looked when it was beginning.</p>	<p><b>Describes</b> when OR where the dance genre / style is understood to have begun</p> <p>AND</p> <p><b>Describes</b> how the dance looked at that time</p> <p>AND</p> <p><b>Describes key factors</b> in that time / place that led to the way the genre / style looked when it was beginning.</p>	<p><b>Explains in some detail key factors</b> in that time / place that led to the way the genre / style looked when it was beginning</p> <p>AND</p> <p><b>Explains some links</b> between the way that the dance genre looked when it was beginning and the context within which it was being developed, with <b>some supporting evidence</b>.</p>	<p><b>Explains in detail key factors</b> in that time / place that led to the way the genre / style looked when it was beginning</p> <p>AND</p> <p><b>Explains links</b> between the way that the dance genre looked when it was beginning and the context within which it was being developed with <b>some supporting evidence</b>.</p>	<p><b>Explains in detail</b> the relationship between the way that the dance genre looked when it was beginning and the context within which it was being developed, with <b>supporting evidence</b>.</p>	<p><b>Explains in comprehensive detail</b> the relationship between the way that the dance genre looked when it was beginning and the context within which it was being developed, with <b>detailed supporting evidence</b>.</p>

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

Question	Evidence
<b>TWO</b>	<b>Typical movement(s) seen in the dance genre or style</b>
(a)	(i) Describes a short movement sequence OR THREE one- or two-count movements that are typical of the dance genre / style.
	(ii) Sketches the movement(s).
(b)	Explains how and why the movement(s) has become part of the genre / style.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Identifies</b> ONE short movement sequence OR TWO one- or two-count movements seen in the dance genre / style.</p>	<p><b>Identifies</b> and <b>attempts to describe</b> ONE short movement sequence OR THREE one- or two-count movements seen in the dance genre / style.</p>	<p><b>Describes</b> ONE typical short movement sequence OR THREE typical one- or two-count movements seen in the dance genre / style</p> <p><i>AND</i></p> <p><b>Describes</b> a feature of the context related to the movement(s), making a link.</p>	<p><b>Describes with precision</b> ONE typical short movement sequence OR THREE typical one- or two-count movements seen in the dance genre / style</p> <p><i>AND</i></p> <p><b>Describes</b> features of the context related to the movement, making links.</p>	<p><b>Explains</b> how and why the movement(s) became part of the genre / style, with <b>some supporting evidence</b>.</p>	<p><b>Explains</b> how and why the movement(s) became part of the genre / style, with <b>supporting evidence</b>.</p>	<p><b>Explains in detail</b> the processes by which the movement(s) became part of the genre / style, with <b>supporting evidence</b>.</p>	<p><b>Explains in comprehensive detail</b> the processes by which the movement(s) became part of the genre / style, with <b>detailed supporting evidence</b>.</p>

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

Question	Evidence
<b>THREE</b>	<b>Dance shapes in the dance genre or style</b>
(a)	Describes and sketches TWO shapes that are commonly seen in the dance genre / style.
(b)	Explains why the movement(s) are commonly seen in the genre / style.

N1	N2	A3	A4	M5	M6	E7	E8
Identifies OR attempts to describe ONE shape.	Identifies OR attempts to describe TWO shapes  <i>OR</i> Describes ONE shape typically seen in the dance genre / style.	<i>EITHER</i> Describes TWO shapes typically seen in the dance genre / style.  <i>AND</i> Identifies a related aspect of the context, with a link  <i>OR</i> Describes ONE shape AND some relevant aspects of the context, with a link.	Describes in detail TWO shapes typically seen in the dance genre / style.  <i>AND</i> Describes some relevant aspects of the context, with links.	Briefly explains the reasons the shapes were commonly seen in the dance genre / style, with <b>some supporting evidence</b> .	Explains the reasons the shapes were commonly seen in the dance genre / style, with <b>supporting evidence</b> .	Explains in detail the reasons and processes by which the shapes became part of the genre / style, with <b>supporting evidence</b> .	Explains in <b>comprehensive detail</b> the reasons and processes by which the shapes became part of the genre / style, with <b>appropriate and detailed supporting evidence</b> .

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

Question	Evidence
<b>FOUR</b>	<b>Participants in the dance genre or style</b>
(a)	(i) Describes a time when the dance genre/style was popular.
	(ii) Describes a participant who would have been seen performing the dance at this time.
	(iii) Sketches the participant.
(b)	Explains why the participants looked as they did at this time.

N1	N2	A3	A4	M5	M6	E7	E8
<p><b>Identifies</b> a time when the dance genre / style was performed</p> <p>AND</p> <p><b>Identifies</b> a participant.</p>	<p><i>EITHER</i></p> <p><b>Identifies</b> a time when the dance genre / style was performed</p> <p>AND</p> <p><b>Attempts to describe</b> a participant</p> <p>OR</p> <p><b>Describes</b> a time AND <b>attempts to identify</b> a participant.</p>	<p><b>Describes</b> a participant and the context within which they participated in the dance genre / style, making a link.</p>	<p><b>Describes in detail</b> a participant and the context within which they participated in the dance genre / style, making links.</p>	<p><b>Briefly explains</b> the relationship between the appearance of the participants and the context within which they were engaged in the dance genre / style, with <b>some supporting evidence</b>.</p>	<p><b>Explains</b> the relationship between the appearance of the participants and the context within which they were engaged in the dance genre / style, with <b>supporting evidence</b>.</p>	<p><b>Explains in detail</b> why a participant looked as they did at a clearly identified time when the dance genre / style was popular, with <b>supporting evidence</b> related to the appearance and the context.</p>	<p><b>Explains in perceptive and comprehensive detail</b> why a participant looked as they did at a clearly identified time when the dance genre / style was popular, with <b>detailed and perceptive supporting evidence</b> related to the appearance and the context.</p>

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

### Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<b>Score range</b>	0 – 6	7 – 12	13 – 19	20 – 24